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TRIP REPORT

Country Visited: Turkey  
Dates: June 21-July 9, 1987  
Travelers: Jane Lucas, Consultant  
Joan Mayer, Consultant  
Purpose of Trip: To meet with FPA personnel  
and conduct a 1-week communi-  
ty health education workshop  
on FP in Antalya  
Trip Number: 70

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## EXECUTIVE SUMMARY

RONCO Training Consultants Dr. Jane Lucas and Ms. Joan Mayer conducted a six-day workshop on techniques for family planning training and outreach for the Family Planning Association of Turkey (FPAT). The training was conducted at a small hotel outside of Antalya in southwestern Turkey. It was hosted by the fledgling volunteer FPAT branch association in nearby Antalya. Thirty-three participants attended: ten from the central FPAT office in Ankara; three from each of six FPAT branches in Isparta, Burdur, Antalya, Adana, Mersin, and Iskenderun; one member of the national FPAT board; two women leaders from the FPAT's pilot Woman-to-Woman Project in Ankara; one university student interested in beginning a FP youth-to-youth project; and one clinical consultant from the General Directorate for Maternal and Child Health and Family Planning in the Ministry of Health and Social Service. All were volunteers, except for the participants from the central office and the Ministry of Health.

The workshop was the second of a series of four workshops designed to respond to a request from the FP Association for assistance in developing volunteer FP activities throughout Turkey. Therefore, the goal of the four workshops is to increase and improve the FP training and outreach activities of the central office and six of its branch associations. In the second workshop, participants learned how to use participatory training techniques with feedback and group decision-making tools, as well as to apply a problem-solving model to a variety of education and outreach situations. Links among branches and with the central office were nurtured by considerable group activity. Each branch reported on action taken since the last workshop and wrote a second action plan. Branches in the same cluster areas set a date, agenda, and location, and designated persons responsible for organizing a meeting before the next workshop to review their progress on association plans.

## I. INTRODUCTION AND BACKGROUND INFORMATION

A six-day workshop entitled "Techniques for Family Planning Training and Outreach" was conducted June 29-July 4, 1987, in Antalya in the southwestern Anatolia region of Turkey. Ms. Joan Mayer, Consultant in Maternal-Child Health and Family Planning, and Dr. Jane Lucas, Training Consultant, were responsible for planning, coordinating, and conducting the workshop. One physician from the Training Unit of the Directorate of Primary Health Care in the Ministry of Health and Social Affairs, Dr. Sefkat Bahar, served as a clinical resource as well as a participant throughout the workshop. Dr. Oluremi Segunro, RONCO's clinical consultant, visited the workshop for three days and answered questions related to the content of the first workshop.

This workshop was the second in a series of three workshops and a planning meeting requested by the Family Planning Association of Turkey to strengthen and increase the family planning training and outreach activities of its central office in Ankara and six of its most promising volunteer branches. (See Figure 1.) This workshop series is designed to increase participants' knowledge and skills in FP methods, participatory training and outreach techniques, and FP program design and evaluation. Each workshop is a follow up to the previous activity. Considerable emphasis is placed on action planning to apply learnings between workshops, including the training of other volunteers who were unable to attend the series and community members.

RONCO saw this series as an excellent opportunity to strengthen coordination and assistance among the individual branches and between the clusters of branches and the central office. This workshop was held at the Antalya branch location to emphasize the important role of the branches. By popular vote, the next workshop will be held in Alanya, a midway point between both clusters of branches.

