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INTRAH

Trip Report

0-149

Travelers: Ms. Catherine Murphy, INTRAH Staff
Dr. Ralph Wileman, UNC-CH Faculty
Mrs. Grace Mtawali, INTRAH Staff

Country Visited: MAURITIUS

Date of Trip: July 22 - August 23, 1985

Purpose: To conduct a Regional Family Planning Visual Communication course for 20 African Participants and 2 Observer/Participants from the Philippines.

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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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EXECUTIVE SUMMARY

INTRAH and the Mauritius Family Planning Association (MFPA) conducted an Anglophone regional workshop on Family Planning Visual Communication from August 5 to 22, 1985 in the Tamarin Hotel, Tamarin Bay, Mauritius. The 22 participants represented 9 African countries and the Philippines. There were 5 trainers, including Geeta Oodit from MFPA, Halima Abdi Sheikh from the Somali Ministry of Health, Grace Mtawali from INTRAH/ESA, Ralph Wileman from UNC-CH, and Catherine Murphy from INTRAH/Chapel Hill. The trainers arrived approximately a week and a half before the workshop started to form themselves into a training team, prepare workshop materials, and hold briefings with various agencies in Mauritius.

During the workshop, participants developed skills in using a process for developing, adapting, and using visual communication techniques for training and teaching about family planning. Each participant developed a set of visual instructional materials for FP training or education sessions and a plan for applying workshop skills upon return home.

The level of interest and effort demonstrated by the participants was high and resulted in their development of many practical and creative projects. The INTRAH travellers recommend that INTRAH emphasize the follow-up of these participants as the next phase of this regional workshop.

MFPA was seen as an excellent manager of in-country logistical arrangements. The workshop received support from the Ministry of Health, the U. S. Embassy, Action Familiale, and the WHO Regional Family Health Training Center through their cooperation with MFPA. The travellers encourage INTRAE to explore further possibilities for collaborating with MFPA in regional family planning training.

SCHEDULE DURING VISIT

- July 22 Murphy and Wileman arrived in Mauritius (11:30 hours).
Rested in afternoon.
Held evening meetings with Mrs. Geeta Oodit, Deputy Secretary Manager/Director of Programs, Mauritius Family Planning Association (MFPA) and Mr. R. T. Naik, Chairman of the Board, MFPA.
- July 23 Held meetings with MFPA staff.
Briefed Counselor of U.S. Embassy, Port Louis, Mr. Donald Steinberg.
- July 24 Held meetings with MFPA staff.
Shopped for remaining workshop supplies.
- July 25 Worked at hotel inventorying and assembling participant materials (tote bags and production kits).
- July 26 Attended morning sessions at MFPA seminar on "Reaching Cooperative Officers with FLE Programmes".

Worked at hotel assembling and preparing handouts for duplication.

Grace Mtawali and Halima Abdi Sheikh arrived Mauritius (20:00 hours). All trainers were now in Mauritius.
- July 27 Held morning meetings at MFPA.
Rested in afternoon.
- July 28 Day off.
- July 29 Trainers held meetings to review curriculum and handouts and reorganize daily schedule. Met with Mr. Andre Cheong Tin, Manager of Tamarin Hotel.
- July 30 Trainers met to continue reviewing curriculum and assign responsibilities. Trainers worked individually on their sessions.

- July 31 Held press conference at MFPA.
Murphy and Mtawali taped a radio program
on the workshop at the Ministry of
Information.
- Trainers worked individually on
their sessions.
- Held meetings at Tamarin Hotel with manager
and with Dr. Maxwell Senior of Population
Communication Services, Johns Hopkins
University.
- August 1 Trainers worked on their sessions.
- Mtawali, Sheikh, Oodit, Murphy, and Wileman
met with Mr. Steinberg at U.S. Embassy.
- Held meeting with Minister of Health, the
Honorable K. Purryag and other MOH officials.
- August 2 Trainers worked together on their sessions.
- Attended IFFLP/Action Familiale African
Regional Conference Closing.
- Greeted first 8 participants to arrive.
- August 3 Day off
- August 4 Moved to Tamarin Hotel, workshop site.
Greeted participants upon arrival.
- August 5 Opening ceremony (9:30 hours).
- August 5 -22 Conducted workshop.
- August 6 Liberian participants arrived.
- August 16 Mtawali and Murphy toured WHO Regional Family
Health Training Centre and met with
Dr. Robert Johnson International Coordinator.
- August 21 Closing ceremony.
- August 22 Mtawali and Sheikh departed Mauritius.
- August 23 Murphy and Wileman held debriefings with MFPA
and U.S. Embassy.
- August 23 Murphy and Wileman departed Mauritius (15:30
hours).

I. PURPOSES OF THE TRIP

The purposes of the trip were to make final preparations with the co-trainers and the Mauritius Family Planning Association (MFPA) staff and to conduct the Anglophone regional workshop on Family Planning Visual Communication.

The overall objectives of the workshops were:

1. To develop basic visual communication skills and knowledge for adapting existing visual materials and techniques, for developing new visual materials, and for using them effectively in training, teaching, and public and client education about family planning. (First two weeks).
2. To develop training skills in visual communication and plan for the application of visual communication skills and knowledge to participants' work settings and for the transfer of these skills to other health professionals. (Third week)
3. To stimulate an exchange of family planning materials, ideas and approaches among organizations and countries represented in this workshop. (Throughout the workshop)

II. ACCOMPLISHMENTS

1. The three-week Anglophone regional Family Planning Visual Communication workshop was successfully implemented. The 22 participants representing 9 African countries and 1 Asian country were all family planning workers with training or education responsibilities.
2. Twenty-two individual projects in family planning visual communication and 22 plans for application of workshop skills upon return home were developed.
3. An assessment was made of the logistical, administrative, and environmental factors relevant to INTRAH utilizing Mauritius as an international training site in future.
4. The family planning visual communication training skills of all trainers were further developed.

III. BACKGROUND

In response to an identified need for culturally relevant and technologically-appropriate family planning and other health-related visual instructional materials, INTRAH developed an effective practical training of trainers workshop, based on two INTRAH training manuals, Teaching and Learning with Visual Aids and Concepts & Issues in Family Planning. These manuals have been developed in both English and French to serve the needs of countries throughout Africa.

Between 1982 and 1984 INTRAH sponsored several two-week workshops in family planning visual aids/instructional materials development in five African countries. Because of the success of these in-country workshops and the continuing

need to improve training, motivational and client education techniques with locally developed materials, INTRAH conducted a three-week Francophone regional workshop in Family Planning Visual Materials in Bamako, Mali in July 1984 for 19 participants from 9 countries.

In October 1984, INTRAH decided to extend this workshop to Anglophone African countries and began the search for an appropriate host institution. Because a staff member from the Mauritius Family Planning Association (MFPA) had been one of the most effective participants in the Bamako workshop and because MFPA had the capability to handle the in-country logistics of a similar Anglophone regional workshop, Mauritius was chosen as the site. In March, 1985 two INTRAH staff members, Christine Durham, Contract/Finance Officer and Catherine Murphy, Training/Materials Officer, travelled to Mauritius to develop a project and negotiate the contract for MFPA to host an Anglophone regional Family Planning Visual Communication workshop in August, 1985 (See Trip Report 0-46).

VI. DESCRIPTION OF ACTIVITIES

The INTRAH Program, in cooperation with the Mauritius Family Planning Association (MFPA), conducted a regional workshop entitled Family Planning Visual Communication from August 5 to August 22, 1985. The workshop was held in the Tamarin Hotel on the west coast of Mauritius.

Participants

There were 22 participants from 10 countries, including Botswana, Cameroon, Ghana, Liberia, Malawi, Mauritius, Sierra Leone, Somalia, Zimbabwe, and the Philippines (See Appendix B for list of participants). All arrived in time to start the workshop except for the two Liberians who joined the group on the third day. All participants were in positions with responsibility for training other family planning workers or designing and providing family planning counselling or education to clients and the community. Participants worked in a variety of family planning areas, including clinical service provision, pre-service education, in-service training, adolescent counselling, telephone counselling, audio-visual production, community-based distribution, natural family planning counselling, and IEC planning & implementation. Participants training and background were as follows:

- 8 - midwifery
- 1 - nursing
- 1 - medicine
- 3 - social work
- 2 - health education
- 1 - English
- 2 - graphic art
- 4 - IEC/CBD/counselling

Trainers

There were 5 trainers for this workshop, including Halima Abdi Sheikh, IEC Coordinator for the Somalia Ministry of Health's Family Health Division; Geeta Oodit, Deputy Secretary Manager/Director of Programs for MFPA; Grace Mtawali, Regional Training Officer, INTRAH E/SA Office/Nairobi; Catherine Murphy, Training Materials Officer, INTRAH; and Ralph Wileman, Professor, School of Education, University of North Carolina at Chapel Hill. Although designated as trainer, Geeta Oodit did not participate as a trainer because she was directly responsible for in-country logistics and, at the same time, was under doctor's care for the first two weeks of the workshop.

Pretraining Activities

The trainers arrived one to one and a half weeks before the workshop began. Since the trainers had not worked together before, this time was essential for them to develop into a cohesive training team. This training preparation involved becoming acquainted with each others' training strengths, interests and style; assigning responsibilities; revising the curriculum and handouts; preparing sessions; and assembling the participants' materials. All participants received an INTRAH tote-bag containing six books and a production kit (See Appendix F) to use during

the workshop and then to take home and share. They were also given a folder for their handouts and notes which included a welcome letter and the workshop objectives and daily schedule.

Pre-training activities also included briefings at the U.S. Embassy, Ministry of Health, and MFPA; assisting MFPA with the few remaining logistics before the start of the workshop; participating in press conferences and a radio interview (See Appendix L); and greeting and assisting participants as they arrived.

Workshop Process and Content

The opening ceremony was well attended with speeches by the Minister of Health, the U.S. Embassy Charge d' Affaires, the Chairman of MFPA, and an INTRAH trainer. Press coverage was extensive (See Appendix L).

During the first two weeks, the workshop focused on the process and skills involved in planning and producing low technology visual instructional materials. During the first week, participants were introduced to a nine-step systematic process which includes such steps as applying 6 teaching questions to a topic, listing and sketching the main ideas of the topic, applying 5 design questions to the sketches, sequencing sketches and adding the verbal messages, field-testing, revising and producing the visual aid. They

practiced basic production skills such as visualizing concepts, tracing, sketching and adapting visual instructional materials.

