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Trip Report

0-354

Travelers: Ms. Gabrielle Beasley, INTRAH Training Materials Specialist
Mrs. Grace Mtawali, INTRAH/ESA Regional Training Officer
Mrs. Wendy Walters Dufour, INTRAH Consultant

Country Visited: UGANDA

Date of Trip: January 16 - February 26, 1989

Planning in Nairobi: January 17 - 20, 1989
Planning in Uganda: January 22 - 29, 1989
Nairobi Debriefing: February 24, 1989

Purpose:

1. To conduct a visual communication workshop in MCH/FP for 16 nurse tutors, FP service providers, and health educators, January 30 - February 16, 1989.

2. To conduct a follow-up for the participants of Visual Communication I workshop, February 16 - 18, 1989.

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* On file with INTRAH Program Office

** On file with INTRAH Data Management Service

LIST OF ABBREVIATIONS

ADMS	Assistant Director of Medical Services
CTT	Core Training Team
FHI	Family Health Initiatives
HEED	Health Education
Vis Comm	Visual Communication

EXECUTIVE SUMMARY

Ms. Gabrielle Beasley, INTRAH Training Materials Specialist, Mrs. Grace Mtawali, INTRAH/ESA Regional Training Officer and Ms. Wendy Walters Dufour, INTRAH Consultant, visited Uganda, January 21 - February 22, 1989, to conduct a workshop in visual communication (Vis Comm II) 16 for nurse tutors, FP service providers, health educators, and graphic artists, January 30 - February 16, 1989 (contract workplan activity #23 of the Uganda MOH/INTRAH training plan). The original aim of Vis Comm II was to produce client-oriented materials. However, because of participants' backgrounds and needs it resulted in materials for clients and training. Workshop preparation was begun in Chapel Hill by Ms. Beasley, continued in Nairobi January 17 - 20 by Ms. Beasley and Ms. Dufour, and was completed in Entebbe January 23 - 28 with INTRAH Regional Training Officer Mrs. Grace Mtawali, Mrs. Rachel Rushota, FHI Project Coordinator, and Ugandan co-trainers. A 3-day follow-up of 12 participants of the Visual Communication I Workshop held October 12-28, 1988 was also conducted.

The overall objectives of the Visual Communication II workshop were to enable participants to:

1. use visual training materials effectively; and
2. develop their own low cost visual materials for clients or training.

The objectives of the workshop were met and each participant produced a visual training material project.

The overall objectives of the Visual Communication I (Vis Comm I) workshop were to enable participants to:

1. share experiences and visuals with participants of Vis Comm II, and discuss ways of using each other as resources;
2. discuss success and problems; and
3 review knowledge and skills learned, and add to them.

The objectives of the follow-up were met. Twelve of the original 18 participants returned for the follow-up.

As in Vis Comm I a strong concern and recommendation of the participants were that the MOH and the IEC Committee provide financial and material support for the continued development of visual training materials.

Recommendations from the trainers include the following:

1. More visual communication workshops should be held. Future workshops should continue to include well prepared Ugandans as co-trainers and continue collaboration of HEED and MCH/FP personnel.

2. The MOH follow-up team should be supported to implement follow-up plans.

3. The use of silk-screening as a low cost method of reproducing visuals should be carried out and promoted as a viable means of producing small numbers of visuals (fewer than 300).

4. USAID/Uganda should consider providing financial assistance to the MOH for the rehabilitation and/or construction of a permanent site for MOH training programs.

5. USAID/Uganda should consider using excess FHI funds to purchase a vehicle and spare parts for the CTT.

Briefings and debriefings were conducted with REDSO/ESA, USAID/Uganda, the MOH and INTRAH/ESA. A review of the workshop was conducted with the Ugandan co-trainers and FHI Project Coordinator, Mrs. Rachel Rushota.

SCHEDULE OF ACTIVITIES

January 16	Ms. Gabrielle Beasley arrived in Nairobi from Chapel Hill.
January 17	Ms. Wendy Walters Dufour arrived in Nairobi from Paris.
January 17 - 20	Trainers began team planning meeting and workshop design/materials preparation.
January 19	Ms. Beasley, Ms. Dufour and Mrs. Jedida Wachira, INTRAH/ESA Regional Projects Officer, briefed with Mr. Arthur Danart, REDSO/ESA Regional Population Advisor.
January 21	INTRAH team departed Nairobi and arrived Entebbe 11:30 am.
January 22	INTRAH team continued planning in Kampala.
January 23	INTRAH team and Mrs. Rachel Rushota, FHI Project Coordinator briefed with Mr. David Puckett, USAID/Kampala Technical Advisor for Child Survival.
January 23 - 28	INTRAH team continued workshop preparation with Ugandan co-trainers, Mrs. Mary Luyombya and Mr. Jonathan Muganga.
January 24	Mrs.Grace Mtawali, INTRAH/ESA Regional Training Officer, departed Nairobi and arrived Entebbe 3:00 pm.
January 30 - February 16	INTRAH team conducted workshop with Ugandan co-trainers.
February 16 - February 18	INTRAH team conducted follow-up.
February 20 - 21	INTRAH trainers debriefed with the Ugandan co-trainers and MOH CTT.

February 21	Ms. Beasley, Mrs. Mtawali and Mrs. Rushota debriefed with Mr. Paul Cohn, USAID/Uganda Health/Population Officer and Dr. Emmanuel Kaijuka, ADMS, MCH/FP.
February 22	Ms. Beasley, Mrs. Mtawali and Ms. Dufour departed for Nairobi.
February 23 - 24	Ms. Beasley, Mrs. Mtawali and Ms. Dufour worked on trip report.
February 24	Ms. Beasley. Mrs. Mtawali and Ms. Dufour debriefed with Miss Pauline Muhuhu, INTRAH/ESA Director and Mr. Danart, REDSO/ESA.
February 25	Ms. Dufour departed Nairobi for Paris at 11:55 am.
February 26	Ms. Beasley departed Nairobi for Chapel Hill at 12:40 am.

I. PURPOSE OF TRIP

The purposes of the trip were to:

1. conduct a visual communication workshop in MCH/FP for 16 nurse tutors, FP service providers,health educators, and graphic artists; and

2. conduct a 3 day follow-up of participants of the first visual communication workshop.

Additional purposes which emerged as the activity proceeded, were to:

3. develop a follow-up guide for the workshops; and

4. develop a system for silk-screen production.

II. ACCOMPLISHMENTS

A. The workshop was completed successfully for 16 participants: 6 nurse tutors, 4 FP service providers, 3 artists, 2 health educators, and 1 program manager for a community based health project. Five of the participants were from NGO's and the rest were government employees. See Appendix B.2 for participant profiles.

B. All participants improved their knowledge and skills in development, planning, production and effective use of visual training materials.

C. Each participant produced a visual training project, based on a training need/problem/opportunity which existed at their work sites. Training materials were reviewed by content specialists and pre-tested with a sample of the intended audience. Users' guides were developed to accompany each project.

D. Participants developed action plans that included further pre-testing and revisions of their projects, and development of future visual materials.

E. A field trip to the MOH Printing Unit introduced participants to MOH support materials and personnel. Participants were taken on a tour of the facilities and given a demonstration of the production process. The UNICEF assistant training materials officer described the process used by UNICEF to develop visual materials, which reinforces the process taught and used in the workshop. Two participants from the Graphics Art Unit gave a demonstration of silk-screen printing.

F. Dr. Kaijuka, ADMS of MCH/FP attended a morning session in order to provide participants with feedback on their action plans and to outline support MCH/FP could provide. Dr. Kaijuka gave a summary of the first results of the Demographic Health Survey, pointing out the many family planning problems that visual training materials can help address.

G. Two participants of the first visual communication workshop, Mrs. Mary A. Luyombya, a member of the FHI CTT, and Mr. Jonathan Muganga, Information, Drama and Communication Officer/MOH Health Education Division, served as co-trainers for the second visual communication workshop.

H. The three-day follow-up was completed successfully for twelve of the original 18 participants: 3 CTT members, 2 nurse tutors, 3 service providers, 2 health educators, 1 IEC officer, and 1 artist (see Appendix B.1).

I. During follow-up, successes and approaches to problem solution were shared, new production skills were introduced and the planning process was reviewed. Participants were given time to revise or update action

plans, revise visual materials, or begin work on a new visual.

J. Twelve participants from Vis Comm I and 16 Vis Comm II participants became acquainted, shared experiences, exchanged visuals, and identified ways of using each other as resources in future development of visual materials.

K. A draft follow-up guide was developed to be used by the MOH follow-up team for participants from both workshops (see Appendix G). The guide enables assessment of the use of visual materials produced during the workshop and the process used in the development of new visual materials, as well as progress made on action plans.

L. Participants of both the workshop and the follow-up were provided with materials to enable development of a second visual material in their work settings. See Appendix F for list of materials distributed.

M. Plans were made with the CTT and the Graphic Art Unit to establish a trial silk-screen printing at the MOH Graphic Unit for at least two participants' projects from Vis Comm I. The first project should be completed by April 30th. Potential projects were identified from Vis Comm II. Selection criteria for visuals to be reproduced in the future and a feedback form were developed. See Appendix H for objectives, criteria, and sample letter.

N. The INTRAH and Ugandan co-trainers reviewed with FHI Coordinator Mrs. Rushota the outcome of the workshop. The group made recommendations for future workshops.

O. Briefings were conducted with REDSO/ESA Regional Population Officer Mr. Arthur Danart and USAID/Uganda

Technical Advisor for Child Survival Mr. David Puckett. Debriefings were conducted with Mr. Paul Cohn, USAID/Uganda Health Population Office, Mr. Danart, ESA/REDSO and Dr. Kaijuka, ADMS, MCH/FP.

P. The Vis Comm II workshop and the follow-up of Vis Comm I participants produced observed and expressed needs for additional training in health education, family planning, and training methodology.

Q. A collection of visuals covering FP, reproductive health and MCH, that can be used in the development of new visuals, was left as a resource in the CTT office.

III. BACKGROUND

INTRAH in PAC-II, initiated financial and technical assistance to the MOH in 1984 in order to improve and extend family planning services in Uganda under a contract between UNC-CH and the Ministry of Health.

The need to train operational level personnel in the development of visual materials was identified during planning for the contract in 1984. It was recognized that only meager resources were available at the national level, and that mass communication technologies were not necessarily appropriate or affordable. The need identified was for visual training materials to be used in small group situations, such as rural health education sessions or in nursing school classes. The Health Education Division also expressed an interest in this type of training, which also provided an opportunity for collaboration within the MOH. The first of two vis comm workshops was held in October 1988 (see Trip Report #0-353).

This report describes the second visual communication workshop and the follow-up of Vis Comm I participants. The original focus of the Vis Comm I workshop was on training-oriented materials and Vis Comm II was on client-oriented materials. However, the two workshops presented the same content and resulted in production of materials for both uses.

IV. DESCRIPTION OF ACTIVITIES

A. USAID/Uganda

Mr. Cohn stated in the debriefing that funding for future Vis Comm workshops would be more readily available if information could be provided on the usage and impact of the visuals developed in past workshops. He also said that should FP/MCH Division have additional activities to add to the present program, ideas should be presented together as it is easier to process them as a unit.

B. Ministry of Health/Uganda

Dr. Kaijuka was positive about the follow-up and the future of silk-screening. He asked Mrs. Rushota for a budget for the follow-up, and for supplying materials in the future to participants.

C. Visual Communication Workshop II

1. General Information

INTRAH Consultant Ms. Wendy Walters Dufour, INTRAH Regional Training Officer Mrs. Grace Mtawali and INTRAH Training Materials Specialist Ms. Gabrielle Beasley were mainly responsible for the design, delivery and evaluation of the workshop, with Mrs. Luyombya and Mr. Muganga serving as co-trainers.

2. Preparation

Initial planning for the workshop was conducted at the INTRAH office in Chapel Hill by Ms. Beasley. The workshop outline from the Vis Comm I workshop held in Uganda in October 1988 (see Trip Report #0-353) was used as a guide to create a workshop outline for Vis Comm II and to identify workshop materials/handouts. Feedback from CTT members and

past trainers was used to revise the workshop outline, which was then sent to Ms. Dufour and Mrs. Mtawali for their comments and input. The workshop outline design and content were reviewed and elaborated on when Ms. Beasley and Ms. Dufour met as a team in Nairobi for workshop planning January 16 - 21.