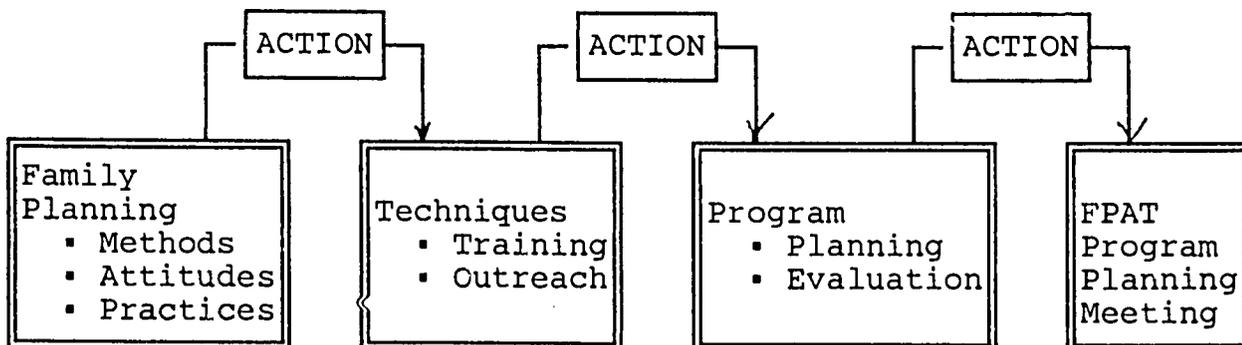


Figure 1 Training Series for the Family Planning Association of Turkey

## II. SUMMARY OF TRAINING ACTIVITIES

### Participants

A total of thirty-three participants attended the six-day workshop. Except for four new participants, the participants were the same as those who attended the first workshop. The participants included:

1. All central office staff (director and 9 staff).
2. One volunteer on the national FPAT board of directors who had oversight responsibility for the project.
3. Three volunteers from each of the six most active branches who:
  - a. Were interested in the promotion of FP activities,
  - b. Were willing to develop new FP programs and work on association activities above their own job activities, and
  - c. Were willing and able to participate in all of the four workshops in the series.

One of the volunteers from Iskenderun who came to the first workshop was ill. A new person came as her replacement.

4. One medical doctor from the General Directorate for Maternal and Child Health and Family Planning in the Ministry of Health who served as a clinical consultant and participant during the workshop sessions.
5. One new volunteer who was a candidate for a position with the central office in developing a youth-to-youth project on a university campus.
6. Two women leaders in the woman-to-woman project in Ankara.

Participants differed greatly in their family planning, education, and job experience. (See Trip Report 1 for more detail on the background of participants.) Among the new participants was a person who could not read or write but who was very capable of participating in the workshop activities in every other aspect. This wide range of backgrounds had to be addressed by the training techniques used throughout the week.

The number of participants was large given the focus of this workshop on skill building and the inadequate space for training. (See LOCATION AND FACILITIES.) Practice time for each participant was increased by breaking the large group down into smaller groups. However, creating several small groups then limited the amount of direct supervision the trainers could provide for each individual.

### Location and Facilities

The workshop was conducted at the Delfin Hotel on the southern coast of Turkey near Antalya. The participants were lodged in modern, although small, hotel rooms.

The meeting room was in many ways unacceptable for training purposes. It was much too small for the number of participants with trainers, translators, and occasional observers. The tables that had been provided needed to be removed in order to make sufficient room for participants. The space in the L-shaped room divided by a large column was difficult to work around. As a result, there was only one small area where posted materials could be seen by all participants at the same time, and participants in one part of the room had difficulty hearing persons in another part of the room. A water leak from the shower in the staff apartment above the room made the tile floor wet, soapy, and slippery. There were no easels, although they had been requested. The local office of the Ministry of Health provided a large blackboard to which the trainers taped newsprint. The room was cooled only by a central ceiling fan and one floor fan. There were no additional rooms to use for small groups. Groups had to meet outdoors wherever they could find shade from the hot sun and could find a wall to post their newsprint charts.

These difficult conditions were made worse by the hot and humid climate (frequently in the high 90's but up to 113 degrees one afternoon). The participants continued to work very hard under these conditions with very few complaints. But the conditions were likely to have undermined the entire workshop if the participants were not so flexible and so committed to improving their family planning programs.

More careful selection of the hotel based on the adequacy of the meeting space is needed. When trainers see the facilities only one day before the workshop is to begin, they are unable to correct the situation. Therefore, someone from RONCO or the FPAT staff needs to check the facilities well in advance of the workshop. (See RECOMMENDATIONS.)

## Objectives

The objectives of the workshop were that participants by the end of the workshop would be able to:

1. Identify factors which influence new attitudes and behaviors in family planning.
2. Demonstrate techniques to manage group discussion and encourage group participation.
3. Demonstrate techniques for solving problems encountered
  - a. In meeting with family planning clients and
  - b. In planning and implementing branch activities and programs.
4. Demonstrate training techniques, such as using role plays, gathering ideas with the nominal group technique, and giving and receiving feedback during skill practice.
5. Identify and apply design considerations for the development and selection of visual aids and guidelines for their effective use in family planning education.
6. Apply principles of participatory learning to the design of a training session.
7. Apply models for changing behavior to the provision of family planning education, outreach, and services.