Participants applied these visual communication skills in the first week to group projects which they were assigned to plan, produce, and present to the large group. Also introduced during the first week were daily country sharing sessions which continued throughout the workshop. These sessions allowed participants from each country to plan and give a 30 minute session on the indigenous FP visual communication materials and techniques which they were requested to bring from their countries. From the second day on, the participants began sharing the responsibility for conducting the morning and afternoon review and learning issues sessions.

The second week was devoted to work on individual projects which each participant identified as a FP training or educational need in their home work situation. Participants applied visual communication skills to plan, field-test, produce, and present a visual instructional material and user's guide. The projects were all on family planning topics including benefits of child spacing and small families, adolescent sexuality, contraceptive methods, male responsibility in family planning, and natural family planning. Intended audiences for the projects included teenagers, men, politicians, religious and local leaders,

nurses/midwives, TBAs, midwifery students, mothers, female factory workers, and family life educators (See Appendix H for a complete list of the projects). Intermingled with work on individual projects were sessions on visual communication and traditional talking and singing techniques, resources and supplies for developing visual aids back home, and field trips to two MFPA clinics and the Mauritius College of the Air (See INTRAH Trip Report # 0-46 for a description of MCA).

During the third week, participants worked on how to put their newly acquired visual communication skills to work in their home work situations. Participants analyzed their existing curricula for where and how to integrate visual communication into them. They developed workshop plans for training other family planning workers in visual communication. They prepared and practiced conducting training sessions on visual communication topics. They discovered and discussed factors to be considered when introducing innovations such as visual communication training into an existing system. They wrote letters to the INTRAH/Chapel Hill trainer which were post-dated to November 21. The letters described what each participant had been able to accomplish in 3 months and the difficulties encountered. As one form of follow-up, the INTRAH trainer will return the letters to participants to see how well participants' predictions matched what actually

happened when they returned home. Participants generated a list of ways they could continue to exchange FP visual communication techniques and materials after the workshop. On the last morning of the workshop, the trainers held voluntary individual conferences with the participants to answer any lingering questions concerning the workshop or visual communication and to share their pre- and post-tests.

The closing ceremony was well-attended with extensive press coverage again. Participants' projects were displayed in the room for the guests to examine. The participants presented a drama using visual instructional materials on the consequences of providing or not providing family life and sex education to adolescents. Speeches were given by the Chairman of MFPA, an INTRAH trainer, and the Ministry of Health. The Minister of Health and the U. S. Embassy Charge d' Affaires presented to each participant a certificate of attendance and a group photo of the workshop participants.

V. FINDINGS AND CONCLUSIONS

A. Training

1. In general, the workshop responded to participants' needs using the planned content, methods and sequencing, as indicated by participants' expectations and assessment of the workshop.
2. The participant information packet which most participants received well in advance of the workshop contained adequate information about the workshop goals and objectives. The participant questionnaire enclosed in the packet was a pre-assessment of participants' needs and resources available to them in their home countries. It also served to orient participants to the low-technology and teaching/training emphasis of the workshop. (See Appendix I: Participant Information Packet.)
3. The INTRAH tote bags were useful for carrying workshop materials and personal items and for publicity about INTRAH. They lacked an identity tag.
4. The textbooks, handouts, and production supplies provided to participants were appropriate and adequate in number.

VI. RECOMMENDATIONS

A. Training

1. If the workshop is repeated, the same format should be retained, with modifications to fit local situations.
2. Early mailing of workshop information to participants should continue for international workshops. Participants should receive as much advance information as possible about the workshop objectives and format, materials to bring, accommodations, travel and per diem arrangements, and host country information.
3. INTRAH should continue to provide INTRAH tote bags with identity tags to international workshop participants.
4. If the workshop is repeated, the same basic textbooks, handouts and production supplies should be given to participants, with modifications to fit local situations. The training should make active use of all materials supplied to participants.

5. The fact that the Mauritian participants lived at home was observed to interfere with group and individual assignments.
 6. The early arrival of all trainers was essential for team development and for planning and revising the schedule, activities, and handouts.
 7. Ending the workshop two days early compromised the effectiveness of the workshop objectives and methodology. This change in schedule was agreed upon prior to the start of the workshop due to a change in flight schedule returning to Nairobi where the majority of participants would be in transit. The working days were extended during the first two weeks to make up for the time, but the objectives of the third week were still not fully met. Participants were exposed to the process of integrating new content into an existing curriculum and developing a workshop plan for visual communication. However, lack of time prohibited the participants from developing workshop plans in as much detail as the trainers had hoped.
 8. As indicated by pre-post test scores and projects completed during the workshops, participants developed new skills and positive attitudes toward each step in a systematic process of developing training/educational materials, particularly the field testing stage of the process.
5. Both local and foreign participants should be residential in an international workshop.
 6. All trainers should arrive at least one and a half weeks prior to an international workshop for planning sessions. Collaboration between all trainers in planning for an international workshop should be further enhanced.
 7. A full three weeks of training is required in order to fully achieve this workshop's objectives. INTRAH should be willing to incur the expenses of extra per diem, if necessary, so that participants' arrival and departure dates do not necessitate shortening the workshop.
 8. Participatory training techniques and practical application including actual field-testing experience, should continue to form the basis of the workshop's activities.

9. According to their post-dated letters and workshop plans, 82% (18) of the participants have made definite plans to train other people in visual communication skills for family planning when they return home. The other 4 participants were not in positions with direct responsibilities for training other people, but planned to share visual communication ideas and skills informally with their colleagues.

10. Over half of the participants' projects seemed to have potential, with little or no modification, for direct application to participants' work back home.

11. Participants were proud of receiving certificates. Some expected to gain further credibility in their working situations as a result of receiving certificates.

B. Administrative and Logistical Arrangements

1. The Liberian participants were travelling for the first time to countries outside Liberia and were delayed along the way. In discussions with them, it was found that they had received no orientation to foreign travel before leaving Liberia and that they had been traveling on the same flight as the Sierra Leonean participants but did not know that they were travelling to the same workshop. Had they known they were going to be co-participants, the Sierra Leoneans could have assisted the Liberians en route.

9. If participants are expected to train other family planning workers in visual communication skills upon return home, a selection criteria should continue to be job responsibility in training.

10. All participants should be followed up according to plan. Participants with the greatest potential for applying the workshop training should be followed up by on-site visits.

11. Certificates should continue to be given as a reward for completing the workshop.

B. Administrative and Logistical Arrangements

1a. Efforts should be made by INTRAH to devise an identification mark for international participants to wear while in transit from home to workshop sites.

1b. INTRAH international participants should be provided an orientation to foreign travel if they have not travelled outside their country before.

2. In general, the publicity and logistics were well managed by MFPA led by Mrs. Geeta Oodit. Of particular note was the effective management of the following logistics:

- air ticket booking and wiring
- press coverage
- preparations for opening and closing ceremonies
- facilitation of participants' airport entry and exit
- arrangements with hotel for training room, meals, tea breaks, accommodations
- availability of MFPA staff and secretarial support
- transportation arrangements
- per diem payment
- facilitation of currency exchange
- field testing arrangements: sites and audience selection, transport, and coordination of hosting agencies
- workshop photographs and video recording
- arrangements for social and sightseeing activities

2. On the strength of MFPA's capability to manage the logistics and administration of an international workshop, INTRAH should consider future collaboration with MFPA in international family planning training.

3. An MFPA staff member had been designated as the fifth trainer for this workshop. Because of illness and her responsibility for managing all the logistics of the workshop, she was unable to participate as a trainer. Therefore, the travellers were unable to assess the training capability of MFPA in family planning visual communication.
4. Fund transfer and all arrangements with Citibank in Port Louis were conducted smoothly and in good time. Preplanning of financial procedures contributed to the efficient execution of the workshop.
3. If a host institution is managing logistics and providing a trainer for an international workshop, then responsibility for logistics and training should be assigned to two separate people.
4. If appropriate in future, INTRAH should continue to follow the sub-contractual and financial procedures and arrangements with host and banking institutions that were developed for this subcontract with MFPA.

APPENDIX A

Persons Contacted

MFPA

Mr. R. T. Naik - Chairman of the Board
Mr. Nanda Ramenah - Secretary Manager
Mrs. Geeta Oodit - Deputy Secretary Manager/Director of Programs
Mr. Naresh Mapera - Programs Officer for Youth
Mrs. Veena Bissonauth - Program Officer for Women's Affairs
Mr. Yamunaprasaad Bissessur - CBD Program Officer
Mrs. Sheela Gunganah - Social Worker
Mrs. S. Takoor - Vice Chairman of the Board
Dr. Roy Chavrimoutou - Ob/Gyn, MFPA Vallée des Prêtres Sterilization Clinic
Miss Marie Josee Laboute - Secretary
Mr. Mahendra Dhurrun - President, MFPA Model Youth Club
Mrs. Rosalbee Maudarun - Family Planning Practitioner, MFPA Clinic
Mrs. Vyद्या Narayen - Judge, Member of MFPA Board
Mr. K. Bhunjun - Economist Resource Person MFPA
Mr. Mabou - Finance Officer

Ministry of Health

Hon. Kailash Purryag - Minister of Health
Dr. Jean Mohith - Chief Medical Officer
Dr. Zarina Mosaheb - Acting Principal Medical Officer, Medical Coordinator (FP/MCH)
Mr. Doolanee Doreemeah - Nutritionist
Dr. Jamil Fareed - WHO Representative

U.S. Embassy

Mr. Donald Steinberg - Chargé d' Affaires, Deputy Chief of Mission
Ms. Marydean Connors - Public Affairs Officer, USIS

Action Familiale

Mr. Hervé M. Juste - Director
Mr. Richard R. St. Mart - Deputy Director
Mr. Clency Lajoie - Senior Youth Officer

Mauritius College of the Air

Mrs. Meena Seetulsing - Director
Mrs. Mariam Gopaul - Liaison Officer

Other

Dr. Parsooramen Paratian, Consultant Gynecologist
Mr. Tajah Khodahoens, Principal Cooperative Officer
for Education & Training, Ministry of Local
Government & Cooperatives
Mr. K. H. D. Googoolye, Registrar of Cooperatives
Hon. K. Offman, Minister of Local Government &
Cooperatives
Dr. R. H. Johnson, International Coordinator,
WHO Regional Family Health Training Center
Dr. Maxwell Senior, Regional Program Coordinator,
Population Communication Services