Final planning and preparation took place in Entebbe with Mrs. Grace Mtawali, Regional Training Officer and the Ugandan co-trainers, Mrs. Mary Luyombya, Mr. Jonathan Muganga, and Mrs. Rachel Rushota, Uganda FHI Project Coordinator, January 22 - 28.

The outcome of the meetings was a draft content outline for the workshop (see Appendix C.7), a revised pre-post test (see Appendix E.2), and plans for a field trip to the MOH Printing Unit during the workshop.

3. **Workshop Site and Logistics**

The workshop was conducted at the Ntawo Farm Institute, Mukono. The training center, managed by the Ministry of Agriculture, is located about 15 miles outside Kampala. The participants shared dorm-like rooms. A superb kitchen staff provided nourishment. The isolated rural atmosphere was conducive to adult learning.

Excellent logistical support was provided by Mrs. Rushota and support staff. Transportation was provided by the FHI project driver and typing and duplicating were handled by the FHI secretary.

The participants elected a chairman and formed various committees to aid the smooth implementation of the workshop. Committees were formed to provide support for medical aid, social events, housing problems, spiritual life, and news reports. Given the isolated venue, a pleasant addition to the beginning of each day was a summary of the local, national and international news and thought of the day.

4. **Curriculum Overview**

The workshop objectives and schedule are contained in Appendices C.1 and C.5. Complete copies of the detailed individual session designs and all materials provided during the workshop are on file in the Uganda FHI Project Coordinator's office of the MOH in Entebbe and at INTRAH/ESA Office and INTRAH/Chapel Hill.

More emphasis was placed on the selection of appropriate methods and materials, the planning process, writing session plans, and writing action plans than in the previous Visual Communication workshop.

Participative learning methodologies and techniques were used, i.e., small group discussions, simulation exercises, case studies, demonstrations, games, and group and individual projects. Participants conducted a session using the visuals they developed as individual projects.

Below is a brief outline of the content covered, by week:

WEEK 1

- Introduction to visuals - what? why? when?
- Gallery tour of different types of visuals
- Facilitations skills/feedback rules
- Production skills/tracing, enlarging, lettering
- The 6 Visual Design considerations
- The 7 Teaching Questions
- Writing good objectives
- Matching methods to objectives
- Matching methods to materials
- Traditional methods of communication
- 5 Broken Squares Game/group dynamics

WEEK 2

- The planning process for developing a visual
- Open/closed questions
- Group project design
- Individual project design
- Review with content specialist
- Field test with intended audience

WEEK 3

- Field trip to MOH production facilities
- Revision and completion of project
- How to write session plans
- Conducting a session using developed visuals
- Development of action plans
- Meet and share with participants of Vis Comm I
- Meet ADMS/FP/MCH

5. Workshop Products and Outcomes

A complete list of the projects produced by the participants is found in Appendix I.1. These projects resulted from intense individual effort as the participants experienced all stages of developing visual materials. Participants reviewed

and field tested their materials using a sample of the intended audience and developed users' guides for each of their projects (see Appendix I. 2). Individual action plans were also developed for the 9-month period following the workshop (see Appendix I.3). The projects will undergo further field testing and be used during an education/training session.

6. **Evaluation**

Evaluation tools and approaches used throughout the workshop included the following:

a. During the first week, daily evaluations were individually written by the participants. A trainer summarized and presented the results each morning. The trainers responded to many items of concern that had been raised, and dealt with problems before they became major issues or hindrances to the learning process. (See Appendix E.4 for results).

b. Pluses and Wishes were discussed and listed daily during the second and third weeks. There was congruence between the success and problems identified by participants and those identified by trainers.

c. A pre/post-test was completed at the beginning and end of the workshop (see Appendix E.2). The test results provided the trainers with an estimation of the level of understanding that participants had regarding some of the major content areas presented during the workshop. (See Appendix E.3 for results).

d. The INTRAH Participant Reaction Form was administered on the last day of the workshop (see Appendix E.5 for Summary of Results). The responses indicated that the workshop offered valuable knowledge and skills that could be immediately applied to individual work situations. The trainers were judged to be effective and the training methods used aided in the learning process. The workshop would have been improved if more time had been available to practice newly-acquired skills and to discuss and assimilate concepts presented. It was suggested that an activity to orient supervisors in visual communication in the future would reduce resistance and increase support at home. The sharing between Vis Comm I and II participants was

judged as very valuable because of the new ideas and new resources identified as well as enabling trainers to assess progress made during both workshops.

Many of the skills taught were put into practice during group or individual work and evaluated by the trainers. The state of the individual projects on the last day of the workshop served as a means of evaluating many of the production skills learned. Individual sessions conducted by participants also served as a means to evaluate participants' use of training methodologies and session planning.

D. Vis Comm I Follow-up

1. General Information

Ms. Beasley, Mrs. Mtawali, and Ms. Dufour were responsible for the delivery of the 3-day follow-up of the Vis Comm I workshop based on a plan developed by Ms. Beasley, Mr. Mohammed Jalloh and Ms.Carla Rull, trainers of Vis Comm I. Plans were finalized with Mrs. Mtawali and Ms. Dufour in Mukono. The follow-up took place February 16 February 18, 1989 at the Ntawo Farm Institute, Mukono.

2. Curriculum overview

The workshop schedule and objectives are contained in Appendices C.3 and C.5.

Below is a brief outline of content covered, by day:

Day 1

- Meet and share with participants of Vis Comm II
- Demonstration of silk-screen printing process

Day 2

- Discuss success and problems
- Production skills/lettering, enlarging
- Review 7 teaching questions, design considerations and planning steps.

Day 3

- Revise visuals or begin developing new visual
- Review and revise action plans

4. Follow-up products and outcomes

The discussion on successes/problems that participants encountered in implementing their action plans resulted in possible solutions

generated by the participants (See Appendix I.6 for summary). During the 3-day follow-up participants began work on revisions of projects from Vis Comm I, or began new projects. See Appendix I.5 for list of participants' work.

5. **Evaluation**
Evaluation tools used in the follow-up included a discussion of successes/problems with action plans, verbal review of knowledge, pluses and wishes, and an abbreviated participant reaction form. See Appendix E.6 for summary. The responses indicated that the follow-up boosted participant morale and improved their capability in knowledge and skills, as well as provided them with an opportunity to revise old projects or begin new ones.

E. Follow Up Plans

A draft follow-up guide was developed to help the CTT and others to assess participant progress in the use and development of visuals. The draft guide may be found in Appendix G.

Definite plans were not finalized for the follow-up or continuation of these workshops.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A. Logistical/Administrative Arrangements

1. Finding/Conclusion

Transportation for the training team is still an acute problem. Due to very poor road conditions vehicles frequently break down and need constant maintenance. Replacement of parts is difficult. These factors endanger the lives of the training team and those who work with them. This is a pressing problem that needs to be resolved before the next series of training begins.

Recommendation

Funds remaining in the FHI project should be used to buy a new vehicle and spare parts for the CTT. An alternative vehicle should be available if the assigned vehicle needs to be repaired.

B. IMPLEMENTATION of ACTIVITIES

2. Findings/Conclusions

There was inadequate time to plan the workshop due to the following factors:

a. Not all trainers (INTRAH team and Ugandan co-trainers) were available for the entire planning period due to other work-related responsibilities.

b. Workshop planning days usually did not begin until 10:30 because of transportation difficulties.

c. The Liberation Anniversary on January 26, a public holiday, made it impossible for the Ugandans to work on that day.

Recommendations

a. The MOH and INTRAH should ensure that all trainers are present and fully committed for the workshop planning period.

b. The MOH should make arrangements for trainers to be in Entebbe to start work by 9:30 am during the planning period.

c. If national holidays are known in advance, an extra day should be given for planning with in-country co-trainers.

4. Finding/Conclusion

The roles of the co-trainers were not clearly understood due to a lack of common understanding among all parties.

Recommendations

a. Roles should be clearly defined and agreed upon by all parties involved before workshop planning begins. INTRAH should develop a set of guidelines which clearly explains and defines the roles of the INTRAH team and the in-country co-trainers.

b. Improved communication and immediate feedback among team members are also recommended.

5. **Finding/Conclusion**

The workshop outline as prepared by INTRAH/Chapel Hill was not acceptable as a curriculum to the CTT or INTRAH/ESA staff.

Recommendations

a. When working with in-country co-trainers all curricula should be written in a format acceptable to the INTRAH Regional Office and the host country trainers.

b. The INTRAH/ESA office should provide guidelines and examples of acceptable curriculum formats.

6. **Finding/Conclusion**

Selection criteria were broadly applied resulting in a wide range of entry levels of participants, pointing to the need for consistent and specific selection criteria, and/or a change in the workshop design.

Recommendations

a. If difficulties continue to impede the implementation of consistently-applied selection criteria the workshop should include a review of family planning, health education process, and training methodologies, adding an extra week to the workshop.

b. An alternative is review of the topics mentioned in (a) above before the participants come to the workshop.

7. **Finding/Conclusion**

a. The Ugandan co-trainers were newly qualified and had not had an opportunity to practice their visual communication skills prior to Vis Comm II.

Recommendations

a. INTRAH should provide the Ugandan co-trainers with reference/background materials in visual communication and training methodology. The MOH should provide the co-trainers with an opportunity to practice their skills.

b. Training needs related to visual communication and training methodology should be addressed to allow the co-trainers to participate more effectively in visual communication activities.

c. If INTRAH intends to conduct future visual communication workshops in Uganda, others need to be identified as potential Vis Comm in-country trainers during project planning. A strategy should be developed to train those identified in visual communication and training methodologies.

8. **Finding/Conclusion**

Currently there is no long term plan for the production of small quantities of participants' visual materials. Five projects have already been identified as feasible The project to be printed by April 30 is a picture series on cervical mucous changes for nursing students developed by Rose Nabatanzi of the Rubega School of Nursing. The second project to be produced is a picture series on placenta previa for medical and midwifery students developed by Dr. Anthony Aboda of Mulago Hospital. Potential projects from Vis Comm II workshop included:

- Diagrams of instruments used in IUCD insertion, developed by Elizabeth Myboyne of the Public Health Nurses College.

- Diagram of pregnant woman showing various sizes of fetal growth, developed by Betty Wafula of Mulago School of Nursing.

- Poster series on dangers of teenage pregnancy, developed by Droti Steve Bayo of MOH Graphic Arts Unit.

Recommendation

The ADMS of FP/MCH and the ADMS of Health Education should make long term plans for

supporting production of visual communication materials.

9. **Finding/Conclusion**

The workshop and follow-up included half days on Saturdays, which made it difficult for the participants who needed to go home on week-ends and did not allow for a sufficient mental break for participants or trainers.

Recommendation

Workshops of this intensity and duration should use a 5-day week.

Appendix A

Persons Contacted/Met

Appendix A

Persons Contacted/Met

INTRAH/ESA

Miss Pauline MUHUHU, Director

Mrs. Jedida WACHIRA, Regional Projects Officer

REDSO/ESA

Mr. Arthur DANART, Regional Population Advisor

Mrs. Rosalind WAITHAKA, Assistant Health/Population Office

USAID/Uganda

Mr. Paul COHN, Population Officer

Mr. David PUCKETT, Technical Advisor for Child Survival

Ministry of Health

Dr. Emmanuel KAIJUKA, ADMS, MCH/FP

Mr. Jonathan GAIFUBA, ADMS, Health Education

Mrs. Rachel RUSHOTA, FHI Project Coordinator

Dr. E. KATUMBA, Senior Medical Officer, MCH/FP

Dr. MUDUSU, Senior Medical Officer, Nutrition, MCH/FP

Dr. Ezra TERI, Health Education Division

Ms. Susan DURSTON, Health Education Training Officer

Mrs. Elizabeth BYAHUKA, AIDS Control Program

Mrs. Lucy WALUSIMBI, Chief Nursing Officer

Mrs. Ruth LEMATIA, Senior Nursing Officer, Training

Mrs. Sophia Caroline ODONGO - OKINO, Deputy Senior Nursing Officer, Training.

