

PD-AAV-363

12-11 49464

92

TRIP REPORT:

MEXICO COUNTRY PROJECT MONITORING

936-3032

004810

0001915

DPE = 3081-A-2018-00

Prepared by: Ann B. Jimerson

Dates of In-Country Work:

May 19-27, 1986

The Johns Hopkins University  
Population Information Program  
Population Communication Services  
624 North Broadway  
Baltimore, Maryland 21205  
USA

## EXECUTIVE SUMMARY

From May 19 to May 27, 1986, JHU/PCS Media/Materials Coordinator, Ann B. Jimerson worked in Mexico on two separate but related assignments. The first, in support of the JHU/PCS project with AMIDEM/IMSS, was to review drafts of the training modules under development. This visit reinforced the communication methodologies promoted during my earlier trip and further developed the AMIDEM/IMSS Education Division's capabilities in creating effective slides to support the training modules. Development of the modules is progressing very well. It is recommended that:

1. Close attention be paid to consistency within each module;
2. The visuals reinforce the topic's main points and emphasize how the information is to be applied to service provision;
3. The team follow the work schedule laid out and continue collaborating with the authors;
4. The Education Division staff continue to coordinate all steps and participate actively in all activities; and
5. JHU/PCS provide technical support when AMIDEM/IMSS is ready to revise the modules based on pretest results.

JHU/PCS had been requested by Mr. O. J. Sykes, UNFPA Senior Technical Officer, to upgrade UN field personnel's communication skills through their participation in technical assistance visits. As the first step in this collaboration, I provided technical assistance to Jairo Palacio, director of a UNESCO Regional Program in Population Education in Caracas, Venezuela. Norma Patiño, a freelance graphic designer who was contracted by the UNESCO office to illustrate the textbook, participated in most discussions. Mr. Palacio's group is developing a textbook with Family Planning themes for newly literate adults. To assist them in designing a pretest plan for the reader, I presented alternative pretest methodologies and described the methodology which AMIDEM/IMSS has adopted to pretest a complex set of educational materials. This model offers many applications to meet the UNESCO pretest needs. I also

recommended that UNESCO test out a variety of formats and approaches in an attempt to make its materials more "participatory". It is recommended that:

- 1) CRESALC-UNESCO and AMIDEM/IMSS build upon the exchange established during this visit;
- 2) The Media/Materials Collection provide UNESCO with sample materials and literature;
- 3) Contact be maintained to facilitate a regional exchange of IEC materials; and
- 4) UNESCO inform JHU/PCS of its pretest plans and provide subsequent drafts of the textbook.

## LIST OF ABBREVIATIONS

AMIDEM	Academia Mexicana de Investigación en Demografía
CRESALC	Centro Regional para la Educación Superior en América Latina y el Caribe
IEC	Information, education and communication
IMMS	Instituto Mexicano del Seguro Social
JHU/PCS	The Johns Hopkins University/Population Communication Services
M/MC	Media/Materials Collection
PATH/PIACT	Program for Appropriate Technology in Health/Program for the Introduction and Adaptation of Contraceptive Technology
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USAID	United States Agency for International Development

## INTRODUCTION

From May 19 to May 27, 1986, JHU/PCS Media/Materials Coordinator, Ann B. Jimerson worked in Mexico City on two separate but related assignments. The first job was to provide support to the AMIDEM/IMSS project as it continues to develop 20 training modules. Objectives were: 1) to review latest drafts of modules for consistency and soundness of educational approach; 2) to support the team in the process and methodologies promoted in my prior visit in April 1986; and 3) to participate with the team as they develop creative ideas for the slides which will accompany the modules.

The second assignment was to provide technical assistance to the director of the Regional Program in Population Education based in Caracas, Venezuela in the CRESALC-UNESCO (Regional Center on Higher Education in Latin America and the Caribbean-United Nations Educational, Scientific and Cultural Organization). I worked with the director and a Mexico-based freelance graphic designer/illustrator to: 1) discuss various alternatives for pretesting educational materials; 2) introduce them to the pretesting methodology which AMIDEM/IMSS has developed for pretesting the training modules; 3) suggest alternative materials and approaches for their educational materials; and 4) establish contact between CRESALC-UNESCO and JHU/PCS. Their immediate concern is in the pretesting of a textbook on population and family planning issues which they have developed as a reader for newly literate adults throughout Latin America. We also discussed ways in which pretesting methodologies might be developed for adapting this and other materials for specific country programs.

### AMIDEM/IMSS

Twelve of the 20 training modules had been revised by the authors who had simplified the text and adapted them to match the format developed in April. The majority of my time was spent reviewing these revised modules and noting problems and recommendations for AMIDEM/IMSS to consider as they finalize the modules for pretesting. Overall observations were that:

- o A great deal of progress has been made in revising the texts.
- o Most modules are still overly-ambitious.

- o The objectives and central ideas had been clarified in many, but not all, of the modules.
- o Suggested visuals tended to treat too many ideas and should be focused on reinforcing the main points of each module.
- o Many modules fail to demonstrate how the information presented can be applied to service provision by the IMSS employees who will receive training.