A P P E N D I X B

WORKSHOP ON FP VISUAL COMMUNICATION - NAMES OF PARTICIPANTS & TRAINERS

NAME	PROFESSION	BUSINESS ADD./TELEPHONE	HOME ADD./TELEPHONE
1. Mrs. Lebogang Gladys Mogapi	Teaching/Senior Instructor in MCH	National Health Institute P. O. Box 684, Molepolole, Botswana Tel: 361, 369	P. O. Box 604 Molepolole, Botswana Tel: 257
2. Mrs. Batho Ntshadi Pilane	Senior Nursing Sister Instructor, Family Welfare Educator	P. O. Box 992 Gaborone, Botswana Tel: 5361/2	P. O. Box 669 Gaborone, Botswana Tel: 53598
3. Mrs. Cumber Angelina Ngwe	Nurse/Midwifery Sister	Central Hospital Yaounde, Cameroon	P. O. Box 145 Yaounde, Cameroon
4. Mrs. Helen Eno Salah	Senior Nursing Officer	Central PMI P. O. Box 820 Yaounde, Cameroon	Messa - Yaounde, Cameroon
5. Miss Victoria Violet Assan	Senior Nursing Officer	Ministry of Health P. O. Box M44 Accra, Ghana	Ministry of Health P. O. Box M44 Accra, Ghana
6. Mrs. Beatrice Faustina Amoah	Principal Nursing Officer (Education)	Midwifery Training School P. O. Box 81 Korle - BU Accra, Ghana Tel: 65401 Ext. 6523	No. 9 Slater Avenue P. O. Box 81 Korle - BU Accra, Ghana Tel: 65401 Ext. 353
7. Mr. William Baiwola Gibson	Materials Production Officer (Education) Health Education Div.	Ministry of Health & Social Welfare Monrovia, Liberia	Buzzy Quarter, UN Drive Monrovia, Liberia
8. Mr. Raymond Toe-Pleh Nigba	Graphic Artist FPAL	Family Planning Assoc. of Liberia P. O. Box 938 Monrovia, Liberia Tel: 222821	Logan's Town Busrod Island Monrovia, Liberia

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NAME	PROFESSION	BUSINESS ADD./TELEPHONE	HOME ADD./TELEPHONE
9. Mr. Gray Charles Chowa	Senior Health Asst. (VISUAL AIDS)	Ministry of Health Health Education Unit P. O. Box 30377 Lilongwe, Malawi Tel: 720642	P. O. Box 79 - Dedza Malawi Tel: 730962
10. Mrs. Neema Gloria Mnyenyembe	Chief Public Health Nurse	Regional Health Inspectors' Office - P. O. Box 95 Lilongwe - Malawi Tel: 721222	Kopa-Kopa Village T. A. Nthalire Chitipa Malawi Tel: 731295
11. Mr. Yamunaprasad Bissessur	Program Officer (CBD)	Mauritius Family Planning Association 30 Sir S. Ramgoolam St. Port Louis - Mauritius Tel: 08-4184	Bisseur Lane Camp de Masque Mauritius
12. Mr. Louis Clency Lajoie	Senior Youth Officer	Action Familiale Royal Road Rose Hill, Mauritius Tel: 43512	Route du Jardin Curepipe Mauritius
13. Mrs. Satiavatee Hurry	Assistant Information Officer	Ministry of Health FP/MCH Division Maillard Street, Port Louis - Mauritius Tel: 22292 - 23770	20 Berthaud Avenue Stanley - Rose Hill Mauritius
14. Mrs. Marline Leveque	Welfare Officer	Mauritius Family Planning Association Headquarters Clinic Rodrigues, Mauritius	Pointe L'Herbe Port Mathurin Rodrigues, Mauritius

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NAME	PROFESSION	BUSINESS ADD./TELEPHONE	HOME ADD./TELEPHONE
15. Mr. Mohammed Mustapha Lamin	I.E.C. Officer	c/o P.P.A.S.L. 22 Pultney Street P. O. Box 1094 Freetown - Sierra Leone Tel: 22774	1 Campbell Street Wellington Freetown - Sierra Leone Tel: 24488
16. Mr. Mohammed Bailor Jalloh	Provincial Health Education Officer	Ministry of Health Primary Health Care Office Makeni - Sierra Leone	Ministry of Health Primary Health Care Office Makeni - Sierra Leone Tel: 25174
17. Mrs. Amina Hersi Adan	Training Officer IEC Unit	Somali Health Care Association Mogadishu, Somalia	
18. Mr. Dahir Elmi Abdi	Course Writer Women's Education Department Ministry of Education	Ministry of Education P. O. Box 421 Mogadishu - Somalia Tel: 21055	P. O. Box 6066 Mogadishu Somalia
19. Dr. Adelaida R. Segarra	Medical Training Specialist	Institute of Maternal & Child Health 11 Banawe St., Quezon City - Philippines Tel: 712-01-49	Block 2 Lot 19 Maria Corazon Subdivision Cupang Antipolo Rizal Philippines
20. Mrs. Maria Teresa B. Mende	Nurse Telephone Counselor	Sugbuanon Rural Bank FP Clinic Colon St., Cebu City, Philippines 6401 Tel: 7-14-92	41 Manalili Corner Mabini St., Cebu City Philippines 6401

NAME	PROFESSION	BUSINESS ADD./TELEPHONE	HOME ADD./TELEPHONE
21. Mr. Elias Mutandani Hluyo	Education Officer CBD Program	Zimbabwe National Family Planning Council P. O. Box ST 220 - Southerton Harare, Zimbabwe Tel: 67656	31 B Bruce Road Waterfalls - Harare, Zimbabwe
22. Mrs. Anne Clairia Zimanga Butshe	Senior Tutor	Zimbabwe National Family Planning Council Box 1045 Bulawayo, Zimbabwe Tel: 67919	5 Bute Road Hillside East Bulawayo, Zimbabwe Tel: 43295
23. Mrs. Catherine Murphy	Training/Materials Officer	Program for International Training in Health (INTRAH) University of North Carolina at Chapel Hill 208 N. Columbia Street Chapel Hill, N. C. 27514 U.S.A. Tel: 919-966-5636	4424 Hope Valley Rd., Durham, N. C. 27707 U.S.A. Tel: 919-489-7826
24. Prof. Ralph E. Wileman	Professor	University of North Carolina Chapel Hill North Carolina 27514 Tel: 919-962-3791	304 Country Club Rd., Chapel Hill, N. C. 27514 U.S.A. Tel: 919-929-6449

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NAME	PROFESSION	BUSINESS ADD./TELEPHONE	HOME ADD./TELEPHONE
25. Mrs. Grace Mtawali	Training Officer	Regional Training Office INTRAH Regional Office (ESA) P. O. Box 55699 - Nairobi Tel: 29670 - 26824	Tel: (02) 747298
26. Mrs. Halima Abdi Sheikh	IEC Coordinator	Family Health Division Ministry of Health c/o Margaret Neuse Population Officer USAID Mogadishu - Somalia	c/o P. O. Box 91 Tel: 80234

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APPENDIX C

OBJECTIVES for the INTRAH/MFPA REGIONAL FAMILY PLANNING VISUAL COMMUNICATION WORKSHOP

Overall Objective #1

To develop basic visual communication skills and knowledge for adapting existing visual materials and techniques, for developing new visual materials, and for using them effectively in training, teaching, and public and client education about family planning. (First two weeks.)

Following this workshop participants will be able to:

1. State the six teaching questions that must be answered when planning MCH/FP training/communication.
2. Describe what would be a good answer to each of the six teaching questions.
3. Given the six teaching questions and some answers to each question regarding a MCH/FP lesson, critique the answers and make suggestions as to how to improve the answers if the answers are incomplete and/or wrong.
4. Name six kinds of instructional/educational material that can be a mechanism for transmitting visual information about MCH/FP.
5. List four reasons for using visual aids to teach.
6. Given an instructional objective, suggest two or three types of educational material that could be used to meet the objective.
7. List five design considerations you should attend to when designing or evaluating instructional materials.
8. Describe in some detail each of the five design considerations.
9. Given a description of a specific audience and given a specific type of MCH/FP training material, discuss why the material may or may not get the message across.
10. Trace a visual image.
11. Sketch a visual image.
12. Combine visual images through the use of tracing and/or sketching.

13. Plan instructional materials.
14. Adapt a visual to make it appropriate for an audience other than the one intended.
15. Describe/demonstrate the field testing procedure for testing your draft of training materials with your peers.
16. Describe/demonstrate the field testing procedure for testing a draft of your training materials with a sample of the intended audience.
17. Demonstrate the use of your draft of training materials.
18. Produce instructional materials (including a guide to use).
19. Describe how one might use visuals with traditional talking or singing communications techniques.
20. List the nine steps in planning and producing a prototype visual aid. (This prototype may or may not be mass produced.)
21. Make a list of locally appropriate supplies useful in planning and producing training materials in various regions of your country.
22. Describe how to use Teaching and Learning with Visual Aids, first as an aid to learning a new skill, second as an aid to planning how to put the visual communication skills into the curriculum of pre-service and/or in-service health workers.

Overall Objective #2

To develop training skills in visual communication and plan for the application of visual communication skills and knowledge to their work settings and for the transfer of these skills to other health professionals. (Third week)

23. Select the visual communication skills and knowledge which should be included in the existing basic or continuing education FP/MCH program in his/her country and where they should be included in the curriculum.
24. Write a detailed curriculum/workshop plan for the chosen visual communication skills and knowledge by completing the chart provided.

25. Plan and practice conducting one short (10 minute) training session included in his/her planning chart.
26. Identify factors to be considered when introducing innovation such as visual communication training into an existing system.
27. Describe how he/she will function as an innovator within his/her work situation when introducing the FP/MCH visual communication training plan developed during the workshop.

Overall Objective #3

To stimulate an exchange of family planning materials, ideas and approaches among organizations and countries represented in this workshop. (Throughout the workshop)

28. Demonstrate the use of two or three samples of MCH/FP training or IEC materials developed in his/her country.
29. Develop a plan for the continued exchange of ideas and materials for communicating F.P. among the participants.
30. Describe types of organizations or agencies within and outside their countries that could facilitate their work in developing FP/MCH visual/instructional materials.