Mrs. Abby Kalule SEWALI, Ministry of Agriculture/Home Economics Division

UNICEF/Uganda

Mr. Douglas LUBOWA, UNICEF Assistant Materials Production Officer

Consultants

Ms. Anne STARRS, Family Care International

Ms. Cindy KAUFMANN, ACNM, Special Projects Section

Ms. Helen BURGESS, ACNM Consultant

Appendices B

List of Participants

Appendix B.1

List of Participants
Visual Communication Workshop II

Appendix B.1

List of Participants
Visual Communication Workshop 2
January 30 - February 16, 1989

Droti Steve BAYO, Graphic Artist, MOH AIDS Control Programme, Entebbe

Fortunate BITAKAWATAINE, Midwifery Tutor, Kabale School of Midwifery, Kabale

Evanice BULHIWADI, Registered Nurse/Midwife, Buhinga Hospital, Fort Portal

Edinance GAHWERRA, Nurse Tutor, Nsambya School of Nursing, Kampala

Sarah KABATOORO, Graphic Artist, MOH Graphic Art Unit, Entebbe

Asteria KARASIRA, Nurse Tutor, Jinja School of Midwifery, Jinja

Steven KAYEYERA, Health Educator, Kakira Sugar Works, Kakira/Jinja

Joyce Nabulya KINTU, Deputy Manager, FLE Project, Busoga Diocese, Jinja

Elizabeth MBONYE, Nurse Tutor, Public Health Nurses College, Kampala

Sam MUKASA, Nurse Tutor, Mengo Hospital, Kampala

Venantius H. MUNIINA, Welfare Officer, Kakira Sugar Works, Kikara/Jinja

Christopher OGEN, Graphic Artist and Assistant Manager MOH Printing Unit, Entebbe

Henrietta RUBONGOYA, J. Nursing Officer, FPAU, Fort Portal

Catherine T. RWEGIRA, Nursing Officer, Murchison Bay Hospital, Kampala

Kellen TUMUHAIRWE, FP Service Provider, Mulago Hospital, Kampala

Betty WAFULA, Midwifery Tutor, Mulago Hospital, Kampala

Appendix B.2

Profile of Participants
Visual Communication II Workshop

Append
Profile of
VIS cor

VISUAL COMMUNICATION WORKSHOP II UGANDA

JAN 30 - FEB 16, 1989

PARTICIPANTS PROFILE (FROM MOH BIODATA FORMS

NAME	EDUCATION	TRAINING	POSITION (DESIGNATION	HOW WORKSHOP WILL HELP	FUTURE F.P COURSES NEEDED
1. Droti Seve (Mr)	B.A (Fine art)	-	Graphic artist	• To improve in the process required for Visual development. • To help assess the type of work that is good for printing.	• Will know better this workshop
2. F.B.Bitakwataine (Mrs)	O'Level Cert	•R/N/M •Midwifery Diploma (1976) •FP Clinical skills course •FP Refresher course. •Continuing education courses: EPI,CDD & Essential Drug Mgt.	Midwifery Tutor.	•Improve classroom and field Training. •Better Administrator & Manager. •Improve Visual Communication skills.	•Health Education •PHC •Nutrition.
3. Evanice Bulihwadi (Mrs)	O'Level	•R/Midwife •FP Clinical skills Course.	•Midwife •FP Service provider.	•Improve teaching skills	•Training skills •Supervision •Contraceptive Technology.

.../2.

NAME	EDUCATION	TRAINING	POSITION (DESIGNATION)	[illegible]	[illegible]
4. Edinance Gahwerra (Miss)	O'level Cert.	•R/Nurse •Dip. in nursing 1980. •FP Clinical skills course and Curriculum Development. • TOT in NFP • FP Refresher course • Continuing education course in EPI, CDD and Essential Drug Mgt.	Nurse Tutor	To be a better trainer	Counselling in F.P
5. Joyce Kintu	O'level Cert.	•PHN •FP Clinical skills course for PHC.	Deputy Manager of AN NGO C.B.H.C.	To be a better trainer	•Management of F.P •Advanced F.P Clin
6. Sarah Kabatooro	O'Level Cert.	Diploma in Commercial Art.	Commercial Artist.& Designer	Improvement in Drawing techniques to have me as an artist know what to produce to satisfy peoples needs.	
7. Asteria Karasira (Mrs).	O'Level Cert.	•RN/M Nurse Tutors Dip. 1979. •Continuing education course EPI, CDD,&ED mgt. •Top Management course for Health workers.	Nurse Tutor		•F.P Clinical skill
8. Stephen B. Kayeyera (Mr)	B.A		Teacher Health Education	•To gain knowledge and skills needed to achieve practical results among school children and adults.	• I & EC Course. • Demography • Journalism.course

AME	EDUCATION	TRAINING	POSITION	HOW WORKSHO WILL HELP	FUTURE FP COURSE NEEDED
..Mbonye	O'level Cert.	PHN Adv.Diploma of education 1987 .CAFS TOT 1988 .FP Clinical skills course .Continuing education program (expanded prog. of immunisation, CDD, Essential Drugs Mgt.1988.	Tutor in PHN College	-Organise resources for making visuals. -Design visual aids -Evaluate visual aids.	.Management of F.P services .Counselling.
.Samuel Mukasa [illegible] level cert.		.RN .Reg.Psych.Nurse. .Nurse Tutor Diploma. .FP Clinical skills & Curriculum Development . Book Review Workshop . CDD, EPI,ED mgt.	Nurse Tutor	.Better way of using visual aids. .Ability to make visuals	-
Venantius H. Muniina	B.A (Hons) Sociology)	. PHC Seminar 2 days) , Communication in PHC Seminar.	Welfare Officer	.Increase my communication ability and ease mobilisation of people and change people's attitudes.	.IEC related to health services. .Health Journalism .Health Management.
Christopher Ogen (..r)	B.A(fine art)	-	Asst. Manager MOH Printing Unit.	Help me in on IE&C and Communication of Health Messages and assess better the scripts during proof reading and advise authors where necessary, before publication.	.More such courses to strengthen F.P Education by use of visuals.
Henrietta Rubongoya (Miss)	Junior Cert. 10 years of education)	.RN/M •F.P Clinical skills course. •CAFS contraceptive Technology update (1986) •[illegible] •F.P Logistic Mgt.	F.P Service provider)	[illegible] Help clients understand health messages with use of visual aids.	[illegible] - do -

NAME	EDUCATION	TRAINING	POSITION	[illegible]	[illegible]
14. F.Catherine Rwegira (Mrs)	O'Level Cert.	.Registered Midwife * .F.P Clinical skills course. * .F.P Refresher course .F.P Logistics Mgt. course.	.RM service Provider)	To create visuals from available materials	.IUD insertion .Training skill .Minilaparoty .Supervision and management .Contraceptive Technology up
15. Kellen Tumuhairwe (Mrs)	O'level Cert.	. RN/M * .CAFS .Contraception Technology up-date.	RN/Midwife (Service provider).	To be able to make and use visual aids.	.Clinical F.P c (full) .Training skills . Supervision a Management. . Minilaparator
16. Elizabeth M Wafula (Mrs)	O'level cert.	. RN/M Tutor's Diploma (1982)	Nurse Tutor.	Better trainer by using visual materials made.	.FP Clinical s .Counselling i

* Indicates Family Planning Training Received.

. 8 Participants with F.P Clinical training of whom I attended NFP TOT; I attended CAFS TOT 1988; 3 attended 1987 Refresher courses.

Appendix B.4

List of Participants
Visual Communication I Follow-Up

Appendix B.4

List of Participants
VisualCommunication 1 Follow-Up
February 16 - 18, 1989

Dr. Anthony D. ABODA, Medical Officer Special Grade
Mulago Hospital, Kampala

Lucy ASABA ABOOKI, RN/Midwife, FP Trainer
MOH, Entebbe

Mary A. LUYOMBYA, RN/Midwife FP Trainer
MOH, Entebbe

Robinson B. TWAMBALE, District HE
Kasese

Romano N. LUTWAMA, Graphic Designer
MOH, Entebbe

NABATANZI Rose, Nurse Tutor
Rubaga Hospital, Kampala

Justine N. MUKASA, FP Service Provider RN/M
Mulago Hospital, Kampala

NALUBEGA Victoria, Nurse Tutor
Mulago School of Nursing, Kampala

TWESIGYE Mary, FP Service Provider, Nursing Officer "Grade 1"
Kabale Hospital, Kabale

Samalie E. MUYAMA, FP Service Provider, SRN, SCM, RSCN
Mbale Hospital, Mbale

MUGANGA Jonathan, Information Drama & Communication Officer
MOH, Entebbe

Appendices C

Workshop Objectives, Expectations, Schedule and Outline

Appendix C.1

Objectives for the Visual Communication Workshop II

Appendix C.1

OBJECTIVES FOR THE UGANDA MOH
FAMILY PLANNING VISUAL COMMUNICATION WORKSHOP 2
Jan. 30 - Feb 16, 1989

Overall objectives
Following this workshop, participants will be able to:

1. Apply concepts of adult learning theory including facilitation and feedback.
2. Identify visual training materials and their uses.
3. Answer the 7 teaching questions for selecting an appropriate FP/MCH visual training material.
4. Apply the planning process to develop an effective visual training material.
5. Use basic production skills to make a final visual training material that follows the 6 design guidelines.
6. Adapt existing visual training materials.
7. Outline the basic production process used at the MOH print and graphics units.
8. Field test and revise draft visual training material.
9. Use visual training materials effectively in training or education sessions.
10. Apply visual communication skills to their work situations.

Appendix C.2

Visual Communication II Participants' Expectations

Appendix C.2

Vis Com II Participant Expectations

1. To be taught to make Visual aids from locally available materials (low cost).

2. To produce clear visual aids for clients/learners of different levels.

3. As artists we should know what health workers do to help us produce good posters, illustrations etc. for effective teaching of health messages.

4. To improve visual communication to students in teaching/learning situations.

5. Expect to broaden our understanding of the terms namely visual communication, and how these can be exploited to the best of our advantage as health educators.

6. To learn a few simple drawing techniques.

7. To learn from other available health services and to make friends.

8. To simplify health education for workers and clients.

9. To gain knowledge an skills in use of visual aids.

10. Expect to learn more and update our knowledge about FP so as to educate our community.

11. To learn pretesting skills.

12. To be able to develop/design cheap posters/illustrations on site.

Appendix C.3

Objectives for the Visual Communication I Follow-Up

Appendix C.3

OBJECTIVES FOR THE UGANDA MOH VISUAL COMMUNICATION 1 FOLLOW-UP Feb. 16 - Feb 18, 1989

Overall objectives

During the follow-up, participants will be able to:

1. Meet participants of Vis Com 2, to share experiences and visuals, and discuss ways of using each other as resources.
2. Discuss successes and problems in carrying out action plans.
3. Carry out two new production skills: lettering and enlarging.
4. Review the 7 teaching questions, design considerations and planning steps in order to develop a new visual or revise old visuals.
5. Describe the silk screen printing process.

Appendix C.4

Visual Communication I Follow-up Participants' Expectations

Appendix C.4

Expectations of Participants of Visual Communication 1 Follow-Up

1. Get help in revising the visual developed in Vis Com 1 workshop.
2. To see friends and see what they have done.
3. Share problems with works plans.
4. To make new plans for developing a new visual material.
5. Update techniques for visual production.
6. Share success in pretesting the 1st visual.
7. Share with participants of Vis Com 1 and 2.