In addition, the association branches would be able to:

1. Write an action plan of activities to be completed before the next workshop, which includes the use of training and outreach techniques practiced during the workshop.
2. Identify strategies for supporting new activities of branches within the cluster group.

## Content and Methods

The content, methods, and materials used in the workshop were developed by Ms. Mayer and Dr. Lucas. The co-trainers worked together in Ankara from Tuesday, June 22, to Saturday, June 28, to develop the curriculum, meet with FPAT staff and board members, talk with resource persons from the Ministry of Health, and prepare materials with a translator.

The workshop focused on developing the training and outreach skills of branch volunteers and central office staff. These skills could be applied to family planning counseling and education activities, recruiting and training volunteers, and helping the branch members get organized to develop, fund, and implement programs. Participatory training methods were used to demonstrate concepts and techniques, and then participants practiced leading these activities themselves.

Thus, to increase the potential for learning, techniques and models introduced for one purpose were reviewed and practiced to help participants apply them to different situations they might encounter in their training, outreach, and program development activities. The techniques and models briefly described are:

- a. Problem Solving Model, a six-step process to structure individual counseling and group problem solving. Included are the steps of 1) identify agenda, 2) set priorities, 3) analyze the problem, 4) list all solutions, 5) evaluate and select solutions, and 6) support action. For this workshop, steps 1 and 6 were emphasized. The other steps can be developed further during the next workshop on planning.
- b. Feedback Model, a process for giving and receiving feedback used during all skill building exercises.
- c. Role Play Steps, a guide for persons who are using role play as a teaching strategy. The steps include 1) set up, 2) action, 3) debrief, 4) derole actors, 5) summarize learnings, 6) apply learnings.
- d. Nominal Group Technique, a process for gathering ideas from all individuals in a group which can be used, for example, to lead discussions in training situations or to help a branch group make better decisions.
- e. Changing Group Roles, designation of rotating group roles based on group functions (e.g., meeting coordinator, recorder, time-keeper, and charter) in order to increase the participation and level of skill of each member.
- e. Guidelines for Selecting or Developing Visual Aids, a set of criteria for evaluating the design and messages of a visual aid.
- f. Training Activity Plan, a form for doing the initial plan when developing a training program. On the form the participants, for example, analyze the tasks to be learned, identify the characteristics of the learner,

write objectives, select the methods and materials needed to teach each objective, and propose a method for determining whether the objective has been achieved.

- g. Action Plan, a structure for writing branch and central office plans. The action plan includes a long range goal with short range goals. For each short range goal, members list the activities required to reach the goal, who will be responsible for the activity, by what date it will be done, and what help is needed from others.
- h. Change Model, a description based on the theory of Kurt Lewin of what individuals, groups, and communities experience as they learn new skills and change patterns of behavior. This model can be used by the FP worker to diagnose reactions to change and to use techniques which will help others successfully make the change (e.g., to use a contraceptive, to reorganize the way the branch association works, to introduce FP planning programs in a community).

The above techniques and models were selected because of their usefulness when applied to meet a variety of program and organizational issues encountered by the FP staff and volunteers. Some of these techniques, such as the Role Play Steps and Nominal Group Technique, were used but were not explained and practiced during the first workshop. During this second workshop, participants had a chance to practice them several times in order to improve their skills. Others, such as the Problem Solving Model, the Training Activity Plan, and the Change Model were introduced during this workshop. Participants will need much more work with these in order to use them effectively. Figure 2 demonstrates how the nine techniques and models were used to teach the content areas suggested by each workshop objective. It is hoped that all of these techniques and models will be used and/or developed further during the next workshop.

CONTENT OBJECTIVE	TECHNIQUE OR MODEL									
	Problem Solving	Feed-back	Case Study	Role Play	Nominal Group	Group Roles	Visual Aids	Trng. Plan	Action Plan	Change Model
Partici- pants: 1.Influences on FP atti- tudes, behavior					X					
2.Group dis- cussion	X	X	X		X	X				
3.Problem solving: - client counseling - branch activities	X X	X X	X	X X	X X	X X			X	X
4.Training techniques	X	X		X	X	X	X	X		X
5. Develop- ing, select- ing visuals		X					X	X	X	
6.Designing training		X	X	X	X		X	X	X	X
7.Changing, learning behavior	X	X	X	X	X	X	X	X	X	X
Branches: 1.Writing action plans		X			X	X	X	X	X	
2.Cluster grp. support		X				X			X	

Figure 2. Technique and Models Used to Reach Content Objectives.