APPENDIX D

DAILY SCHEDULE

REGIONAL FAMILY PLANNING VISUAL COMMUNICATION WORKSHOP

AUGUST 5-22, 1985

MAURITIUS

PROGRAM FOR INTERNATIONAL TRAINING IN HEALTH

AND

MAURITIUS FAMILY PLANNING ASSOCIATION

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Week One					
Monday August 5	Tuesday August 6	Wednesday August 7	Thursday August 8	Friday August 9	Saturday August 10
9:30 Opening Ceremony 11:00 Self Portrait Introductions LUNCH	8:45 Issues & Concerns 9:15 Kinds of Instruc- tional Materials 10:00 Why Use Visuals? 11:20 Intro to the Process of Instruc- tional Materials Development (9 steps) 11:45 Intro to the 6 Teaching Questions LUNCH	8:45 Issues & Concerns 9:15 Country Sharing: Somalia 9:45 5 Visual Design Questions 11:30 Tracing and Combining Images LUNCH	8:40 Issues & Concerns 9:10 Country Sharing: Malawi 9:30 Continue Group Projects (Steps 1-6) 11:00 Intro to Field Testing with Peers (Step 7) 12:00 Intro to Field Testing with Intended Audience (Step 7) LUNCH	8:50 Issues & Concerns 9:15 Country Sharing: Botswana 9:40 Prepare for Group Project Sharing 10:15 Group Project Presentations LUNCH	LUNCH
1:30 Participant Expectations 2:15 Workshop Goals and Structure Overview 2:50 Country Sharing Sign-Up 3:30 Pre-test 4:15 Resources Distri- bution 4:20 Review/Feedback/ Homework Biodata Forms	2:30 Detailing the 6 Teaching Questions 5:45 Tracing 6:35 Review/Feedback 6:55 Preview & Homework Assignment: Read "Fatu & Musu" for adaptations to own country.	1:30 Visualizing Exercise 1:50 Adapting Visual Materials 3:30 Planning a Visual FP Project-Begin Group Project 4:25 Review/Feedback Homework: Review Chapters 11 & 12 in <u>Helping Health Workers Learn</u>	2:30 Using Field Testing Results (Step 8) 3:30 Group Project Production (Step 9) 6:00 Two & Three dimensional materials 6:40 Review/Feedback	1:30 Group Project Presentations (cont'd) 2:00 Individual Project Definition 5:00 Review/Feedback	LUNCH

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WEEK TWO

Monday August 12	Tuesday August 13	Wednesday August 14	Thursday August 15	Friday August 16	Saturday August 17
<p>8:45 Issues & Concerns 9:00 Country Sharing: Mauritius</p> <p>9:30 Continue Individual Visual FP Projects (Steps 1-3)</p> <p>LUNCH</p>	<p>8:45 Issues & Concerns 9:00 Country Sharing: Zimbabwe</p> <p>9:30 Peer Review of Second Half of Individual Projects (Step 7)</p> <p>10:30 The User's Guide 10:45 Revise Individual Project Based on Peer Review</p> <p>LUNCH</p>	<p>8:30 Issues & Concerns 8:45 Field Testing With a Sample of Mauritians (Step 7)</p> <p>LUNCH</p>	<p>8:45 Issues & Concerns 9:00 Country Sharing: Philippines</p> <p>9:30 Orientation to Producing a Supplies List & a Resource List</p> <p>11:15 Mauritius' IEC Program</p> <p>LUNCH</p>	<p>8:30 Issues & Concerns 8:45 Field trip to MFPA Clinic and Mauritius College of the Air</p> <p>LUNCH</p>	<p>8:45 Issues & Concerns 9:00 Individual Project Presentations</p> <p>11:45 Review/Feedback/ Preview</p>
<p>1:30 Continue Individual Projects (Steps 4-6) 4:00 Peer Review of 1/2 of Individual Projects (Step 7) 4:15 Review/Feedback</p> <p>Homework: Individual Projects</p>	<p>1:30 Using Visuals with Traditional Talking & Singing Techniques 3:40 Orientation to Fieldtesting with Intended Audience</p> <p>4:20 Logistics for next day's Fieldtesting</p> <p>4:35 Review/Feedback</p> <p>Homework: Prepare for Field Testing</p>	<p>1:30 Reaction to Field Testing Activity</p> <p>1:45 Revision of Projects Based on Fieldtesting (Step 8)</p> <p>3:30 Final Production of Individual Projects (Step 9) 4:15 Review/Feedback</p> <p>Homework: Continue Production of Individual Projects</p>	<p>1:30 Continue Production of Individual Projects</p> <p>4:15 Review/Feedback</p> <p>Homework: Continue Producing Individual Projects</p>	<p>1:30 Country Sharing: Liberia</p> <p>2:00 Complete Individual Projects</p> <p>4:25 Review/Feedback</p>	<p>Homework: Complete Projects and User's Guides to Turn in on Monday</p>

Week Three			
Monday August 19	Tuesday August 20	Wednesday August 21	Thursday August 22
<p>8:40 Issues & Concerns</p> <p>8:55 Country Sharing: Cameroon</p> <p>9:15 Handing in Individual Projects</p> <p>9:20 Selecting Visual Communication Skills for Local FP Curricula or Training Programs</p> <p>LUNCH</p>	<p>8:40 Issues & Concerns</p> <p>8:45 Country Sharing: Ghana</p> <p>9:20 Planning a Training Session on Visual Communication in FP</p> <p>LUNCH</p>	<p>8:45 Issues & Concerns</p> <p>9:00 Country Sharing: Sierra Leone</p> <p>9:30 Innovation & Change</p> <p>10:40 "Innovation Letters"</p> <p>11:30 Read Letters</p> <p>LUNCH</p>	<p>7:30-11:00 Individual Exit Conferences</p> <p>LUNCH</p>
<p>1:30 Sharing curricula and training plans in small groups</p> <p>3:50 Review of curricula and training plans: sharing in large groups</p> <p>4:10 Topic Assignment for session plans</p> <p>Homework: Begin thinking through topic using planning chart</p>	<p>1:30 Conducting training sessions (simultaneously in 4 groups)</p> <p>4:10 Review/Feedback</p>	<p>1:30 Read Letters</p> <p>2:00 Developing a strategy for continued exchange of ideas and materials</p> <p>3:20 Post-test</p> <p>4:15 Review/Feedback</p> <p>6:30 Closing ceremony</p>	<p>DEPARTURE</p>

APPENDIX E

CURRICULUM

REGIONAL FAMILY PLANNING VISUAL COMMUNICATION WORKSHOPS

AUGUST 5-22, 1985

MAURITIUS

PROGRAM FOR INTERNATIONAL TRAINING IN HEALTH

AND

MAURITIUS FAMILY PLANNING ASSOCIATION

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WEEK ONE - MONDAY, AUGUST 5				
Event/Topic/Trainer*	Time	Purpose/Objective**	Methods/Aids.	Evaluation
Opening Ceremony	9:30 - 11:00	To welcome participants, demonstrate the support of agencies in Mauritius, and officially open the workshop.	Speeches, reception, extensive press coverage.	Participants expressed that they felt warmly welcomed and impressed with the local support and press coverage.
Self-portrait Icebreaker- Halima Sheikh	11:00 - 12:00	To get participants involved & working on a task. To facilitate meeting one another.	Participants create their own portraits to introduce themselves. (p. 43, <u>Teaching & Learning With Visual Aids - (TLVA)</u> , 2nd printing 1985.) Newsprint & markers	Keep portraits for end of workshop comparison to finished projects.
LUNCH	12:00 - 1:30			
Expectations- Grace Mtawali	1:30 - 2:15	To give participants an opportunity to express their expectations of the objectives, content, and scope of the workshop.	Participants individually write their own expectations of the workshop. In large group, list all expectations and discuss.	Each participant contributed their own expectations, many of which were the same.
Overview of workshop goals & structure. Catherine Murphy, Geeta Oodit	2:15 - 2:50	To give participants the major goals and structure of the workshop and to relate them to their expectations.	Read goals, describe how they will be accomplished in terms of weekly and daily schedule and workshop logistics. Question and answer.	Workshop goals were very well matched to expectations.

*Trainer with the major responsibility for the session. All other trainers were present and actively involved in facilitating each session.

**All sessions did not have instructional objectives. Some sessions had training/process purposes.

WEEK ONE - MONDAY, AUGUST 5

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Country sharing sign-up Catherine Murphy	2:50 - 3:10	To assign one 30 minute session per day for each country to share family planning training/education materials from their country.	Each country draws a number written on a piece of paper out of a box. Write country assignment on a calendar.	Each country knows they will have a time set aside to share their materials and can prepare their presentation.
Tea	3:10 - 3:30			
Pretest Ralph Wileman	3:30 - 4:15	To assess entry level knowledge of instructional materials design and development.	Short answer constructed response test.	Hold for comparison to post test.
Resources Distribution Grace Mtawali	4:15 - 4:20	To distribute tote bags containing participants' books and production packets.	Distribute and explain contents of participants' tote bags. Distribute bio-data forms as homework assignment.	Participants will use each resource throughout the course of the workshop.
Review/Feedback/ Preview Grace Mtawali	4:20 - 5:00	To give participants an opportunity to synthesize their daily work, ask questions, hear about tomorrow and review homework assignments.	Ask participants to say and discuss in large group the learning insights they had during the day.	Participants express many questions of a logistical nature at this point. They suggested that participants be responsible one at a time for leading morning/ issues and concerns and evening review & feedback sessions.

WEEK ONE - TUESDAY, AUGUST 6

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns Grace Mtawali	8:45 - 9:15	To give participants an opportunity to ask questions & express learning issues.	Ask participants to list and discuss in large group their questions and insights. Blackboard.	
Kinds of Instructional Materials Catherine Murphy	9:15 - 10:00	Participants will be able to name at least 6 kinds of instructional materials (sub-obj. 4) and to identify one new kind which they can use in their work.	Gallery tour and hands on- examination of sample materials displayed. Discussion. Handout (p. 69-77 <u>TLVA</u>)	In discussion, participants each identified one new material they can use.
Why Use Visuals? Halima Sheikh	10:00 - 10:55	Participants will list 4 good reasons for using a visual aid in teaching/training.	Aardvark Activity (p. 45-48, <u>TLVA</u>). 4 small groups list, then share with large group 4 reasons why they use visuals.	The 16 ideas were similar to what appear in <u>TLVA</u> p. 25.
Tea	10:55 - 11:20			
Introduction to Process of Instructional Materials Development Catherine Murphy	11:20 - 11:45	Participants will be able describe the process of instructional materials development (Sub-obj. 1 . & 20).	Storytelling with visuals (<u>TLVA</u> , p. 175-183), discussion. Handout.	Participants will follow this process for the workshop projects.
Introduction to the 6 Teaching Questions Grace Mtawali	11:45 - 12:15	Participants will name the 6 Teaching Questions.	Storytelling with visuals (<u>TLVA</u> , p. 175-84); discussion. Handout.	Participants will name the 6 teaching questions many times during next few days sessions.
Lunch	12:15 - 2:30			

WEEK ONE - TUESDAY, AUGUST 6

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Detailing the 6 Teaching Questions Ralph Wileman & Grace Mtawali	2:30 - 3:30	Participants will be able to give good answers to the 6 teaching questions (sub-obj. 2)	Going through the handout "Detailing the 6TQ" and using question and answer, the 1st 4TQ were thoroughly discussed.	
	3:30 - 4:00	Given an objective and specified audience, participants will conjecture what materials and messages may or may not work (sub-obj. 9)	2 training methods using visual aids were demonstrated on the same topic for same audience, participants roleplaying the part of the audience.	
Tea	4:00 - 4:20			
Detailing 6TQ (cont'd) Ralph Wileman Grace Mtawali	4:20 - 5:00		3 more training methods demonstrated (same topic, same audience). Discussion about appropriateness of each method/materials for audience. Handouts, pictures, sample foods.	
	5:00 - 5:45	Participants will be able to give good answers to the 6TQ (sub-obj. 3). Given an objective, participants will suggest materials that could be used and why. (sub. obj. 6)	The last 2 TQ were discussed. Problem-solving situations were discussed.	Participants' practice using the 6TQ many times during the workshop.