APPENDIX C.5

Schedule For Visual Communication II Workshop

APPENDIX C.5

SCHEDULE FOR VISUAL COMMUNICATION 2 WORKSHOP

Jan. 30 - Feb. 16, 1989

MONDAY, January 30 - Day 1

8:30 - 9:00	Welcome
9:00 - 10:00	Self-portrait Introduction
10:00 - 11:00	Free time, prepare for room for opening
11:00 - 11:45	Opening Ceremony
11:45 - 12:30	TEA
12:30 - 2:00	Who are we?
2:00 - 2:30	LUNCH
2:30 - 3:15	Participant expectations
3:15 - 3:45	Overview of goals
3:45 - 4:15	Norms/Housekeeping
4:30 - 5:00	Tea
5:00 - 5:45	Pre-test

TUESDAY -January 31, Day 2

8:30 - 9:00	News of day, etc.
9:00 - 10:15	Adult learning
10:15 - 10:35	TEA
10:35 - 11:50	Feedback.
11:50 - 12:40	Tracing
12:40 - 2:00	LUNCH
2:00 - 2:30	The Name Game
2:30 - 4:00	Facilitation skills
4:00 - 4:30	TEA
4:30 - 5:30	Facilitation skills continued
5:30 - 5:45	Written evaluation

WEDNESDAY, February 1, Day 3

8:30 - 9:00	News of the day etc.
9:00 - 10:30	Gallery tour
10:30 - 11:00	TEA
11:00 - 12:00	Slide show
12:00 - 1:00	Visualization
1:00 - 2:00	LUNCH
2:00 - 2:45	Why use visuals
2:45 - 3:30	Production skills/Combining/Tracing
3:30 - 4:15	Things learned thru pictures
4:15 - 4:45	TEA
4:45 - 5:45	Things learned thru pictures continued
5:45 - 6:00	Written evaluation

Homework assignment - Identify 2 problems you have teaching

THURSDAY - Feb. 2 - DAY 4

8:30 - 9:00	News of Day etc.
9:00 - 10:30	7 Teaching Questions
10:30 - 11:00	TEA
11:00 - 12:00	7 Teaching Questions continued
12:00 - 12:45	Production skills/Lettering

12:45 - 1:20 6 Visual Design Considerations
1:00 - 2:10 LUNCH
2:10 - 3:00 6 Visual Design Considerations continued
3:00 - 4:00 Writing good objectives - Use homework problem
4:00 - 4:30 TEA
4:30 - 6:00 Writing good objectives
Written evaluation

FRIDAY - Feb 3 - DAY 5

8:30 - 8:45 News of the Day etc.
8:45 - 9:15 Review writing objectives
9:15 - 11:00 Matching methods to objectives
11:00 - 11:20 TEA
11:20 - 1:00 Matching methods to materials
1:00 - 2:00 LUNCH
2:00 - 3:15 7 Teaching Questions Case Study
3:15 - 3:30 Stretch break
3:30 - 4:00 Traditional methods of communication
4:00 - 4:30 TEA
4:30 - 6:00 Traditional methods of communication
Written evaluation
Homework: Read Fatu and Misu Story
Begin thinking of problem and audience for project

SATURDAY - Feb 4 - Day 6

8:30 - 8:45 News of the Day etc.
8:45 - 9:30 Review matching methods to objectives
9:30 - 10:30 5 Broken Squares Game
10:30 - 11:00 Identify project audience - from homework
11:00 - 11:30 TEA
11:30 - 12:30 Adapting a visual/Fatu and Misu
12:30 - 1:15 Production Skill/Enlarging
1:15 - 1:30 Pluses and Wishes
Written evaluation for week
1:00 - 2:00 LUNCH

MONDAY - Feb 6 - Day 7

8:30 - 9:00 News of the Day, Reflections etc.
9:00 - 9:30 Planning Steps
9:30 - 10:30 Group project - Planning
10:30 - 11:00 TEA
11:00 - 1:00 Group project - Work
1:00 - 2:00 LUNCH
2:00 - 4:30 Group project - Work
5:30 - 5:00 TEA
5:00 - 5:15 Seeing the same picture different ways-Perception
5:15 - 5:30 Pluses and Wishes

TUESDAY - Feb 7 - DAY 8

8:30 - 8:45 News of the Day
8:45 - 9:30 Who Am I Game?

9:30 - 10:00	Introduction to pre-testing with content specialist
10:00 - 10:30	Pre-testing with content specialist
10:30 - 11:00	TEA
11:00 - 1:30	Group Project -Pretesting continued
1:30 - 2:30	LUNCH
2:30 - 3:00	Process Pretesting
3:00 - 3:30	Prepare for Gallery Tour
3:30 - 4:00	Group Project Gallery Tour
4:00 - 4:30	Process Gallery Tour
4:30 - 5:00	TEA
5:00 - 5:15	Individual Project - Review Planning Steps Where are we?
5:15 - 6:30	Individual Project - Answer 7 TQ Pluses and Wishes

WEDNESDAY - Feb 8 - DAY 9

8:30 - 9:00	News of the Day etc.
9:00 - 10:30	Individual Project - Work
10:30 - 11:00	TEA
11:00 - 1:00	Individual Project - Work
1:00 - 2:00	LUNCH
2:00 - 4:00	Individual Project - Work
4:00 - 4:30	TEA
4:30 - 5:30	Individual Project - Work Pluses and Wishes

THURSDAY - Feb 9 - Day 10

8:30 - 9:00	News of the Day
9:00 - 10:00	Individual projects -Review with content specialist
10:00 - 10:30	Individual project - work
10:30 - 11:00	TEA
11:00 - 1:00	Individual Project - Work
1:00 - 2:00	LUNCH
2:00 - 2:30	Need for Pretesting with Intended Audience
2:30 - 4:00	Orientation to Pretesting with Intended Audience - Role Play and Practice
4:00 - 4:30	TEA
4:30 - 5:00	Orientation continued
5:00 - 5:30	Logistics for Pretesting Pluses and Wishes

FRIDAY - Feb 10 - Day 11

8:30 - 1:00	Pretesting with Intended Audience
1:00 - 2:00	LUNCH
2:00 - 2:30	Review Pretesting Experience
2:30 - 4:00	Individual Project - Begin Revisions
4:00 - 4:30	TEA
4:30 - 5:30	Individual Projects - Work Pluses and Wishes

SATURDAY -Feb 11 -

Workshop canceled because of RC Elections

MONDAY - Feb 13 - Day 12

8:30 - 9:00	News of the Day etc.
9:00 - 10:30	Action Plans
10:30 - 11:00	TEA
11:00 - 1:00	Action Plans continue
1:00 - 2:00	LUNCH
2:00 - 4:00	Individual projects - revisions
4:00 - 4:30	TEA
4:30 - 5:15	Writing Session Plans
5:15 - 5:30	User's Guide Pluses and Wishes

TUESDAY - Feb 14 - Day 13

8:00 - 3:00	Field Trip to Entebbe - MOH Production Unit Silk screen demonstration in Graphics Art Unit
Lunch in Entebbe	
4:00 - 4:30	Discuss Field Trip
4:30 - 5:00	What have we learned, what can we apply back home?
5:00 - 5:30	TEA
5:30 - 6:00	What have we learned continued Pluses and Wishes

WEDNESDAY - Feb 15 - Day 14

8:30 - 9:00	News of the Day etc.
9:00 - 10:00	Post test
10:00 - 10:30	Action Plans
10:30 - 11:00	TEA
11:00 - 1:30-	Action Plans
1:30 - 2:30	LUNCH
2:45 - 4:45	Participants conduct individual sessions
4:45 - 5:15	TEA
5:15 - 5:40	Process individual sessions
5:40 - 6:30	Participant Reaction Form
6:30 - 7:00	Biodata forms
7:00 - 7:30	Review pretest/post

THURSDAY - Feb 16 - Day 15

8:30 - 9:00	News of Day etc.
9:00 - 10:30	Meet with Participants of Vis Com 1 Workshop I
10:30 - 11:00	TEA
10:30 - 12:00	Participants continue sharing
12:00 - 1:00	Vis Com 2 Meet with ADMS MCH/FP
1:00 - 2:00	LUNCH
2:00 - 3:00	Closing Ceremony

APPENDIX C.6

Schedule for Visual Communication I Follow-Up

APPENDIX C.6

SCHEDULE FOR VISUAL COMMUNICATION 1 FOLLOW-UP
Feb. 16 - Feb 18 1989

THURSDAY - Feb 16 - Day 1

8:30 - 9:00	News of Day etc.
9:00 - 10:30	Meet with Participants of Vis Com 2 Workshop I
10:30 - 11:00	TEA
10:30 - 12:00	Participants continue sharing
12:00 - 1:00	Silk-screen demonstration
1:00 - 2:00	LUNCH
2:00 - 3:00	Closing Ceremony of Vis Com 2

FRIDAY - Feb 17 - Day 2

9:00 - 9:10	News of Day
9:10 - 9:30	Welcome/Share expectations for follow-up, compare to objectives
9:30 - 10:15	Successes/Problems
10:15 - 10:30	Stretch Break
10:30 - 10:45	Production skills/Lettering
10:45 - 11:15	TEA
11:15 - 11:45	Production skills/Lettering continued
11:45 - 12:15	Review 7 Teaching Questions
12:15 - 1:00	Review 6 Design Considerations
1:00 - 2:00	LUNCH
2:00 - 3:00	Production Skills/Enlarging
3:00 - 4:00	Review of Planning Steps
4:00 - 4:30	TEA
4:30 - 4:45	Pluses and Wishes

Homework: Identify new problem to work on, or identify what revisions need to be done.

Saturday - Feb 18 - Day 3

8:30 - 8:45	News of the Day
8:45 - 10:30	Work on individual projects (either new or revision)
10:30 - 11:00	TEA
11:00 - 1:00	Work on individual projects
1:00 - 2:00	LUNCH
2:00 - 2:45	Demonstration of low cost print methods
2:45 - 4:00	Work on individual projects
4:00 - 4:30	Written evaluation

Appendix C.7

Draft Visual Communication II Workshop Content Outline

Appendix C.7
CONTENT OUTLINE FOR VISUAL COMMUNICATION WORKSHOP 2

SEIf PORTRAIT INTRODUCTION 1 hour Day 1

Objective:
- To identify colleagues names, hobbies, work, important things in their lives.
- To be able to introduce him/herself using a self made drawing.
- To show confidence/comfort in drawing
- To demonstrate a positive attitude.

Content:
- self-portrait; purpose
- fun way to introduce participants to one another
- immediate involvement of participants
- visual abstract concept (self)

OPENING CEREMONY 45 min Day 1

Objective:
- to be able to explain the importance of the workshop to their work.

Content:
- Speeches by guest of honor, INTRAH representative, FHI Project Coordinator.

WHO ARE WE? 1 1/2 hour Day 1

Objective:
- To identify in groups the training methods and materials most commonly used in each profession.
- To describe the similarities and differences between professions.
- To identify other participants as potential resource persons.

Content:
- Description of job and purpose and typical day.
- Description of teaching method and visual aids most commonly used.
- Description of factors that facilitate/hinder your work.

PARTICIPANTS EXPECTATIONS 45 min. Day 1

Objective:

- To express his/her expectations of the workshop.

Content:

- Visual commmunication workshop goals and objectives.
- How these will be accomplished through methods and structure.
- What goals and objectives mean, that they are realistic.

OVERVIEW OF WORKSHOP GOALS AND STRUCTURE 45 min. Day 1

Objectives:

- To be able to identify the objectives of the workshop.
- To be able to relate the objectives of the workshop to his/her workshop expectations.

Content:

- Workshop goals and objectives
- Structure of 3 weeks
- Methodology used

NORMS/HOUSEKEEPING 30 min. Day 1

Objectives:

- To set norms which can be followed during the workshop.
- To participate in the smooth running of the workshop by cooperating with other committee members.

Content:

- Norms listed, discussed, concensus reached.
- Job description of each committee.
- Purposes of the committee.
- Method of establishing committee.

PRETEST 45 min.Day 1

Objective:

- To identify his/her strengths or weakness in visual communication.

Content:

- Pretest
- Purpose, how it is used by trainers.
- How results will be given back.

ADULT LEARNING 1 1/2 hour Day 2

Objectives:

- List at least 4 characteristics of adult learners.
- List 4 participatory teaching methods.
- Identify reasons why it is important to involve adults the learning process.
- Compare traditional approach to participatory approach (including the process).

Content:

- Characteristics of adult learning
- Participatory teaching methods
- Reasons for involving learners.
- Traditional approach versus particpatory approach.

FEEDBACK 1 1/2 hour Day 2

Objectives:

- To state the rules of feedback.
- To be able to give and recieve effective feedback.

Content:

- Definition of feedback
- Rules of feedback.
- How to use feedback
- How to use feedback specifically in the workshop.

TRACING 1 hour Day 2

Objectives:

- To be able to trace a visual image using 3 different ways to produce a replica of the original visual.
- To be able to make their own tracing paper and carbon paper, given paper, kerosene and pencil.

Content:

- Three methods of tracing: tracing paper, carbon paper, window light source.
- How to make tracing paper.
- How to make carbon paper with charcoal, or pencil and paper.

THE NAME GAME 30 min Day 2

Objective:

- Will be able to name the other participants.

Content:

- Participants names and locations.

FACILITATION SKILLS 2 1/2 hours Day 2

Objectives:

- To identify the different facilitation skills commonly used.
- To use facilitation skills when working with others.

Content:

- Facilitation skills descriptions.
- How facilitation skills influence interpersonal communication.

GALLERY TOUR 1 1/2 hour Day 3

Objective•

Given the visual training materials in the galler tour the participants will:

- Name at least 5 kinds of visual training materials
  Name visual training materials that are familiar.
- Name visual training materials that are unfamiliar.
- Describe 2 different ways of using any given visual.

Content:

- A gallery of posters, pamphlets, flip charts, models, real objects, picture series, displays, flannelboards.
- Ways above are used.

3-D SLIDE SHOW 1 hour. Day 3

Objective:

- Describe examples of 2 and 3 dimensional visual training materials.
- To state 2 learning insights from the slide show.
- To name an example of a visual training material from the slide show that they could make.