Comments on these twelve modules were left in written form and discussed in general terms with the AMIDEM/IMSS team.

### The AMIDEM/IMSS Team

Several personnel shifts have affected the team of players involved in the development of the modules. Leonor Sainz had resigned shortly after my April visit and Beatriz Mansur was in her last week with AMIDEM/IMSS during this visit. Their replacements had been trained to carry on with the coordination of all work on the modules. Celina Degollado Satow will be responsible for reviewing the content of the modules and for administration of the project. Maricela Ruelas Rueda will coordinate all aspects of visuals development. A third staff member has been added to the Education Division but was out of the office on sick leave during my visit. A UNESCO communicator has been contracted to assist in creating visuals together with a team made up of the Education Division staff and three IMSS staff members who work in computer graphics. This team held its first work session during my visit and has established efficient working methods which promise to result in a thorough analysis of the text and creative use of visual images to simplify and clarify the topic. The team's workplan for each of the modules will follow these steps:

- 1) The communicator reviews the text, noting recommended changes in visuals;
- 2) The team discusses and finalizes proposed visuals;
- 3) The team meets with the author to further refine the plans;
- 4) The visuals are reviewed and revised by Dr. Martínez Manautou with the team;
- 5) Slides are produced.

- 6) Two pretest sessions are conducted and four measurements are applied to obtain feedback from both trainer and trainees;
- 7) Revisions are made to both slides and text based on pretest results.

A graphic designer has been contracted for the book design, and cover ideas have already been pretested. The coordination of all steps has been well thought out to assure collaboration with the eight authors and proper review and revision.

### Training in Developing Visuals

In addition to reviewing the text of the modules, I participated in two sessions of the "visualizing" team. We spent a portion of one session going over design recommendations based on problems I had discovered in the modules. I stressed the following guidelines:

- o Whenever possible, replace text with visuals (for example, use bar graphs instead of tables);
- o Check that the visual impression of a graph reinforces the main point of the text (for example, when stressing a dramatic increase in percentage change, do not use a line graph which shows a less dramatic change in numbers and seemingly contradicts the point of the text);
- o Use consistent visual "language" and standards of measure (for example, do not "stack" bar graphs in one visual and "overlap" bars in another; if statistics are given in terms of "rate per 100,000 live births" in one slide, do not switch to a "rate per 10,000 live births" in the next);
- o Highlight only key words, avoiding lengthy text;
- o Avoid misleading symbols or visual images which may carry unintended meaning;
- o Assure that all graphs and pie charts accurately reflect the statistics provided;
- o Use introductory slides to establish the outline for the talk and define terms;
- o Close each module with a slide which allows the trainer to summarize the main points;
- o Include photos of IMSS staff to establish the link between the topic and

its application to the workplace;

- o For greater efficiency in learning, select visual images which reinforce the main points on which the trainees will be tested, and eliminate visuals which give equal weight to less important or peripheral points.

In general, the AMIDEM/IMSS project is progressing very well. The Education Division and the authors are open to suggestions and are working well together to clarify the text and create effective slides. In coordinating a large number of steps involving interactions with many individuals in the development of 20 different modules, they have not lost sight of the importance of pretesting or of their goal of producing excellent materials which will be a model for the rest of the region.

### CRESALC/UNESCO

Mr. O. J. Sykes, UNFPA Senior Technical Officer, had requested that JHU/PCS assist in upgrading UN field personnel's skills in communication. Mr. Sykes suggested that UN staff participate in technical assistance visits by JHU/PCS staff, sub-contractors and consultants where appropriate. This assignment in Mexico was the first attempt at this type of coordination.

The trip was arranged to coincide with a visit from Jairo Palacio, of the Regional Center for Higher Education in Latin America and the Caribbean (CRESALC) of UNESCO. In his capacity as director of the Regional Program in Population Education, Mr. Palacio has developed a set of adult literacy texts which have as their content various family planning and population topics. Norma Patiño, a Mexican freelance graphic designer who has been hired to illustrate and design the texts, participated in most of our discussions.

Mr. Palacio's objective was to prepare a plan for pretesting a text for new readers which reinforces their newly-acquired literacy skills by providing readings, activities and tests on themes such as family planning methods, adolescent pregnancy and rural-to-urban migration. Approximately 150 copies of the text have been printed. These will be field-tested, reviewed by experts, revised and eventually adapted for use in countries throughout the region.

## Discussion of Pretest Methodologies

In order to orient them to the concept and techniques of pretesting, I described a variety of methodologies, including:

- o Focus Group Technique used as initial research methodology and in pretesting concepts or draft materials. We discussed various reasons for using the technique, specific examples of ideas or feedback gained through focus group discussion and how it differs from individual interviews or questionnaires in providing qualitative rather than quantitative data.
- o Pretests of materials for illiterates, especially as developed and used by PATH/PIACT in the design of booklets for nonreaders. We discussed interview techniques, instruments used, sample sizes required, level of comprehension deemed acceptable, and possible application to CRESALC/UNESCO's project.
- o AMIDEM/IMSS pretest methodology for the training modules as an example of testing and revising a complex set of teaching materials from perspective of both teacher and student. I described the four measures used in each pretest session:
  - 1) observation of the training session;
  - 2) pre- and post-tests of trainees on knowledge of topic;
  - 3) in-depth interview with instructor; and
  - 4) focus group discussion with trainees.