WEEK ONE - TUESDAY, AUGUST 6

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Introduction to Production Skills: TRACING	5:45 - 6:35	Participants will be able to trace an image (sub-obj. 10)	Laboratory Activity (TLVA, p. 229-234).	Participants practiced 4 tracing techniques which will be applied in their projects.
Review/Feedback Participant - led	6:35 - 6:55	(see day one)		
Preview Catherine Murphy	6:55 - 7:00	(see day one)	Give preview of next day. Homework assignment: read "Fatu & Musu" story (TLVA, p. 147-167) and be ready to discuss necessary adaptations for use in your country.	For next day's session on Adapting Visual Aids.

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WEEK ONE - WEDNESDAY, AUGUST 7

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns Participant - led	8:45 - 9:15	(see day two)		
Country One Sharing: Somalia	9:15 - 9:45	To give each nation an opportunity to share materials and an approach to training. (sub-obj. 28)	Demonstration of one or 2 training approaches and the context in which they are used.	Each country shares materials and/or approaches to training.
5 Visual Design Questions Halima Sheikh	9:45 - 10:10	Participants will list the 5 design questions. (sub-obj. 7)	Demonstration/ discussion based on TLVA, p. 85-95. Handout.	Post-test
Tea	10:10 - 10:30			
5 Design Questions (continued) Halima Sheikh	10:30 - 11:30	Participants can describe what is involved in each of the design questions. (sub-obj. 8)	Group problems. (TLVA, p. 216-219). Each group received a different visual with audience and objective.	Participants used 5 design questions to evaluate visuals and were given immediate feedback on their assessments.
Production Skills: TRACING & COMBINING IMAGES	11:30 - 12:15	Participants will be able to combine images through tracing and/or sketching. (sub-obj. 12)	Each participant was given 2 magazine photographs and was asked to (a) trace one image (b) combine one image from each photo to make one picture by tracing and sketching.	Immediate feedback during lab. Application to projects later in workshop.

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WEEK ONE - WEDNESDAY, AUGUST 7

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Lunch	12:15 - 1:30			
Visualizing Exercise Ralph Wileman	1:30 - 1:50	To practice visualizing a concept.	Give a verbal statement: "A Small Family is a Happy Family." Ask participants to sketch a visual representation of the statement.	Immediate feedback. Application to later projects.
Adapting Visual Materials Catherine Murphy	1:50 - 3:00	Adapt a visual to make it appropriate for an audience other than the one for whom it was intended (sub-obj. 14)	Discussion and laboratory activity (p. 145-167, TLVA).	Each participant adapted one picture from the Fatu & Musu story. All were posted later to compare adaptations for each country.
Tea	3:00 - 3:30			
Planning a Visual Family Planning Project (Groups) Ralph Wileman and Grace Mtawali	3:30 - 4:25	Plan visual instructional materials (sub-obj. 13).	4 small groups were assigned different problems (p. 211 - 217, TLVA) and began answering the 6TQ.	Groups used the 6TQ & 9 steps in planning and producing materials.
Review/Feedback Participant-led	4:25 - 4:50	(see day one)	Homework: Review Chapters 11 and 12 in <u>Helping Health Workers Learn</u>	

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WEEK ONE - THURSDAY, AUGUST 8

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns Participant led	8:40 - 9:10	(see day two)		
Country 2 Sharing: Malawi	9:10 - 9:30	(see day three)		
Continue Group Projects Ralph Wileman	9:30 - 10:15	Plan visual instructional materials (sub-obj. 13).	Complete steps 1-6 in the 9 steps for planning & producing materials.	Groups used the 9-step systematic process.
Tea	10:15 - 10:40			
Continue Group Projects	10:40 - 11:00	(continued)	(continued)	
Introduction to field testing and field testing with peers. Catherine Murphy	11:00 - 12:00	Identify the reasons for field-testing visual materials with peers and a sample of the intended audience. Describe and demon- strate the field- testing process with peers.	Discussion, description of the process. Activity: half of each group act as peers to review another group's project. (Step 7 in process)	Participants identified differences between peer and audience field testing. Groups received unexpected feedback from their peers.
Introduction to field testing with intended audience. Ralph Wileman	12:00 - 12:15	Participants will identify the importance of field testing with intended audience.	Discussion (Step 7 in process)	Participants identified that field testing with intended audience as the most important kind of field testing.
Lunch	12:15 - 2:30			

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WEEK ONE - THURSDAY, AUGUST 8

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Using Field-testing Results Ralph Wileman	2:30 - 2:50	Describe how to use field-testing results (sub-obj. 15 & 16).	Discussion of results of field testing and how to use them.	
Group Project- Revise and Produce	2:50 - 4:10	To revise materials and approach based on field test results. To produce final materials.	Group discussion and work.	Group made several changes in their visuals as a result of peer review.
Tea	4:10 - 4:30			
Group Project Production	4:30 - 6:00	To give participants time to practice production skills.	Laboratory activity.	Participants used production skills they have learned and consulted with the 2 graphic artists from Liberia.
2 and 3- Dimensional Materials Catherine Murphy	6:00 - 6:40	To give participants a change in pace of workshop activities. To identify one new kind of teaching or training material which is 2- or 3- dimensional and which he/she can use back home.	Slide show and discussion on Ch. 11 of <u>Helping Health Workers Learn</u> .	Participants identified several new ideas illustrated in the slide show which they could use in their work back home. Discussion was animated.
Review/Feedback Participant-Led	6:40 - 7:00	(see day one)		

WEEK ONE - FRIDAY, AUGUST 9

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns Participant-led	8:50 - 9:15	(see day two)		
Country 3 Sharing: Botswana	9:15 - 9:40	(see day three)		
Prepare for Group Project Presentations Ralph Wileman	9:40 -10:15	To give the groups a chance to organize their project presentations.	Group work.	Some groups were still still finalizing their visuals as well as preparing their presenta- tions.
Group Project Presenta- tions - Group A Ralph Wileman	10:15 -10:40	To give participants an opportunity to demonstrate good use of visuals. (Subobj. 17)	Each group makes a 10 minute (or less) presentation of its training materials.	Presentations were much longer than anticipated, but the value of peer review became very clear.
Tea	10:40 - 11:10			
Group Presentations (cont'd) Groups B-C	11:10 - 12:15	Continued		
Lunch	12:15 - 1:30			
Group Presentations (cont'd) Group D	1:30 - 2:00	Continued		

WEEK ONE - FRIDAY, AUGUST 9

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Individual Project Definition Catherine Murphy	2:00 - 3:00	To introduce the parameters of the individual project assignment. To answer the 6 teaching questions (Sub-obj. 2).	Verbal explanation of assignment. Written list of directions. Individual work on 6TQ with trainers working one on one with participants.	Participants and trainers experienced the great difficulty in selecting a topic, defining audience and objectives, and narrowing the topic to something manageable in 15 minutes teaching session. All participants had rough answers to 6TQ at end of day.
Tea	3:00 - 3:30			
Individual Project Definition (cont'd) Catherine Murphy	3:30 - 5:00	(continued)	(continued)	
Review/Feedback Participant-led	5:00 - 5:20	(see day one)		

WEEK TWO MONDAY, AUGUST 12

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues and Concerns Participant-led	8:45 - 9:00	To give participants an opportunity to share their personal and workshop concerns.	Discussion	The participant leading the discussion were given feedback regarding their ability to keep the group on task.
Country Sharing: Mauritius	9:00 - 9:30	To give Mauritius an opportunity to discuss FP communication in their country.	Presentation Display of materials.	
Individual Visual FP Project Catherine Murphy	9:30 - 10:15	To give participants an opportunity to complete steps 1, 2, and 3 by 12:15 (Lunch).	Laboratory activity. Trainers work with participants in a one on one basis.	Trainers met after lunch to discuss participant progress.
Morning Tea	10:15 - 10:30			
Individual Visual FP Project (continued)	10:30 - 12:15	(continued)	(continued)	
Lunch	12:15 - 1:30			
Individual Visual FP Project Catherine Murphy	1:30 - 3:30	To give participants an opportunity to complete steps 4, 5, and 6.	Laboratory activity. Trainers work one on one with participants.	Trainers meet at 4:30 to discuss individual progress.
Afternoon Tea	3:30 - 4:00			Too long. Participant were told.

WEEK TWO - MONDAY, AUGUST 12

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Individual Visual Communication Project (Peer Review) Ralph Wileman	4:00 - 4:15	To give participants the opportunity to get peer review experience.	1/2 of the participants presented their plan to the other half acting as reactors. A one on one activity.	Participants learn by doing.
Review/Feedback Preview Participant-led	4:15 - 4:30	To give participants an opportunity to synthesize their learning for the day.	Discussion list of learnings on chalk board.	Participants were reminded that what you learn is not a reiteration of the day's topics, but rather, insights that evolve from the topics.