Content:

- Helping Health Worker's Leam, Chapter 12.

VISUALIZATION EXERCISE 1 hour. Day 3

Objective:

- Given a concept the participant will visulize and draw his/her interpretation of the concept.
- To identify several interpretations of the same content.

Content:

- Trainers choice of concept.
- Varied perceptions of the same content.

WHY USE VISUALS 45 min Day 3

Objective:

- Learners will recognize and state that visual aids are sometimes necessary for a clear understanding of new information.

Content:

- Trainers choice of concept.
- Varied perception of the same content.

PRODUCTION SKILLS/COMBINING AND TRACING 45 min Day 3

Objectives:

- Combine at least 2 visual images through the use of tracing and or sketching to create one unified visual.

Content:

- How to combine visuals.
- Hints/Techniques.

THINGS WE HAVE LEARNED FROM VISUALS 2 hours, 15 min Day 3

Objectives:

- List 4 reasons for using visual training materials in teaching.

Content:

- Representative visuals.
- Reasons for using visual training materials.

THE 7 TEACHING QUESTIONS 2 1/2 hour Day 4

Objectives:

- Arrange in correct order the 7 teaching questions that must be answered when planning MCH/FP training/education session.
- Describe the details included in a good answer to each of the 7 teaching questions.
- Correctly answer the 7 teaching questions for a described FP/MCH situation.

Content:

- Description of the 7 teaching questions.
- Details of the 7 teaching questions.

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PRODUCTION SKILL/HAND LETTERING 45 min Day 4

Objective:

- Given a ruler, pencil or marker and paper, the participants will neatly hand letter a word that could be used on a finalized visual training material.

Content:

- Ruling techniques
- Lettering techniques
- Example alphabet
-

6 VISUAL DESIGN CONSIDERATIONS 1 hour, 15 min. Day 4

Objectives:

- Identify 6 design considerations for designing or evaluating visual training materials.
- Describe at least 2 factors for each of the 6 design considerations.
- Recognize the presence or absence of the design considerations in example visuals.
- Given a FP/MCH visual training material with description of intended audience and objectives assess the 6 design considerations.

Content:

- List the 6 design considerations for designing and evaluation visual training materials.

WRITING GOOD OBJECTIVES 2 1/2 hours Day 4

Goal:

The participant will be able to write complete behavioral objectives for knowledge, skill and attitude.

Objectives:

- From memory the participant will be able to give 2 reasons why objectives are useful.
- Use his/her notes the participant will explain why objectives are written in behavoral terms
- Given a sample objective the participant will be able to identify the 4 parts of the behavoral objective.
- Given a list of performance verbs, the participant will be able to write a behavoral objective that includes 4 parts.
- Given a lsit of objectives, the participant will correctly categorize each as falling under knowledge, skill and attitude.

Content:

- Reason for objectives.
- Why behavoral terms.
- The 4 parts of the objective.
- Performance verbs.
- Categories: knowledge, skill, attitude.

MATCHING METHODS TO OBJECTIVES 1 hour , 45 min Day 5

Objectives:

- The participant will be able to describe from experience at least 5 training methods including 3 participatory methods.
- The participant will be able to name appropriate methods for knowledge, skills and attitude.
- Given a list of objectives, the participant will choose an appropriate method for each.

Content:

- Training methods for adult learning - advantages and disadvantages.
- Why match methods and objectives.
- How to match methods and objectives.

MATCHING METHODS TO MATERIALS 1 1/2 hours Day 5

Objectives:

- Given an example visual training material, the participant will be able to describe possible uses and misuses of each visual training materials type as it pertains to training methods.
- Given the answers to the first 4 of the teaching questions the participant will name an appropriate visual training material for the training (general, knowledge).
- Given the answers to the first 4 teaching questions and a selection of sample visual training materials, the participant will select an appropiate visual training material for a training problem (specific, skill).

Content:

- Review types of learning
- Review of gallery tour of visual training materials
- Effective use of visual training materials
- First 4 teaching questions (problem, audience, objective, method) matched to appropriate visual training materials.

7 TEACHING QUESTIONS CASE STUDY • 1 hour, 15 min - Day 5

Objectives:

- Appropiately answer the 7 teaching questions for a described FP/MCH situation.

Content:

- Case study scripts realted to the problems.
- Instructions for case-study, e.g, no right answer, be creative.

TRADITIONAL METHODS OF COMMUNICATION 2 hours Day 5

Objectives:

- To identify culturally traditional methods of communication within Uganda.
- Demonstrate how to use these ,methods in training.
- Give reasons why traditional methods are important in FP/MCH communication.

Content:

- Traditional methods of communication
- Types in Uganda
- Applicable situations.
- Importance of methods in FP/MCH communication

5 BROKEN SQUARES 1 hour Day 6

Objective:

- Will be able to explain that cooperation and a team approach are important in group problem solving.
- He/she will apply a cooperative philosophy during group work.

Content:

- Instructions and pieces
- Relation of game to team approach.

INDIVIDUAL PROJECT PREPARATION 30 min. Day 6

Objective:

- The participant will select the intended audience for his/her project.

Content:

- Purpose of preparation
- General parameters fro audience.

ADAPTING EXISTING MATERIALS 1 hour Day 6

Objectives:

- To be able to adapt a visual training material to make it appropriate for an audience other than the one intended.

Content:

- Why adapt visuals
- How to adapt

PRODUCTION SKILLS/ENLARGING 1 hour Day 6

Objectives:

- To be able to enlarge or reduce the size of a visual image using a tracing technique.

Content:

- Review of tracing techniques
- Why change size.
- How to change size.

THE PLANNING STEPS 30 min Day 6

Objective:

- Identify in correct order the eleven steps in planning and producing a visual training material.
- Explain the importance of following the planning procedure step by step.

Content:

- Order of planning steps and description.
- Importance of order of planning steps.

GROUP PROJECT 10 hours Days 7 and 8

Objective:

- Given a specific topic and audience, the participant will work in a group to follow the first 7 planning steps to produce a draft visual training material.

Content:

- Review of first 7 planning steps.
- General instructions for project.
- Why peer review is important
- How to perform a peer review
- How to revise based on peer review.

SEEING THE SAME PICTURE DIFFERENT WAYS 30 min. Day 7

Objectives:

- To explain how people can see different things in the same picture but be equally right.

Content:

- Instructions for perception picture.
- Pictures can be viewed differently.

WHO AM I GAME - Open and closed questions 45 min. Day 8

- To recognize the difference in open and closed questions.
- To describe the reasons for using open and closed questions.

Content:

- Reasons for using open and closed questions.
- Instructions for using open and closed questions

INTRODUCTION TO PRE-TESTING WITH CONTENT SPECIALIST 30 min. Day 8

Objectives:

- To recognize the importance of open questions when pre-testing.
- To identify the reasons for pretesting visual training materials with content specialists.
- To describe the procedures for pre•testing with content specialist.

Content:

- Review of open question
- Reason for pre-testing with content specalist
- Procedure for pretesting with content specalist.

PRE-TESTING WITH CONTENT SPECIALIST 1 1/2 hour Day 8

Objectives:

- To follow the procedure for pre•testing a draft visual training material with content specialist.
- To explain how students/clients interpretation of pictures will affect his/her work.
- To state the importance of trying to understand and respect the viewpoints of his/her students/clients.

Content:

- Review procedure
- How perceptions influence pre•testing.
- Respecting different points of view.

GALLERY TOUR OF GROUP PROJECTS 30 min Day 8

Objectives:

- To show his/her experience and compare with the experience of others.
- To identify resource persons for visual development.
- To show a positive attitude towards visual development.

Content:

- Guide to the tour
- Personal experiences

INDIVIDUAL PROJECT 22 HOURS DAYS 8 - 12

Objectives:

- Using the planning steps, produce a FP/MCH visual training material for use in a 10 minute session.
- Produce a user's guide to accompany the visual training material that can be effectively used by another trainer.
- To revise his/her visual training material based on review with content specialist.
- To revise his/her visual training material base on pre-testing with intended audience.

NEED FOR PRE-TESTING VISUALS 30 min. Day 10

Objectives:

- To identify and discuss the need for pre-testing visual training materials

Content:

- Studies in previous experience with pre•testing

ORIENTATION TO PRE•TESTING WITH INTENDED AUDIENCE 1 1/2 hour Day 10

Objectives:

- To describe the procedures for pretesting with the intended audience.
- To demonstrate the ability to use open ended questions.
- To show a positive attitude for pre-testing visual training materials with intended audience.

Content:

- Procedure for pre-testing visual training materials with intended audience.
- Review of open ended questions.

PRE•TESTING WITH INTENDED AUDIENCE 3 hours Day 11

Objectives:

- To follow the procedure for pretesting a draft visual training material with a sample of the intended audience.

Content:

- Review pretesting procedure

ACTION PLANS 5 hours Day 12 and 13

Objectives:

Develop an feasible action plan that includes:

- Completion and use of developed visual training material.
- Development of a second visual training process.
- Sharing visual communication skills of their choice with their colleagues.

Content:

- Description of action plans
- Purpose
- How to write action plan
- How to apply the action plan.

HOW TO WRITE A SESSION PLAN Day 12

Objective:

- Will be able to name the 4 parts of a session.
- Will be able to name one consideration for each part of the session.

FIELD TRIP TO ENTEBBE 4 hours Day 13

Objective

- Outline the basic production process used at the Health Education production unit and Graphics Arts Unit.

Content:

- Orientation to field trip
- Learning insights
- Explanation of the production process

CONDUCT INDIVIDUAL SESSIONS USING VISUAL DEVELOPED 3 hours Day 14

Objective:

-

Content:

-

Appendix D

Description of Participant Work Committees

SETTING OF WORKING COMMITTEE

1. Social and Welfare

Responsibilities:

Liason with warden, Kitchen staff and trainers to aid in solving social and welfare problems.that may arise.

2. News media committee.

Responsibilities:

To collect local, Nationa and International news to be presented daily, briefly in the morning.

3. Medical committee.

Responsibilities:

To take care of participants who may get minor medical problems.

4. Evaluation Committee.

Responsibilities:

To analyse the daily evaluation form and give brief report.

5. Thought of the day Committee.

Responsibilities:

To come up with a thought of the day which relates to the groups activities. Writes on the newsprint and posts in the classroom at the begining of each day.

6. Spiritual welfare.

Appendices E

Evaluation

Appendix E.1

Summary of Participant Pre-Assessment Questionnaire

PARTICIPANT PRE-ASSESSMENT QUESTIONNAIRE

WORKSHOP ON VISUAL COMMUNICATION FOR FAMILY PLANNING AND HEALTH EDUCATION

You have been invited to be a participant in this workshop supported by INTRAH and the Uganda Ministry of Health on visual communication using non-electronic materials. We would like to request your help in preparation for this workshop by filling out this short questionnaire. Please return the completed questionnaire to Rachael Rushota/MCH/MOH.

Your Name _____

Name of the Institution for which you work _____

Your Position _____

EDUCATIONAL OR TRAINING MATERIALS

Please check the appropriate boxes for the types of educational or training materials:

	Materials available to you	Materials you use in your teaching/training/ client education	Materials you have made yourself
Textbooks	12	9	
Manuals	4	4	
Blackboard	13	8	
Posters (Paper)	11	14	4
Posters (cloth)		2	2
Flannel board	1	3	1
Flip chart	1		
Exhibits	2	2	2
Transparencies for overhead projector	3	2	1
Slides	4	3	
16 mm motion pictures	2		
Audio cassette tapes	1		
Models	7	4	3
Foodstuffs	4	3	
Contraceptives	10	9	
Puppets			1
Other (specify) clients in their homes during home visiting	1	1	

USE OF MATERIALS

Where do you use the educational or training materials listed above? (check all appropriate responses)

- [9] in the classroom or training facilities
- [14] in health education or family planning sessions
- [6] at home visits
- [9] in clinics
- [ ] in _____ (specify other)

1 antenatal clinic

1 NFP workshops

1 Public Notice boards e.g. AIDS

2 Exhibitions

AVAILABLE EQUIPMENT

Although this workshop is about non-electronic methods of visual communication, we are interested in finding out what other kinds of equipment is available for consideration in planning future workshops.
Please check the equipment that is currently available to you. Also please check the materials that you use in training or educational sessions:

equipment available in your institution		equipment you use in your teaching/training
12	stencil machine	2
5	overhead projector	2
3	slide projector.	2
2	16 mm motion picture projector	2
1	audio cassette tape recorder	1
	silk screen production equipment	
4	photo copier	2
	video tape equipment	
14	typewriter	6
3	computer	

AVAILABLE SUPPLIES

Please check the supplies available to you for making visual aids.