The AMIDEM/IMSS model may be useful to the CRESALC-UNESCO project since it was designed to improve lengthy materials dealing with a number of topics, using responses from two audiences. An important aspect of Palacio's participation in this technical assistance visit was the opportunity to observe the AMIDEM/IMSS model in progress.

These examples, plus sample pretest instruments and books and articles from the Media/Materials Collection (M/MC) will be useful as CRESALC-UNESCO develops a system for pretesting the current version of the text and for training local teams in adapting and testing the texts for use in each country.

## Observations on the draft text

After reviewing the draft text for new readers, I suggested several changes in how the materials are developed and the tone and approach of the text. The primary recommendation is to develop a range of formats and lessons intended to increase the students' involvement with the topic and their participation in the learning process. We discussed a variety of approaches, among them:

- o Focus group discussions to generate topics, appropriate angles, vocabulary, etc.;
- o Use of actual case studies to develop the stories;
- o Variety of reading samples such as newspaper articles, personal letters, comics, photo novels, unfinished stories;
- o Comics which provide drama, rather than illustrated summaries of the key points;
- o Readings which are developed by members of the target audience, i.e. the new readers themselves.

Mr. Palacio did not leave Mexico with a pretesting plan ready to put into action, as he had initially hoped, but he expressed satisfaction with our discussions and exchange of ideas. The Media/Materials Collection is providing both Mr. Palacio and Ms. Patiño with sample print materials and articles on developing photo novels, pretesting, participatory education and the communication process.

## Inter-institutional Collaboration

An important link has been established between CRESALC-UNESCO and JHU/PCS for the exchange of materials and information. Mr. Palacio is interested in facilitating the exchange of IEC materials among programs throughout Latin America and may visit the M/MC later this year to see how we might collaborate in this effort. He felt that JHU/PCS could offer a lot as CRESALC-UNESCO applies many communication methodologies to their materials development process.

Contact between AMIDEM/IMSS and CRESALC-UNESCO lent a realistic base to the theoretical training I provided. Both Palacio and Patiño benefited from

participation in certain steps of the materials development process and from an analysis of how the AMIDEM/IMSS pretest methodology was developed.

Collaboration among the three institutions should result in improved family planning and population communication efforts throughout the Latin American region.

## CONCLUSIONS AND RECOMMENDATIONS

### AMIDEM/IMSS

The project is progressing very well, with due emphasis given to collaborating with the authors to develop more effective visuals and to pretesting all modules. It is recommended that:

1. Close attention be paid to consistency, with special attention to the relationship among measurable objectives, main points in the text and the pre- and post-evaluation questions;
2. The visuals be developed to reinforce the main points of the topic and to emphasize how this information is to be applied to service provision;
3. The team follow the work schedule as they have outlined it, collaborating with the authors in all revisions and the development of the visuals;
4. The Education Division staff continue to coordinate all steps and play an active role in all team activities.
5. JHU/PCS provide technical support at the point at which AMIDEM/IMSS is beginning to revise the modules, to assure that pretest results are interpreted correctly and reflected in the final product.

### CRESALC-UNESCO

The exchange of information and ideas was fruitful for CRESALC-UNESCO as well as JHU/PCS. To build on this interaction, it is recommended that:

1. CRESALC-UNESCO and AMIDEM/IMSS maintain contact and build upon the exchange established during this visit;
2. The M/MC provide appropriate sample of IEC materials and literature to CRESALC-UNESCO;
3. Contact be maintained to facilitate the regional exchange of sample IEC family planning and population education materials.
4. CRESALC-UNESCO inform JHU/PCS of their pretest plans and copies of subsequent drafts, providing JHU/PCS with feedback on the usefulness of the ideas, literature and sample materials.

LIST OF CONTACTS

Instituto Mexicano del Seguro Social  
Jefatura de Servicios de Planificación Familiar  
Mier y Pesado No. 120  
Colonia del Valle  
03100 México, D.F.  
MEXICO

Tel: 536-06-82

Dr. Jorge Martínez Manautou  
Chief, Family Planning Services  
(Direct Telephone: 536-1539)

Dra. Anameli Monroy de Velasco  
Chief, Education Division

Education Division Team

Celina Degollado Satow  
Maricela Ruelas Rueda

USAID/Mexico City  
Paseo de la Reforma, No. 305  
México 5, D.F.  
MEXICO

Tel: 211-00-42

Sam Taylor  
USAID Representative

Magdalena Cantú  
Assistant

Centro Regional para la Educación Superior en América Latina y el Caribe  
(CRESALC)

Jairo Palacio  
Consejero Regional  
Programa Regional de Educación en Población  
CRESALC-UNESCO  
Apartado 62090  
Caracas 1060A,  
VENEZUELA  
Telephone: 2842378 or 2845075

Norma Patiño D.  
Vallarta 9-Coyoacán  
México, D.F. C.P. 04000  
MEXICO  
Telephone: 5545378