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WEEK TWO, TUESDAY, AUGUST 13

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns Participant-Led	8:45 - 9:00	To give participants an outlet for their concerns.	List on chalk board participant discussion.	Concerns focus on logistics materials needed.
Country Sharing: Zimbabwe	9:00 - 9:30	To give Zimbabwe an opportunity to discuss FP communication in their country.	Presentation/discussion.	
Individual Visual Communication Project (Peer Review) Ralph Wileman	9:30 - 10:15	To give participants the opportunity to get peer review experience.	Same activity as that the 4:00 to 4:15 time slot on Monday, August 12 - except that this time reactors became presentors and presentors became reactors.	Participants learn by doing.
Morning Tea	10:15 - 10:30			
The User's Guide Ralph Wileman	10:30 - 10:45	To orient participants to the content of a "User's Guide" to instructional materials.	Problem solving- What Should Be in a "User's Guide"? Participants tell the trainer their ideas. Handout with a description.	Participants know all the parts of a "User's Guide" prior to receiving a handout describing a "User's Guide."

WEEK TWO, TUESDAY, AUGUST 13

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Individual Visual Communications Project Revisions	10:45 - 12:15	To give participants an opportunity to revise their visual plan based on peer reactions.	Laboratory activity-trainers acting as resource people.	Participants very active - task oriented.
Lunch	12:15 - 1:30			
Using Visuals With Traditional Talking or Singing Techniques Grace Mtawali and Halima Sheikh	1:30 - 3:00	Participants will be able to describe traditional talking and singing techniques. Participants will be able to describe how to use visuals with traditional techniques.	Group discussion as to why use traditional techniques. Small group work on ways to incorporate traditional methods in today's communication.	Groups report on traditional ways that could be used for communication of FP messages.
Afternoon Tea	3:10 - 3:30			
Orientation to Field-testing Projects With Intended Audience Catherine Murphy	3:40 - 4:20	Participants will be able to describe characteristics of a good field-test with intended audience.	Role-playing of a field-test. Catherine - Nurse Halima - TBA	Participant described things that the nurse said or did that promoted or inhibited honest responses from the TBA.

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WEEK TWO, TUESDAY, AUGUST 13

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Orientation to the Logistics for Wednesday Field-testing Activity Geeta Oodit	4:20 - 4:35	To tell participants about where they will field-test their materials.	Handout of projects and field-test site in Mauritius.	
Review/Feedback Preview Participant - Led	4:35 - 4:50	To review learning.	Discussion. Homework - <u>TLVA</u> (Regarding Field-Testing Procedures).	List on board.

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WEEK TWO, WEDNESDAY, AUGUST 14

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues and Concerns Participant - Led	8:30 - 8:45	To give participants an outlet for their concerns.	List on chalk board participant discussed.	Concerns varying (note this day started 15 minutes early to accomodate field testing)
Field-Testing of Individual Projects With a Sample of Mauritians Ralph Wileman	8:45 - 12:15	To give participants an opportunity to practice techniques of field-testing in client group.	Participants were taken to a variety of settings in Mauritius to conduct their field-testing (see <u>Field Testing on Wednesday August 14th in Appendix</u>)	Participants reported varying degrees of success in their work.
Lunch	12:15 - 1:30			
Reaction to Field-Testing Ralph Wileman	1:30 - 1:45	To give participants an opportunity to share their learning from field-testing experience.	Discussion.	
Revise Visuals Based on Field Testing Ralph Wileman	1:45 - 3:15	To give participants an opportunity to revise their work.	Laboratory activity.	
Afternoon Tea	3:15 - 3:30			
Begin Production of Individual Project Ralph Wileman	3:30 - 4:20	To give participants experience in production skills.	Laboratory acitivity.	Some participants had difficulty seeing that what they produced should be what they planned.
Review/Feedback Participant - Led	4:20 - 4:40	To give participants an opportunity to review the day's work.	Discussion. Listing of "Lessons Learned".	

WEEK TWO, THURSDAY, AUGUST 15

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns Participant - Led	8:45 - 9:00	To give participants an opportunity to vent concerns.	Discussion and listing of concerns.	Interest focuses on on pressure of last days.
Country Sharing: Philippines	9:00 - 9:30	To give Philippines chance to discuss family planning communication in their country.	Presentation using locally produced map and demographic chart.	
Orientation to Producing a Supplies List and a Resource List Ralph Wileman	9:30 - 10:15	To orient participants to supplies and resources needed to plan and produce educational materials.	Presentation of two forms for gathering this information. Participants develop their lists by country. See handouts.	Participant lists were checked for accuracy.
Morning Tea	10:15 - 10:35	Group picture also taken at this time.		
Continuation of 9:30 Session	10:35 - 11:15			
Mauritius IEC Activity Geeta Oodit	11:15 - 12:30	To orient participants to IEC activities in Mauritius.		

WEEK TWO, THURSDAY, AUGUST 15

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Lunch	12:30 - 1:30			
Work on Production of Individual Project	1:30 - 3:15	To give participants time to produce their projects.	Laboratory activity.	Participants were given feedback and assistance by the trainers.
Afternoon Tea	3:15 - 3:30			
Continue: Production	3:30 - 4:15			
Review/Feedback Preview Participant - Led	4:15 - 4:40	To review the day's work.	Discussion.	

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WEEK TWO, FRIDAY, AUGUST 16

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Field Trip to MFPA Clinic and Mauritius College of the Air (MCA) Geeta Oodit	8:45 - 12:15	To give participants first hand observation of the work and work situation of several Mauritian agencies.	1/2 group went to MCA while the other 1/2 went to clinic.	Too little time, too much travel involved. The 1/2 that went to MCA never got to the clinics.
Lunch	12:15 - 1:30			
Country Sharing: Liberia	1:30 - 2:00	To give Liberia an opportunity to discuss IEC FP activity in Liberia.	An extensive collection of hand made and printed posters, handouts, brochures, booklets.	
Completed Individual Projects Ralph Wileman	2:00 - 3:15	To give participants time to complete their projects.	Laboratory activity, one on one work.	
Afternoon Tea	3:15 - 3:30			
Cont. 2:30 Event	3:30 - 4:25	Continue	Continue	
Review/Feedback Preview Participant- Led	4:25 - 4:35	To give participants an opportunity to synthesize their learning from the day.	Discussion.	

WEEK TWO, SATURDAY, AUGUST 17

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns	8:45 - 9:00	(see day 2)		
Individual Project Presentations Halima Sheikh	9:00 - 10:15	To demonstrate good use of instructional materials (sub-obj. 17). To share individual project topics, audience, objectives, materials developed and use with other participants.	Each participant was given 5 minutes to share their projects with the large group and receive questions and comments. Presentations were to emphasize the 6 Teaching Questions the development process and learning issues.	Projects were on a variety of FP topics for a variety of audiences. Many were imaginative in terms of method and materials used. All were realistic in terms of the home situation and reflected sound educational planning.
Tea	10:15 - 10:30			
Individual Project Presentations (cont'd)	10:30 - 11:45	Activity (continued)	Activity (Continued)	
Review/Feedback/Preview Participant - Led	11:45 - 12:00	(see day one)		

<u>WEEK THREE, MONDAY, AUGUST 19</u>				
<u>EVENT/TOPIC/TRAINER</u>	<u>TIME</u>	<u>PURPOSE/OBJECTIVE</u>	<u>METHODS/AIDS</u>	<u>EVALUATION</u>
Issues & Concerns Participant - Led	8:40 - 8:55	(see day two)		
Country Sharing: Cameroon	8:55 - 9:15	(see day three)		
Review/Preview Ralph Wileman	9:15 - 9:20	To hand in individual projects with their user's guides to be displayed by the trainers for the closing ceremony and to provide an overview of the third week.	Discussion.	All projects were handed in.
Selecting Visual Communication Skills for Local Curriculum or Training Programs. Grace Mtawali Haiima Sheikh	9:30 - 10:15	To select the visual communication skills and knowledge which should be included in an existing basic or continuing education FP/MCH program in his/her country & where they should be included in the curriculum (sub-obj. 23). To write a detailed curriculum or workshop plan for the chosen visual communication skills & knowledge by completing the chart provided. (Sub-obj. 24)	Discussion. Forms for curriculum and workshop planning. Samples of plans. Individual work.	
Tea	10:15 - 10:35			
Local Curricula & Training Programs (cont'd)	10:35 - 12:15	Activity continued.		

WEEK THREE - MONDAY, AUGUST 19

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Lunch	12:15 - 1:30			
Sharing Curricula/ Training Programs All Trainers	1:30 - 3:20	To share curriculum or workshop plans with fellow participants and receive feedback.	In 4 small groups, participants explain curricula and workshop plans they developed for their own countries and receive feedback from peers according to forms supplied.	Each participant showed how he/she would integrate visual communication into an existing curriculum or plan a new workshop for training in visual communication.
Tea	3:20 - 3:50			
Assessment of Learning from Curriculum Activity Grace Mtawali	3:50 - 4:10	To share learning issues from individual small group curriculum activities.	Large group discussion.	It was found that participants had inadequate time for developing the timetable aspect of their training designs.
Topic Assignment for Session Plans Ralph Wileman	4:10 - 4:30	To assign topics to each participant to develop and conduct training session plans on Tuesday.	In 4 small groups participants made assignment of 6 topics by choosing, random selection, or group leader making assignments.	
Review/Feedback Participant-Led	4:30 - 4:50	(same as day one)		

WEEK THREE - TUESDAY, AUGUST 20

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns	8:40 - 8:45	(see day two)		
Country Sharing: Ghana	8:45 - 9:20	(see day three)		
Planning a Training Session on FP Visual Materials	9:20 - 10:15	To write a detailed training plan for a specific visual communication skill (sub-obj. 24)	Explanation of session planning charts. Individual planning.	
Tea	10:15 - 10:30			
Continue Session	10:30 - 12:15	Continue activity.	Continue.	
Lunch	12:15 - 1:30			
Conducting Training Sessions on FP Visual Materials	1:30 - 4:10	To conduct a short training session (sub-obj. 25).	In 4 small groups, participants conduct 10 minute training sessions with 5 minutes for feedback and group acting as intended audience.	All participants gained practice in conducting training sessions on visual communication topics for specific audiences in their home countries.
Review/Feedback Participant-Led	4:10 - 4:30	(see day 1)		

WEEK THREE - WEDNESDAY, AUGUST 21

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Issues & Concerns	8:45 - 9:00	(see day two)		
Country Sharing: Sierra Leone	9:00 - 9:30	(see day three)		
Innovation & Change	9:30 - 10:15	To name at least 3 factors to consider when introducing innovation into existing systems.	Simulation of change. Participants respond by discussing their attitudes and feelings. Group consensus on factors to consider.	Post-test. Participants were convinced that the introduced change was genuine and therefore responded strongly and sincerely.
Tea	10:15 - 12:30			
"Innovation Letter"	10:40 - 12:30	To describe how he/she will function as an innovator when introducing visual communication skills into existing FP work situation (sub-obj. 27).	Individual work. Write a 3 month post dated letter to C. Murphy (a contract). Share letters in large group and discuss anticipated problems & solutions.	Murphy will send a copy of each participant's letter to him/her in 3 months, along with a follow-up letter from Murphy/ INTRAH.
Lunch	12:30 - 1:30			
"Innovation Letter" (cont'd)	1:30 - 2:00	(continue)	(continue reading letters)	
Developing a Strategy for Continued Exchange	2:00 - 3:00	To develop a plan for continued exchange of ideas and materials for communicating F.P. messages (sub-obj. 29).	Large group discussion to identify options & select the most viable.	A list was made. No real consensus was reached. Activity seemed to be a new idea to participants and adequate time was not allotted.