- [8] Newsprint
- [5] Poster board
- [3] Cloth
- [8] Felt pens/markers/crayons
- [9] Measuring stick/ruler
- [2] Water colors/paints
- [5] Ink
- [9] Pens
- [10] Scissors
- [6] Tracing paper
- [2] Paint brushes
- [2] Tape
- [2] Paste
- [ ] Other (specify)

_____

_____

Is there an artist employed by your organization who can produce visual aids for you? [7] YES [9] NO

Does your organization use artists on a free lance basis to produce visual aids? [1] YES [15] NO

Do you train people to be better communicators/trainers? [8] YES [5] NO

If yes, briefly state what you do to train people to be better communicators and trainers:
teach them to use materials available to carry out work rather than leave it undone. organi seminars for the welfare personnel. expose them to characteristics of an adult learner and adult learning methods. train D.H.E. in the design and production of newsletters. Emphasiz selection of appropriate subject, selection learners, selection of training site, use appropriate language, use of appropriate teaching aids.

In addition briefly state your other job responsibilites: work in maternity wards/FP service provider clien motivation, counseling examining. Advice management on all matters pertaining to social services of Education; organizing primary health care programmes for the estate. Training i community based approach and management in rural development. Teach MCH/FP. Organize annual calendar for course programs, and make time tables for sessions.

What kinds of educational materials have been most useful in educating persons/clients and groups in the rural areas? Please list I have none. Demonstration of all types of contraceptives/showing available posters and models, food stuff, using clients as examples, motion pictures, blackboard

What kinds of educational materials have been most useful in training MCH/FP staff? Please list: textbooks, posters and models, visual aids using projector, handouts, slides, foodstuffs (egg white), creams (clearaton cream)

What skills in visual communication would you like to learn or know more about?

[11] When to use visual aids
[13] Ways to use visual aids
[12] Choosing visual aids to fit teaching situations
[14] Adapting visual aids
[14] Knowing if the visual aid is well designed
[12] Pre-testing visual aids
[11] How to visualize a concept
[13] How to plan for developing a visual aid
[11] Drawing and tracing
[11] Changing the size of pictures
[8] Lettering
[10] Using color
[13] Making models
[11] Making displays
[ ] Other (please specify)

1 obtaining materials to be used
1 silk screen and offset printing
1 printing

THANK YOU FOR FILLING OUT THIS QUESTIONNAIRE. YOUR INFORMATION WILL HELP A GREAT DEAL TO ORGANIZE A WORKSHOP THAT REFLECTS THE NEEDS AND DESIRES OF THE PARTICIPANTS.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE TO RACHAEL RUSHOTA/MOH

Appendix E.2

Pre/Post Test Instrument
Visual Communication II Workshop
Jan. 30 - Feb. 16, 1989

PRE/POST TEST
UGANDA MOH VISUAL COMMUNICATION WORKSHOP 2
FEBRUARY 1989

Chooses the correct answer for each question below and circle the letter beside it.

1. When selecting training methods and visual training materials for use with adult learners, which of the following adult learning concepts is NOT important to consider.

   a. adults learn best through doing
   b. adults are oriented toward real life problems
   c. adults have strong feelings and established values and attitudes
   d. adults learn best in the classroom

2. The most appropriate model for training health educators how to work cooperatively with community leaders would be to use:

   a. role plays
   b. study assignment
   c. large group discussion
   d. lecturette

3. When training service providers how to insert an IUD by demonstration, the most appropriate visual training material to use would be:

   a. a pamphlet describing IUD insertion
   b. a picture series of IUD insertion
   c. a pelvic model and an IUD
   d. lecturette

4. Which of the following is an example of a well written behavioral objective?

   a. The graphic artist will make a marker that produces a smooth thick line.
   b. Given bamboo, cotton, cloth, and ink, the graphic artist will know how to make a marker that produces a smooth thick line.
   c. To make a marker with bamboo, cotton, cloth and ink
   d. Given bamboo, cotton, cloth, and ink the graphic artist will make a marker that produces a smooth thick line.

5. Pretesting is:

   a. having my supervisor review my final visual training material when the final version has been produced.
   b. trying out my visual aids with a few of my intended learners when the visual aids are in a rough draft form
   c. having my supervisor review a rough draft of my visual aids.

6. Which question below would be appropriate to ask when pretesting a picture series on the menstrual cycle with the intended audience?

   a. is it clear that the ovulation is occurring and that the egg travels from the ovary through the fallopian tubes to the uterus?
   b. What do you think this picture is about?
   c. Can you identify the ovaries in this picture?
   d. All of the questions above are appropriate.

7. List 5 types of visual training materials that do not require electricity.

8. Once you have decided to make a visual aid for your training session, you will need to plan and develop it. Number the planning and development steps below so that they are in the correct order.

   ____ Organize the content and list the main ideas to be covered.
   ____ Pretest the visual aid with a sample of intended learners; then revise.
   ____ Evaluate the use of the visual aid and revise or update if necessary.
   ____ Have content specialists review the visual aid; then revise.
   ____ Identify available resources.
   ____ Prepare the draft visual aid.
   ____ Sketch visuals for each main idea.
   ____ Prepare a work plan (budget, tasks, and staff responsibilities).
   ____ Answer the 7 teaching questions.
   ____ Produce the final visual aid.
   ____ Use the visual aid in a teaching or training session.

9. Listed below are the 7 teaching questions.
   a. Number the questions at the left so that they are in the correct order.
   b. Match each question with the letters of two considerations (listed below) that should be addressed when answering the 7 teaching questions.

Number	Teaching Questions	Considerations	
___	Where and for how long will instruction take place?	___	___
___	What do I want them to be able to do?	___	___
___	Who are my learners?	___	___
___	What visual aids will I use?	___	___
___	What is the problem?	___	___
___	What teaching method or methods will I use?	___	___
___	How will I know how effective the instruction was?	___	___

Considerations:

a. How much time do my learners have to spare?
b. Do they need to be easy to carry?
c.. Prioritize needs and start with the most serious, the most common, or the easiest to solve.
d. I must write an objective.
e. How much time and what materials do I have?
f. How can I best help my learners to learn what I want them to?
g. Is there electricity or lighting?
h. What is the background of participants?
I. Some problems can't be solved by training or education.
j. Who is my supervisor?
k. An objective must be written in behavioral terms.
l. Is attendance mandatory or voluntary?
m. With whom will I pretest?
n. Must I plan a test?
o. Can more than one training techniques be used to add interest to sessions?
p. Will follow-up be necessary?

10. Look at the visual aid posted at the front of the room. Which of the considerations below apply to this visual? Check beside those that apply.

___ The words are large enough to see.
___ The pictures are large enough to see.
___ The words and pictures are bold enough to see.
___ The words and pictures are familiar to the intended audience.
___ All the figures or objects are shown in the same scale.
___ There are no unnecessary details.
___ There is one main idea.
___ There is a wide margin.
___ The picture fills in the available space.
___ It is clear which words go with which picture.
___ The important things are the center of attention.
___ The objects and figures in the visual are based on the viewers experience.
___ The design and style fit local ideas about what is attractive.

11. What visual communication skills would you like to share with your colleagues in your workplace?

Appendix E.3

Results of Pre/Post Test
Visual Communication II Workshop
Jan. 30 - Feb. 16, 1989

Appendix E.3

Results of Pre/Post
Visual Communication 2 Workshop
Jan 30 - Feb 16, 1989

Name	Pre	Post
Droti Steve Bayo	75.5	88
Fortunate Bitakwataine	42.5	70
Evanice Bulihwadi	44.5	78.5
Edinance Gahwerra	53.5	85.5
Sarah Kabatooro	28	56
Asteria Karasira	63.5	71.5
Steven Kayeyera	57	73
Joyce Nabulya Kintu	84.5	89.5
Elizabeth Mboyne	80.5	78.5
Sam Mukasa	46.5	73
Venantius H. Muniina	52	72
Christopher Ogen	50.5	83
Henrietta Rubongoya	40.5	72.5
Catherine T. Rwegira	50	70
Kellen Tumuhairwe	62.5	82
Betty Wafula	55.5	68.5
Mean	55.4	75.7
Range	56.5	33.5

Appendix E.5

Summary of INTRAH Participant Reaction Forms
Visual Communication II Workshop

Course title Visual Communication Workshop II
Uganda

Date Jan. 30-Feb. 16, 1989

INTRAH PARTICIPANT REACTION FORM

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

1. Workshop objectives were clear and were achieved.

a. Strongly Agree	b. Agree	c. Undecided	d. Disagree	e. Strongly Disagree
10	6			

Please explain: Learned new materials e.g. session plan, action plan, production of visuals, feedback and facilitation skills.

* Was able to produce a visual, learn adult learning concepts and successfully conduct a session (7 participants).
* Can implement skills learned.

* Not sure at the beginning of what we were to learn but eventually bulged with knowledge.

* Although objectives were clear. Longer time would have enabled complete achievement. Objective 9 on use of visual materials of training session was not completely achieved.

2. All workshop materials (presentations, handouts, exercises) were useful.

a. Strongly Agree	b. Agree	c. Undecided	d. Disagree	e. Strongly Disagree
13	3			

Please explain: Handouts are useful as reference (7 participants). Handouts saved note taking time and clarified presentations (2 trainers). UNEPI posters will help in developing other visuals (2 participants). Exercises helped in trainee involvement.

December, 1987

3. **Both the amount of material covered and the time for the workshop were about right.**

a. Strongly Agree	b. Agree	c. Undecided	d. Disagree	e. Strongly Disagree
	11	2	2	1

Please explain: The program was packed with late end of day. We got tired and miserable (3 trainees). Last week was tiresome, brain over-strained. Inadequate time for revising difficult areas e.g. planning steps, session plans, field testing and revisi of drafts (2 trainees). Achieved objectives without boredom. Feedback from theory and practice indicated participants satisfaction.

4. **For the work I do or am going to do, this workshop was directly relevant.**

a. Strongly Agree	b. Agree	c. Undecided	d. Disagree	e. Strongly Disagree
12	4			

Please explain: Now able to make my own visuals (6 trainees)
* Learned new methods as an artist expecially drawing to suit intended audience.
* I will use the tracing, combining 7teaching questions, workplans and planning steps (4 trainees). I will help students to develop visuals as an administrator my communications skills have improved.

5. **Possible solutions to real work problems were dealt with in this workshop.**

a. Strongly Agree	b. Agree	c. Undecided	d. Disagree	e. Strongly Disagree
7	6	2		

Please explain: The production skills and planning steps and use of simple materials have helped. Group discussions helped solve our problems (2 trainees).
* Facilitations helped solve individual problems.
* The stationary given to us will help solve problems in our work situations (3 trainees).
* The work plan will contribute to solving problems.
* Visual communications will help co-workers in H/Education.
* I agree but our bosses may insist we copy work exactly as it is.
* Have learned to use locally available materials.

6. **Workshop facilities and arrangements were quite satisfactory:**

a. Strongly Agree	b. Agree	c. Undecided	d. Disagree	e. Strongly Disagree
8	8			

Please explain: Facilities were easily reached, clean and pleasant (5 trainees). Good food (2 trainees). Stationary adequate. I liked the sitting arrangements. Have no complaint. Quiet place, away from town disturbances (2 trainees) Hard chairs.

7. **The trainer/trainers for this workshop was/were very effective.**

a. Strongly Agree	b. Agree	c. Undecided	d. Disagree	e. Strongly Disagree
14	2			

Please explain: Each trainees had educational objectives which she made sure, were achieved (6 trainees). Trainees gave individual training when needed. (5 trainees). Training was coordinated (2 trainees). Punctual beginning of sessions (2 trainees). Trainers friendly and showed teamwork (2 trainees). They were able to stand participants difficulty, and enable the understanding of some topics (2 trainees). Worked tirelessly (2 trainees). Were fair to us all, concerned about our moods, health, interest (4 trainees). Made me realise my innate potential of making visuals. Participants were much involved.

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

7 a. Use of more realistic examples and applications

14 b. More time to practice skills and techniques

6 c. More time to become familiar with theory and concepts

1 d. More effective trainers

3 e. More effective group interaction

2 f. Different training site or location

5 g. More preparation time outside the training sessions

4 h. More time spent in actual training activities

3 i. Concentration on a more limited and specific topic

3 j. Consideration of a broader and more comprehensive topic

____ k. Other (specify) _____

Please explain: Action plans were difficult at first due to need for longer time to enable familiarity with theory and concepts (2 trainees).