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WEEK THREE - WEDNESDAY, AUGUST 21

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Tea	3:00 - 3:20			
Post-test Ralph Wileman	3:20 - 4:15	To assess learning gain during the workshop.	Pencil and paper short answer test.	Summarized in trip report.
Review/Feedback Participant-Led	4:15 - 4:30			
Homework:		Complete Participant Reaction Forms		

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WEEK THREE - THURSDAY, AUGUST 22

EVENT/TOPIC/TRAINER	TIME	PURPOSE/OBJECTIVE	METHODS/AIDS	EVALUATION
Individual Exit Interviews	7:30 - 11:00	To allow participants to ask trainers 2-3 questions regarding the workshop or FP visual communication. To give participants their pre & post-tests, if requested. To collect Participant Reaction Forms.	15 minute individual sessions with pairs of trainers. Participants signed up for sessions on Wednesday.	

APPENDIX F

LIST OF MATERIALS DISTRIBUTED

Index to Handouts Contained in Appendix G

		# of pages	sides printed
#1	MFPA welcome letter	1	1
#2	Objectives for the INTRAH/MFPA Regional FP Communication Workshop	3	3
#3	Bio-Data Form	3	6
#4	Pre-Test (Same as Posttest)	3	3
#5	Visual Aids (types)	2	3
#6	Six Teaching Questions	1	1
#7	Steps in Planning a Visual Aid	1	1
#8	Story Board Frame	1	1
#9	Detailing the Six Teaching Questions (Handed out twice)	2	4
#10	User's Guide: Methods of Teaching	7	13
#11	Using the Six Teaching Questions-Case Study 1	1	1
#12	Using the Six Teaching Questions-Case Study 2	1	1
#13	Using the Six Teaching Questions-Case Study 3	1	1
#14	Packet of 9 Pictures for Tracing	9	9
#15	Five Design Questions	1	1
#16	Model of a User's Guide	1	1

#17	Supplies for Designing and Producing	1	1
#18	Sources of Help in Designing and Producing	1	1
#19	Curriculum Outline	3	3
#20	Workshop Outline	3	3
#21	Session Plan	1	1
#22	INTRAH Participant Reaction Form	3	6
#23	List of Free Materials in MCH/FP	12	24
#24	Certificate of attendance (Not in Appendix)	1	1
#25	Visual Aids and Traditional Talking and Singing Techniques	9	9

Contents of the INTRAH Tote Bag

Books:

Helping Health Workers Learn - Hesperian Fdn.
Teaching & Learning with Visual Aids - INTRAH
Concepts & Issues in Family Planning - INTRAH
Family Planning Methods and Practice: Africa-CDC
Health Teaching for West Africa - MAP International

Sample Materials:

PCS packet #1: Print Materials for Non-Readers

PCS packet #2: Male Responsibility in Family Planning

Production Kit (all supplies purchased in Mauritius):

- 1 ruler
- 1 pair scissors
- 2 pencils
- 2 pens
- 1 eraser
- 1 pencil sharpener
- 1 set of 9 felt pens
- 1 pack of crayons
- 1 paintbrush
- 1 container of glue
- 1 nametag
- 1 5 x 8" notebook

APPENDIX H

LIST OF PARTICIPANT PROJECTS

Botswana

Lebogang Mogapi - A flipbook for sex education of teenagers.
Batho Pilane - A flipbook to teach primary school leavers about adolescence and avoiding unwanted pregnancy.

Cameroon

Angelina Ngwe - A flipbook to orient mothers to natural family planning methods.
Helen Salah - A flipbook and sample contraceptives to orient mothers to all contraceptive methods available in Cameroon.

Ghana

Victoria Assan - A flipbook to orient TBAs to family planning services.
Beatrice Amoah - A picture series with real objects (IUDs) to teach midwifery students about the two types of IUDs available in Ghana.

Liberia

Baiwola Gibson - A training session with large pictures to teach health workers how to trace posters (labor intensive "printing").
Toe-pleh Nigba - A paper film strip encouraging teens to seek sex education. A second paper film strip showing teens the results of ignorance regarding sexuality.

Malawi

Charles Chowa - A flipbook to teach childbearing age women about the advantages of spacing their children.
Neema Mnyenyembe - A flipbook to orient male politicians and local leaders to the role of men in family planning.

Mauritius

Joy Bissessur - Posters to inform males about the condom, its use and availability.
Clency Lajoie - A picture series to stimulate teenagers to write and/or talk about the consequences of premarital sexual relations and unwanted pregnancies.
Uma Hurry - Posters to encourage women factory workers to adopt family planning practices to improve their

quality of life and health.
Marline Leveque - Pictures to use with mothers regarding the IUD, its use and effectiveness.

Sierra Leone

Mohamed Lamin - A set of pictures with captions for teenagers regarding "Responsible Parenthood".
Bailor Jalloh - A flipbook to show villagers the advantages of small families.

Somalia

Amina Hersi Adan - A set of pictures and a pamphlet to help orient political and religious leaders regarding the value of child spacing to the family.
Dahir Elmi Abdi - A flipbook to train family life educators how to teach pregnant women about the advantages of breastfeeding.

Philippines

Tess Mende - Pictures and a working model of how and where to insert an IUD.
Aida Segarra - A flannelboard to teach male villagers the difference between vasectomy and castration.

Zimbabwe

Anne Butshe - A flipchart to show nurses how to locate the three possible positions of the uterus during a bimanual examination prior to IUD insertion.
Elias Hluyo - A flipbook to motivate men to take responsibility in family planning.

APPENDIX L:
NEWSPAPER ARTICLES



Les porte-parole de la MFPA et de l'INTRAH

PARENTÉ PLANIFIÉE

Une délégation américaine participera à un séminaire sur l'initiation audiovisuelle au contrôle des naissances

UNE délégation de représentants de la maison-mère de l'"International Training in Health" (INTRAH) aux Etats-Unis et de la branche basée à Nairobi est à Maurice depuis peu. Elle participera activement au premier séminaire régional sur le thème des techniques de communications visuelles au service de la parenté planifiée, à l'intention des Etats anglophones.

C'est ce qu'a déclaré, Mme Geeta Oodit, "Manager" de la "Mauritius Family Planning Association" (MFPA), lors d'une conférence de presse, hier. A noter que le séminaire régional se tiendra sur une durée de trois semaines à Tamarin à l'intention de quelque 26 participants venant d'une douzaine d'Etats africains, dont Maurice et Rodrigues.

Les porte-parole de la MFPA, Mme Oodit et M. D. Ramenah, ont fait ressortir qu'après avoir assuré récemment la formation d'une douzaine d'infirmières venant du Rwanda, il a clairement été établi que l'institution avait un potentiel de formation qui pouvait être partagé avec les autres pays de la région. C'est à partir de là que les négociations ont été entamées par la MFPA avec les représentants de l'INTRAH pour l'organisation de ce séminaire régional.

M. Ramenah a, pour sa part, mis l'accent sur l'évolution des activités de la MFPA dans le domaine de la formation après la prise en charge par le gouvernement d'une partie des fonctions de distribution de contraceptifs et de soins pré-nataux. Il a ajouté que c'est grâce à la rapidité

avec laquelle la MFPA entreprend ses opérations et à l'absence du "red tape" que cette institution peut mener à bien ses activités. Il a ajouté que le bilinguisme des Mauriciens faisait que des associations internationales ayant des attachés anglophones et francophones s'intéressaient à la MFPA.

Parmi les membres de l'INTRAH qui dispenseront des cours, on retrouve Mme C. Murphy et le Dr R. Wileman de la maison-mère, et Mmes G. Mtawali et H. Abdi Shekh des Etats africains.

Mme Murphy a parlé de la collaboration entre la MFPA et l'INTRAH, de l'action de cette dernière dans les régions d'Asie et d'Afrique afin de renforcer les mouvements de contrôle des naissances par le biais

de la formation. De son côté le Dr Wileman a souligné les besoins pour les participants de se familiariser avec les techniques de communications visuelles à peu de frais afin de promouvoir la parenté planifiée. Il a ajouté que chaque participant au séminaire recevra un "kit", sac contenant du matériel, tel que crayons, et feutres de couleur, ciseaux... et des livres.

Mme Mtawali a rappelé les grands objectifs de la parenté planifiée, de l'action particulière qui a été menée pour la conscientisation des jeunes. Elle a aussi parlé des contraintes au niveau de la communication visuelle en Afrique alors que l'électricité n'était pas disponible dans certaines régions.

A l'hôtel Tamarin

Stage de formation pour les éducateurs de la MFPA

Family Planning Visual Communication: tel est le thème d'un séminaire régional qui sera tenu à l'hôtel Tamarin du 5 au 23 août. Ce séminaire est organisé par la *Mauritius Family Planning Association* en collaboration avec l'INTRAH (Program for International Training in Health). C'est le ministre de la Santé, M. Kailash Purryag, qui procédera à l'ouverture officielle de ce séminaire.

Réunissant la presse hier matin, Mme Geeta Oodit, Deputy Secretary/Manager de la MFPA, a donné les détails de ce séminaire régional. Elle a déclaré que ce séminaire de trois semaines est destiné à des infirmières et des officiers employés par la MFPA. Le programme de l'INTRAH est de venir en aide aux pays africains pour développer leurs programmes de formation de leur personnel para-médical. Cette insti-

tution considère que la MFPA est un organisme approprié pour tenir de tels séminaires pour former des éducateurs. Elle a expliqué que le programme de l'INTRAH est opérationnel depuis cinq ans. Mme Oodit a dit que le premier séminaire régional de l'INTRAH sur ce thème fut tenu au Mali l'année dernière

Vingt quatre participants de 12 pays d'Afrique anglophone assisteront à ce séminaire. Les animateurs seront deux consultants de l'INTRAH, en l'occurrence M. Ralph

Wileman, et Mme Catherine Murphy et deux éducatrices africaines, Mmes Halima Abdi Shekh et Corace Mtawali.