* Feedback and facilitation skills, being new to participants needed longer time (3 trainees).

* Sessions had limited time to practice skills (3 trainees).

*Have some kind of entertainment e.g. films, to increase cohesiveness.
*Have more field trips to reduce momentary and yet learn.
*More time was needed for individual project (2 trainees).
*Time for tracing, adapting and enlarging was inadequate.

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

Trainers be sure to fill in topics.

	very useful 1	2	3	4	not useful 5
a. Adult learning theory	9	5	2		
b. Types of visuals & why use visuals	13	3			
c. Production skills, tracing , enlarging	13	2	1		
d. 7 Teaching Questions	15	1			
e. 6 design considerations	14	2			
f. Traditional Methods of Comm.	6	5	5		
g. The Planning Steps	14	2			
h. Pretesting with Audience	14	2			
i. Session plans	11	3	2		
j. Feedback & facilitation skills	10	6			
k. Action plans	10	5	1		
l. Pretesting/Review with Content Specialist	14	1	1		
m. Field trip to Entebbe	9	6	1		

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

Techniques/ Resources	very useful 1	2	3	4	not useful 5	does not apply 6	NO Response
a. lectures	5	3	4		2	1	1
b. group discussions	16						
c. individual exercises	11	3	1	1			
d. group exercises	15	2					
e. clinical sessions							
f. field trips	12	4					
g. handouts/readings	13	1	2				
h. books	13	1	2				
i. audio-visuals	6	6				1	3

11. Additional Comments: Enjoyed the workshop, made friends and have discovered resource persons (2 trainees). I wish there was more time for the workshop (e.g. 4 weeks) (2 trainees).

*Plan refresher courses on Visual Communication.
*Waiting eagerly implement (skills) learned.
*Wish to have more training in other related skills. (Comment by H/Educator from private secotr and without FP training).

Feel free to sign your name. (Optional)
*Group discussion involves learners and makes learning effective.

*A pool of visual aid trainers has been prepared in a real environment.
*Grateful to all facilitators and coordinators for assistance rendered. Keep up patience, facilitations.

Appendix E.6

Summary of INTRAH Participant Reaction Forms
Visual Communication I Follow-Up

MINISTRY OF HEALTH/INTRAH PROJECT ON EXTENSION OF FAMILY PLANNING SERVICES

VISUAL COMMUNICATION WORKSHOP I FOLLOW UP UGANDA

FEBRUARY 16 - 18, 1989

PARTICIPANTS REACTION FORM

1. Listed below are topics that have been presented. Please indicate with a tick ( ) the usefulness of the topics to you in your work.

	very useful 1	2	3	4	not useful 5	no responses
a. Sharing with Visual Comm.l participants	5	1				2
b. Silk screen production	3	4				1
c. Production Skills: Lettering	6	2				1
d. Production skills : Enlarging	5	2				1
e. Discussion of Success and Problems	5	4				
f. Review of 7 Teaching Questions	7	2				
g. Review Design Considerations	8	1				
h. Review Planning Steps	6	2				
i. Individual Work	4	3				
j.						

2. What topic did you have difficulty with?

Production skills/Lettering and enlarging
Silk screening production
Planning steps

3. What can we do to improve the sessions?

Prod. Skill/Lettering & enlarging.....Need more practice
Silk Screening production.....Have at least 2 lectures
More practice; more time.
Planning steps.....Annual Review

4. Other comments related to your learning

1. The follow up usefulness was in:
a. sharing among participants
b. being a staring point for second visual
c. enabling revision of previous work
d. gaining knowledge on new topics
e. enabling review of action plans and better understanding of them
f. having extra explanation of planning steps
g. presenting lettering and quicker enlarging
h. romanos demonstation that can enable reproduction of several visuals.
i. boosting participant morale and improving my capability
j. enhancing knowledge as H/educator
2. Orient supervisors on visual communication to reduce resistance and gain support.

Appendix F
List of Training Materials Distributed

Appendix F
List of Training Materials Distributed

Written materials

1. Teaching and Learning with Visual Aids
2. Family Planning Methods and Practice/Africa
3. Helping Health Workers Learn
4. INTRAH Calendars, 1987, 1988, 1989
5. PCS packets #2, #7 and #8
6. INTRAH List of Free Materials
7..Flip Book on Infectious and Parasitic Diseases
8..UNICEF School Health Kits:
    - Water and Sanitation
    - Diarrhoea
    - Immunization
    - AIDS
9. Set of 20 poster - MOH Basic Health Messages

Production materials

- 4 pencils
- 2 pens
- 1 large eraser
- ruler
- scissors
- small bottle of glue
- 8 crayons
- 12 colored pencils
- pencil sharpener

Production Materials Sent Home

10 sheets of manila
12 sheets of newsprint
10 sheets of tracing paper
30 sheets of typing paper

Appendix G
Draft Follow-Up Guide

Appendix G
Draft Follow-Up Guide for Visual Communication/Uganda

In the follow-up you are looking for how the visual communication skills are used. What problems the participant is having with the skills, problems s/he is has encountered during implementation.

If there are problems with technical skills (tracing, enlarging, combining etc.) help should be given or a way of getting help found.

Talk with supervisors to explain what you have seen including succeses and problems.

Checklist for follow-up. Check yes or no for each question.

A. COMPLETION OF FIRST VISUAL TRAINING MATERIAL (Ask)

	YES	NO	COMMENTS
- Has pretesting taken place at least10 times?	☐	☐	
- Have the final materials been produced using revisions from pretesting?	☐	☐	
- Have the visual materials been used in a teaching/training session?	☐	☐	
- With what type of audience have the materials been used?	☐	☐	
- How many times have the materials been used?	☐	☐	
- Have the visual materials been evaluated based on the teaching/training session?	☐	☐	
- Can you summarize the evaluation results?	☐	☐	
- Has anyone else used the visual materials? Who?	☐	☐	
How, where and with whom?	☐	☐	

B. ACTION PLANS (Observe)

	YES	NO	COMMENTS
- Has action plan been revised?	☐	☐	
- Is action plan being followed and have activities been carried out? *Note: the action plan can encompass more than just the development of a visual.*	☐	☐	

C. DEVELOPMENT OF NEW VISUAL (Observe)

	YES	NO	COMMENTS
- Has a new visual been developed? *If "YES", continue, if "NO" stop here.*	☐	☐	
1.Were the 7 teaching questions answered? *If "NO" continue on to question number 2 "Were available resources identified?"*	☐	☐	
If "YES" continue with details of 7 teaching questions listed below.			
Teaching Question 1:			
- Was the problem identified?	☐	☐	
- Was the problem one that could be solved by training/education?	☐	☐	
- Was there discussion with collegues/ supervisors in determining the problem?	☐	☐	
Teaching Question 2:			
- Was the audience identified?	☐	☐	
- Was the audience selection apppropriate?	☐	☐	
Teaching Question 3:			
- Was an objective written?	☐	☐	
- Did the objective match the problem and the audience?	☐	☐	
Teaching Question 4:			
- Were the venue and length of the session determined?	☐	☐	
- Were the choices of venue and length			

appropriate? ☐ ☐

Teaching Question 5:
- Were appropriate methods identified? ☐ ☐

-Was more than one method identified to add interest to the session? ☐ ☐

Teaching Question 6:
-Were appropriate visual material identified? ☐ ☐

-Do other materials exist for this problem? ☐ ☐

Teaching Question 7:
- Was a method of evaluation identified? ☐ ☐

- Did the evaluation measure the success of the objective (question 3), the method used (question 5) and the visual used (question 6) ☐ ☐

2. Were available resources identified in relation to the development of this visual (people, materials, money). ☐ ☐

3. Was a work plan for developing the visual material developed? ☐ ☐
Note: a work plan here means a plan for completing the rest of the planning steps in developing a visual material. it can be part of a larger work plan.

4. Was the content and main ideas outlined and was a description of the visuals and accompanying message written? ☐ ☐

5. Were rough sketches made?

6. Was a first draft developed?

7. Did content specialists review the draft materials?
-Were there 2-3 reviews with content specialists?
-Were materials revised based on the review? ☐ ☐

8. Did pretesting take place at least 10 times? ☐ ☐

9. Were the final materials produced based on revisions from pretesting? ☐ ☐

10. Have the visual materials been used in a

appropriate? ☐ ☐

Teaching Question 5:
- Were appropriate methods identified? ☐ ☐

-Was more than one method identified to add interest to the session? ☐ ☐

Teaching Question 6:
-Were appropriate visual material identified? ☐ ☐

-Do other materials exist for this problem? ☐ ☐

Teaching Question 7:
- Was a method of evaluation identified? ☐ ☐

- Did the evaluation measure the success of the objective (question 3), the method used (question 5) and the visual used (question 6) ☐ ☐

2. Were available resources identified in relation to the development of this visual (people, materials, money). ☐ ☐

3. Was a work plan for developing the visual material developed? ☐ ☐
Note: a work plan here means a plan for completing the rest of the planning steps in developing a visual material. It can be part of a larger work plan.

4. Was the content and main ideas outlined and was a description of the visuals and accompanying message written? ☐ ☐

5. Were rough sketches made?

6. Was a first draft developed?

7. Did content specialists review the draft materials?
-Were there 2-3 reviews with content specialists?
-Were materials revised based on the review? ☐ ☐

8. Did pretesting take place at least 10 times? ☐ ☐

9. Were the final materials produced based on revisions from pretesting? ☐ ☐

	YES	NO	COMMENTS
10. Have the visual materials been used in a teaching/training session?	☐	☐	
11. Have the visual materials been evaluated and revised based on the teaching/training session?	☐	☐	
-Has anyone else used the visual materials? -Who? -How?	☐	☐	
12. Were the design considerations applied?	☐	☐	
-Are the words and pictures easy to see?	☐	☐	
-Are words and pictures easy to understand?	☐	☐	
-Is information presented clearly and simply?	☐	☐	
-Is the visual well organized?	☐	☐	
-Is the viewers attention directed to the -important information?	☐	☐	
-Is the visual interesting to the people for whom it is intended?	☐	☐	

Appendix I

List of Products Produced by Participants

Appendix I.1

List of Products Produced by Participants
Visual Communication Workshop II

Appendix I 1

List of Products Produced by Participants
Visual Communication Workshop 2

Droti Steve BAYO, Graphic Artist, MOH AIDS Control Programme, Entebbe.
Series of posters on dangers of teenage pregnancy,aimed at school girls and boys and sugar daddies.

Fortunate BITAKAWATAINE, Midwifery Tutor, Kabale School of Midwifery, Kabale.
Poster series on types of placenta abruptio, for midwifery students.

Evanice, BULHIWADI, Registered Nurse/Midwife, Buhinga Hospital, Fort Portal.
Posters on advantages of breastfeeding and disadvantages of bottlefeeding, for clients.

Edinance GAHWERRA, Nurse Tutor, Nsambya School of Nursing, Kampala.
Picture series on causes of Kwashiorkor, for nursing students.

Sarah KABATOORO, Graphic Artist, MOH Graphic Art Unit, Entebbe.
Picture series on benefits of family planning for clients.

Asteria KARASIRA, Nurse Tutor, Jinja School of Midwifery, Jinja.
Picture series on stages of menstrual cycle for midwifery students.

Steven KAYEYERA, Health Rducator, Kakira Sugar Works, Kakira/Jinja.
Flannelgraph on benefits of family planning for clients.

Joyce Nabulya KINTU, Deputy Manager, FLE Project, Busoga Diocese, Jinja.
Flannelgraph on benefits of family planning for community health leaders.

Elizabeth MBONYE, Nurse Tutor, Public Health Nurses College, Kampala.
Picture series on instruments used in inserting an IUCD for nursing students.

Sam MUKASA, Nurse Tutor, Mengo Hospital, Kampala.
Picture series on correct use of condom, for nursing students.

Venantius H. MUNIINA, Welfare Officer, Kakira Sugar Works, Kikara/Jinja.
Picture series on causes and prevention of TB for clients.

Christopher, ONGEN, Graphic Artist and Assistant Manager MOH Printing Unit, Entebbe.
Picture series on parts of printing press, for print technicians.

Henrietta RUBONGOYA, J. Nursing Officer, FPAU, Fort Portal.
Pictures series on benefits of family planning for clients.

Catherine T. RWEGIRA, Nursing Officer, Murchison Bay Hospital, Kampala.
Picture series on benefits of family planning.

Kellen TUMUHAIRWE, FP Service Provider, Mulago Hospital, Kampala.
Picture series on self breast exam for clients.

Betty WAFULA, Midwifery Tutor, Mulago Hospital, Kampala.
Pictures series and models to teach exam of pregnant women and fundal height, for midwifery students.

Appendix I.4

Sharing between Visual Communication I and Visual Communication II Participants

Appendix I.4
Sharing between Vis Com 1 and Vis Com 2 participants

Task
In assigned groups participants will share their experience and plans for using knowledge/skills gained in Vis Com workshops. .Participants will then introduce each other to the group using this information.

1. Vis Com 1 participant will share at least 1 activity carried out since being in the workshop using knowledge/skills learned.
2. Vis Com 2 participant will share 1 activity they hope to carry out when returning to work place using knowledge/skills learned.
3. Participants will identify 1 way they can use each other as a resource in the future.
3. Both participant will share the visual they developed with each other.

Summary of Introduction

VIS COM 1 PARTICIPANTS

Mary A. Luyombya- Has continued work on picture series of positions of uterus and pelvic model. Has pretested it 7 times. Will use the materials in upcoming clinical skills course. Will be used as a content specialist.

Jonathan Muganga- has used knowldge/skills by serving as a co- trainer in health education and Vis Com 2 workshops. Will use Ogen Christopher as an artist and content specialist in silk screen production.

Victoria Nalubega- developed a visual on self exam of the breast. Has developed a new visual on the male reproductive system and is presently pretesting it. Will work with Betty Wafula on identifying problems and will be a content specilaist.

Romano N. Lutwama- Plans to improve his picture series on using FP as a means to a happy family. has developed a poster on condoms, sure protection and has submitted it to the Red Cross. Will be a resoource person for Sara and Bayo.

Lucy Asaba Abooki- developed a picture series on the menstrual cycle , which she has pretested and revised. Will use it in the upcoming FP clinical skills course. Hopes to use Elizabeth visuals on instruments for IUD insertion. Will serve as a resource person for pretesting.

Anthony D. Aboda - Develope a picture series on placenta previa that has been pretested and revised. Will use the materials in teaching of mediacl students. Plans on making another visual on management of lost IUD threads. Will serve as resoirce person and content specialist.

Justine N. Mukasa - Developed a picture series on depo provera. Has used it to teach student nurses sucessfully. Plans to develop another visual on correct insertion of the IUD.

Rose Nabatanzi - Developed a picture series on cervical mucous changes. Has pretested, used in teaching situation and improved. Will serve as a content specialist.

Robert G.W. Ssango - Developed a picture series on malaria. Plans to continue using his skills in the future. Can serve as a resource person.

Samalie E. Muyama- Developed a picture series on how to take the pill correctly, for clients. Hopes to develop another visual on NFP. Will serve as a resource perosn and content specialist.

Robinson Twambale - developed a poster series on hazards of smoking. Has developed another picture series on immunization in his mother language. Works at convincing others to go to the hospital fo health care.

Mary Twesigye - Developed picture series on absolute contraindications of pills and has revised. Has developed mores visuals on benefits of FP. Will be a resource person.

VIS COM 1 PARTICIPANTS

Sam Mukasa - developeda picture series on condoms. Plans to develop visuals on mechanism of COC. Plans to use Rose and Edinace as content specialists.

Edinance Gahwerra - Developed a picture series on Kwashiorkor. Plans to pretest further and use them in a teaching situation. Will serve as a content specialist.

Steve Kayeyera - developed a flannelgraph on benefits of FP and child spacing. Will be a resource person.

Joyce Nabula Kintu - Developed a flannelgraph on FP and benefits of child spacing. Will serve as a resource person.

Eva Bulihwadi - Developed posters on disadvantages of bottle feeding. Will use it to teach mothers in Fort Portal. Will be a content specialist. for Henrietta.

Henriette Rubongoya - Developed picture series on benefits of FP. Plans to develop other visuals on NFP. Will be a content specialist for Eva

Munlina Venitius - developeda pictures series on TB for clients. Hopes to develop other visual on the hazards of alcohol. Hopes to use his mateials with his wlefare officers.

Fortunate Bitakwataine- Developed posters on placenta abruptio. Hopes to complete other visuals on management of placenta abruptio. Will be working closely with Mary Twesigwe.

Catherine T. Rwegira - developed picture series on benefits of FP. Plans to complete pretesting and revising this visual. Plans to develop a visual to dispell myths/rumours of IUCD. Will be a content specialist.

Kellon Tumuhairwe - developed a pictures series on exam of the breast. Plans to improve on her pictures and pretest with audience. Will use Justine and Anthony as content specialist. Plans another visual to teach clients how to use contraceptive jelly. Will works closely witjh Justine.

Asteria Karasira - developed pictures series on menstrual cycle. Will continue to revise and improve it. Will be a content specialist.

Ogen Christopher - developed a picture series on printing process. Hopes to train print operators to process and develop. Plans on another visual on FP. Will serve as a content specialist.

Betty Wafula - developed a poster and model to use in teaching fundal height Plans on improving and making adjustments. Will be a content specialist.

Bayo Droti Steve - developed 4 posters on tennage pregnancy. Plans to work on another on drunkeness and AIDS. Will be a content specialist.

Sarah Kabatooro - Adapted the Fatu and masu story to Uganda. Will be a resource person.

Elizabeth Mbonye - developed a visual on IUCD insertion instruments and their specific uses. Will use these visuals teach her students. Will share production skills, tracing, enlarging, adapting. Will be a content specialist for Lucy. Would like to use Lucy's visuals.

Appendix I.5

List of Products Initiated by Participants
of Visual Communication I Follow-Up

Appendix I.5

List of Products Initiated by Participants of Visual Communication 1 Follow-Up

Dr. Anthony D. ABODA, Medical Officer Special Grade
Mulago Hospital, Kampala
Picture series for nurses on locating lost IUD string.

Lucy ASABA ABOOKI, RN/Midwife, FP Trainer
MOH, Entebbe
Picture series for clients on insertion and corect use of diaphragm.

Mary A. LUYOMBYA, RN/Midwife FP Trainer
MOH, Entebbe
Revise pelvic model. Make copy of pictures series of postitions of uterus for colleague to use.

Robinson B. TWAMBALE, District HE
Kasese

Romano N. LUTWAMA, Graphic Designer
MOH, Entebbe
Present session on low cost ways of pinting for Vis Com participants.

NABATANZI Rose, Nurse Tutor
Rubaga Hospital, Kampala
Poster on effects of asthma attack on lungs for students. Revise action plans.

Justine N. MUKASA, FP Service Provider RN/M
Mulago Hospital, Kampala
Picture series on IUD insertion for students. Revise action plans.

NALUBEGA Victoria, Nurse Tutor
Mulago School of Nursing, Kampala
Revise action plans. Revise pictures on breast exam. Revise poster on male anatomy for students.

TWESIGYE Mary, FP Service Provider, Nursing Officer "Grade 1"
Kabale Hospital, Kabale
Poster on contraindications of the pill for nurses.

Samalie E. MUYAMA, FP Service Provider, SRN, SCM, RSCN
Mbale Hospital, Mbale
Picture series on condom use for clients.

MUGANGA Jonathan, Information Drama & Communication Officer
MOH, Entebbe
Picture series on benefits of prenatal visits for RC members.

Appendix I.6

Summary of Successes/Problems/Solutions of Visual Communication Workshop I Action Plans

VIS COM 1 SUCCESSES WITH ACTION PLANS

- managed to begin action plans
- intended audience used for pretesting gave constructive feedback including advice
- my supervisor gave me go ahead and useful comments
- received corrective feedback from supervisors and I felt happy
- contented with content specialist feedback
- managed to enlarge my visuals
- have used visuals to teach students
- TMO happy with visual and gave go ahead and visual has led to 3 offices quit smoking
- visual has contributed to increased awareness of malaria control
- pressure of follow-up enhanced quicker action on visual
- happy with trainers corrections and advice
- vis com skills helped identify visuals for other departments (community health)
- also helped others make visuals
- could give feedback to others on visuals they have produced

PROBLEMS WITH ACTION PLANS	SOLUTIONS
1. Finding appropriate time with intended audience - would make appointments then they would not be there.	1. a. instead of agreeing on central meeting place I went to their homes. b. used private time of students c. used my own personal time.
2. Workload made it difficult to implement workplan.	2. a. have to extend time of action plan b. negotiate with supervisor to use 1 day to work a project c. used a lot of my personal time.
3. Certain constraints at work made it difficult to implement work plan. Unanticipated work load and 2 new supervisors.	3. a. decide to write a short vis com report to orient seniors/supervisors b. work with vis com 2 collegues to present the report (orally or in writing)
4. Supervisor indifferent but causal about work and sometimes obstructs.	4. indifferent supervisor-avoid the obstacle-ignore-but continue giving official written report
5. Collegues demonstrated on obstruction behavior	5. a. reciprocate b. find out carefully what is the problem c. use your time in your clinic to teach students d. orient all staff to visual communication
6. Social emergency	6. no solutions given.
7. Got no comment from expected specialist	7. try new ways of approaching people.
8. Action plan was not practical e.g. time alloted to activities and too many activities in a short time.	8. modify a new action plan so it is more practical

LEARNED FROM A DISCUSSION

- Cooperation/team work.
- Look/examine your own situation and modify action plan.
- Give ample time for action plans and consider "actors person responsible.
- Important to try and find solutions (including "Why is this happening?")
- Multiplier effect of implementing skills learned.

CONCLUSION

It can be done, play your part.

Handle a problem as follows:

Ignore it

Go round it.

Solve it.

Appendix O

Speech Given by Dr. Katumba at Opening Ceremony

SPEECH DELIVERED BY DR. E.F. KATUMBA S.M.O MCH/FP AT THE OPENING CEREMONY FOR A THREE WEEKS VISUAL COMMUNICATION WORKSHOP HELD AT NTAWO D.F.I 30th - 17th FEB 1989

The INTRAH Consultants
USAID Representatives
The FHI Co-ordinator
The CTT Members
The Principal Ntawo DFI
All Participants
Ladies and Gentlemen

I am previledged to be with you this morning when you are starting this important workshop on Visual Communication. You are all welcome.

(1). As you may be aware, we still have a huge segment of our population which is illiterate. This segment is much more pronounced in the villages and among women. As you are aware women shoulder almos all the responsibility as far as care and up bring of children in this country is combined. You are also aware that the majority of our population leave in the rural area. It is therefore timely that this segment be reached. And the most effective way of reaching them is through using visuals. This will in no doubt help in improving their standard of living through improved Health.

(2) Most of the visual aids have been designed from the Ministry of Health Headquarters. Sometimes these have had little relevance to your work situations. Sometime the scope has been narrow. It is therefore partinent that you gain knowledge and skills in developing visuals aids. You will then develop visuals for your work environment which visuals will be addressing the commonest diseases/preventive measures as you see them. This in other words is decentralisation. The ball is exactly in your court.

(3) The other aspect of this workshop is that it can be applied to all the elements of Primary Health Care. Although it has been sponsered by MCH/FP division, it is not limited to MCH/FP division. The skills will assist you in developing visual aids for nutrition, environment sanitation control of diarrheal diseases etc. according as I said earlie to your work environment. You should therefore take its seriously because of its integrated, mult displinary and comprehensive nature. You can address yourself to many elements of Primary Health Care using this skill.

(4) I have noted the use of simple non electric and local materials. This is an important aspect as you do not have to shuttle to headquarter to get your supplies. The Headquarters as you will realise does not supply charcoal it is in your kitchens and you are at liberty when in need to go to a neighbour and ask for one just in case you do not have.

(5) One of the important objectives of this workshop is for you after completion of the course to be able to share the knowledge and skill with your colleagues at your work place. This will have a multplier effect. We do not have the resources to impart this knowledge and to everybody you left behind using this forum. Please do go and share this knowledge to your workshop.

.../2.

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I am sure a follow up plan for the participants will be arranged by this training team. Include during your follow up a question as to how many people has your participant imparted this knowledge. I am not saying that you could probably overlook it but I am saying for emphasis.

(6) I would like to welcome INTRAH Consultants who have managed to come to Uganda, some for the first time. I would like to request you to be our Ambassadors when you go home. I wish you a nice stay in Uganda.

For the participants, I would like you to realise that the Ministry of Health attaches a lot of importance to this workshop. You should therefore work seriously to attain the objectives of this workshop.

I promise to keep dropping in during the course of this workshop to see how you progress.

At this juncture Ladies and Gentlemen, allow me to declare the Workshop open.

THANK YOU.

30th January 1989.