M. Wileman et Mme Murphy ainsi que Mmes Shekh et Mtawali qui étaient présents à la conférence de presse ont parlé du rôle de l'INTRAH et de l'importance de la planning familiale.

De son côté, M. B. Rame-nah, secrétaire/manager, a lui mis l'accent sur les activités de la MFPA depuis sa création et a aussi fait état de ses réalisations.

Le Socialiste

1 Août 1985

Parenté planifiée: Technique de la communication

Quatre éducateurs de l'université de Caroline du Nord (USA) chez nous



Mme G. Oodit, M. B. Ramenah, Mme C. Murphy, le Dr Wileman et Mmes H. Abdi Shekh et Grâce Mtwali, lors de la conférence de presse

LES responsables du programme INTRAH, l'*International Training Health* de l'université de Caroline du nord des Etats-Unis qui sont à Maurice pour animer un séminaire sur les techniques de la communication audio-visuelle en matière de parenté planifiée ont été présentés à la presse par les dirigeants de la 'Mauritius Family Planning Association'. Il s'agit du Dr Ralph Wileman, de Mmes Catherine Murphy, Grace Mtawali et Halima Abdi Shekh, les deux dernières étant responsables du bureau régional de l'INTRAH en Afrique.

Ils ont été présentés par M. B. Ramenah et Mme Geeta Oodit, respectivement *secretary manager* et *education officer* de la M.F.P.A. Cette dernière a

parlé du séminaire qui aura lieu à l'hôtel Tamarin du 5 au 23 août, séminaire auquel participeront 26 représentants de pays africains, y compris ceux de Maurice et de Rodrigues.

C'est à la suite d'un stage organisé au Rwanda qu'il a été décidé de partager avec les autres pays de la région les méthodes de communications audiovisuelles en matière de parenté planifiée. La MFPA a par conséquent entamé des négociations avec l'INTRAH afin que ce premier séminaire régional se tienne à Maurice, compte tenu de la longue expérience de la MFPA dans ce domaine.

M. Ramenah a, pour sa part, parlé du rôle de la MFPA qui met davantage l'accent sur l'éducation depuis la prise en charge par le ministère de la Santé du

service de parenté planifiée et de soins infantiles. L'Association, a-t-il ajouté, a su s'adapter à cette nouvelle situation car elle opère sans trop de contrainte administrative et de 'red tape'. La MFPA joue aujourd'hui un rôle complémentaire à celui du gouvernement.

Mme C. Murphy et le Dr Wileman ont, quant à eux, parlé des activités de l'INTRAH dans les pays d'Asie et d'Afrique. Activités qui visent essentiellement à améliorer les programmes d'éducation dans le domaine du planning familial, d'où l'accent qui est mis sur les techniques de communications audiovisuelles.

Mme Mtawali a évoqué les grands objectifs de la parenté planifiée et de l'action menée en Afrique pour

sensibiliser non seulement les femmes, mais aussi les jeunes sur les retombées d'une trop forte poussée démographique pour les pays africains. L'utilisation des méthodes audiovisuelles pour de tels programmes est cependant entravée par certaines contraintes, car dans certains pays d'Afrique l'électricité n'a pas encore touché les régions éloignées.

A L'HÔTEL DE TAMARIN

Début des travaux d'un séminaire régional organisé par la MFPA

(Mauritius Family Planning Association)

La parenté planifiée a été reconnue et acceptée en tant que concept par la population mauricienne. Elle a contribué au succès du contrôle des naissances à Maurice. C'est ce qu'a fait ressortir hier, le ministre de la Santé, M. Kallash Purryag, lors de la cérémonie d'ouverture du séminaire régional organisé par la "Mauritius

tion de l'Organisation mondiale de la Santé concernant la santé. C'est dans ce contexte que le ministre a déclaré que son ministère accorde tout son soutien au programme de parenté planifiée y compris le séminaire portant sur la formation des cadres de 12 différents pays dans les techniques de communications visuelles.

Une partie du discours

les étapes du programme de contrôle des naissances à Maurice et les résultats positifs obtenus. Parlant des besoins du continent africain en général, affecté par un "strained infrastructure" et la désertification, M. Steinberg a déclaré que l'aide accordée aux pays africains en 1985 s'élevait à quelque 52 millions de dollars, sans compter que le personnel impliqué dans



Les exposés creusent l'appétit. C'est bien connu

Family Planning Association" (MFPA).

Après avoir souligné le succès de la campagne de parenté planifiée, le ministre a attiré l'attention des formateurs sur le fait qu'au mois de décembre 1984, 45,3% de la population mauricienne comprenaient des jeunes âgés de moins de 21 ans. Il a aussi été fait mention de la forte densité de la population — 530 personnes par kilomètre carré, soit la troisième plus élevée du monde.

Dans son intervention, le ministre a fait ressortir que la parenté planifiée doit être considérée comme un service faisant partie de la médecine préventive. Il a, à cet effet, cité la défini-

tion de la situation en Afrique qui connaît un taux de fertilité élevé. M. Purryag a souligné qu'une des recommandations de la conférence d'Arusha l'année dernière portait sur la nécessité de réduire ce taux élevé de fertilité. C'est pour cela, a souligné M. Purryag, que le Fonds des Nations unies pour le Développement (PNUD) a accentué son action sur le continent.

M. Donald Steinberg, chargé d'affaires à l'ambassade américaine, a, pour sa part, fait ressortir que l'économie mauricienne pouvait être menacée en cas d'un autre 'babyboom'. M. Steinberg a retracé dans les grandes lignes

les services de parenté planifiée par le biais des agences américaines a été doublé.

Mme Catherine Murphy, formatrice au sein de l'Intrah, a retracé dans les grandes lignes l'action menée par l'agence spécialisée dans la formation au sein de 18 États africains et des États asiatiques. Mme Murphy a ajouté que la tenue du séminaire régional des États anglophones d'Afrique est le deuxième projet entrepris conjointement par l'Intrah et la MFPA.

l'express

6 Août 1985

(photos continued)

M. Balmick Naik, directeur de la "Mauritius Family Planning Association" (MFPA), a spécifié les objectifs du séminaire: l'apprentissage des techniques de communications visuelles à peu de frais et leur adaptation aux besoins de la formation dans le domaine de la parenté planifiée. M. Naik estime que le succès de la parenté planifiée à Maurice est dû essentiellement à une utilisation optimale des moyens de communications disponibles.

Étaient aussi présents à cette cérémonie d'ouverture le Dr Fareed, représentant de l'OMS, les représentants de la MFPA, M. D. Ramenah, et Mme Geeta Oodit, et des officiels du ministère de la Santé.



Conférenciers...



...et auditoire du séminaire de la MFPA

ÉTUDES POUR UNE SENSIBILISATION À TRAVERS L'IMAGE

Une vingtaine de délégués de plusieurs pays d'Afrique participent actuellement à un séminaire régional du Planning Familial. Ce séminaire a lieu à l'hôtel de Tamarin et a été organisé par l'INTRAH (International Programme for Training in Health) et la Mauritius Family Planning Association, avec l'aide de diverses ambassades. Le séminaire a été ouvert, lundi matin, par le ministre de la Santé, M. K. Purryag.

D'une durée de 15 jours, ce séminaire a pour but des échanges entre les pays participants sur les méthodes d'information et d'éducation à travers la communication visuelle. Les délégués sont ceux d'organismes de santé et d'associations de planning familial. Le Ghana, la Somalie, le Cameroun, le Botswana, le Malawi, le Zimbabwe, Sierra-Leone, le Libéria et l'île Rodrigues sont représentés; y assistent aussi, des observateurs des Philippines.

"Le séminaire qui a lieu actuellement concerne des sujets très techniques", déclare Mme Oodit, de la MFPA, "les responsables nationaux des programmes d'information et d'éducation étudient les meilleures manières de faire passer le message de santé, selon les méthodes visuelles adaptées à chacun des pays. Comme on a pu le constater, ce moyen d'information ne marche pas comme il le faudrait dans certains pays d'Afrique et les échanges de vues, de matériel, d'idées visuelles y aideront grandement. Les participants devront, à partir de la situation dans leurs pays respectifs, développer, pour chacun de ces pays, un projet qui sera, au cours de la semaine sui-



Mme Geeta Oodit

vante, appliqué sur le terrain à titre d'expérience. Il faut former les gens à l'idée du Planning familial et nous pensons que l'aide visuelle est la meilleure forme d'information applicable dans les pays d'Afrique."

Les ateliers de travail sont animés par 5 formateurs: Mme Catherine Murphy et le professeur Ralph Wileman, de l'Université de Caroline du Nord, Mme Halima Shekh de la Somalie, Mme Grace Mtawali, du bureau régional de l'INTRAH à Nairobi et, Mme Oodit de la MFPA. Les sujets traités ne porteront pas que sur les méthodes contraceptives mais aussi et surtout sur les problèmes démographiques, les avantages du Planning Familial et les soins à l'enfant.

"La deuxième partie de ce séminaire", souligne Mme Oodit, "concerne les essais sur le terrain. Les participants iront dans les centres de Planning Familial de divers coins de l'île et présenteront leur projet de campagne d'information. Nous pourrons ainsi voir

comment réagissent les gens à ces campagnes de sensibilisation." Rentrés à Tamarin, les participants devront, à la fin de la semaine, rédiger un bref rapport dans lequel ils expliqueront les méthodes d'information qu'ils comptent employer dans leurs pays. Cette lettre leur sera renvoyée au bout de trois mois dans leur pays et ils devront donner un feed-back de leurs réalisations. "Par ce biais", déclare Mme Oodit, "en rappelant aux participants leurs résolutions du début, nous pourrions aussi avoir une certaine idée de la marge entre les résolutions prises et les possibilités de leur réalisation."

De l'avis de Mme Oodit, c'est le premier séminaire de Planning Familial de ce genre à être organisé à Maurice. Il s'inscrit dans le cadre de la collaboration étroite entre la MFPA et l'INTRAH depuis les années 80. C'est le ministre de la Santé qui procédera à la fermeture, le 22 août. Il remettra, à cette occasion, des certificats aux délégués des divers pays participants.

WEEK-END
actualité

DIMANCHE 11 AOÛT 1985