### Materials

With project funds the FPAT provided newsprint, markers, participant notebooks, pens, typing paper, and other materials essential to the effective execution of the workshop. Before and

during the workshop, the trainers developed and distributed some handouts to participants to meet the need for supplementary information. Participants also received copies of exercise materials, such as descriptions of roles in role plays, so that they could use these materials in their branch programs. The FPAT driver went daily into the town of Antalya in order to photocopy forms and other materials developed for distribution to the participants.

In addition, as recommended by the trainers in the last trip report, the Ministry of Health and Social Service supplied copies of Hizmet Ici Egitim Metodolojisi ve Teknolojisi El Kitabı (Handbook of Inservice Training Methods and Techniques) for distribution to the participants.

The trainers note again that there is a great need to identify additional existing FP training materials and/or develop new materials in Turkish (or even in English for translation into Turkish). The central FPAT staff in Ankara currently does not have the skills to meet this need.

### Schedule

Several changes were made in the schedule. First, after the last trip it was recommended that the morning and afternoon sessions be separated by a four to five hour break during the hot midday hours. (See APPENDIX A, Planned Schedule.) However, the classroom was cooler than out of doors and the sea was too rough to swim in during these hours. Therefore, the participants requested that the session continue without the long midday break. During two especially hot days, participants asked to cancel the afternoon tea breaks so that the session could end a little earlier. The revised schedule (APPENDIX B) reflects the trainers' attempt to accommodate the desires of the majority of the participants and the extreme climate conditions under which they were working.

Second, Workshops 1 and 2 on role play and the nominal group technique were originally scheduled for Wednesday morning. For these workshops participants were divided into two groups, one to practice leading role plays and the second to practice using the nominal group technique. The original plan was for participants to switch workshops at mid morning. However, during the first workshop, it was discovered that they needed more time in order for each person to have a chance to lead a role play and to use the nominal group technique. Therefore, it was decided to continue with the same groups throughout the morning. The workshops were repeated on Thursday morning, although in a shorter period of time, so that all participants could learn both techniques. Time was found in the schedule for this by shifting activities and using some of the time originally planned for a

field trip to see branch activities. (The Antalya branch does not yet provide services for workshop participants to observe.)

Third, participants went to the dining patio for breaks, rather than the hotel staff bringing tea to the classroom. The advantage of this was that the timing of tea breaks could be more flexible (within a thirty minute range) and could be determined by appropriate breaks in training sessions. However, as a result of participants leaving the classroom area and waiting for service, the tea breaks often took 20 to 30 minutes, instead of the planned 15 minutes.

Fourth, the trainers decided not to continue using the network groups this time, as originally planned. In the first workshop the network groups were used to give participants more small group discussion with members from other branches. However, in this workshop most activities were done in small groups and it was not necessary, and it would be disruptive, to end one active group to move to a discussion in network groups. (Note that branch groups and cluster groups continued to meet during this workshop.)

Fifth, the FPAT staff organized several excursions to local sites. These excursions took place after workshop hours but served to help build the relationships among participants across branches. These trips cost between 500 TL and 2,000 TL and were paid for by the participants out of the incidental funds they were given for the workshop.

### Translation

The majority of participants spoke little or no English. Therefore, RONCO contracted the services of a translator to help prepare materials prior to the workshop, including handouts, tests, and participant evaluation forms. The FPAT secured the same translator plus an additional one to work during the six-day workshop. They translated session goals, summary charts, instructions, and other training materials each day before the workshop sessions or in the evening. They also provided simultaneous translation during the workshop sessions. Clearly these two translators worked very hard and very long hours and contributed a great deal to the effectiveness of the workshop.

However, the quality of translation varied, particularly in the preparation of written materials. To prevent some of the problems identified during the first workshop, the trainers this time attempted to have the translations of all written materials checked by a second translator. However, participants noted that there were still a number of translation problems. Additional editing is needed before distributing materials.

Achieving a higher level of quality in translations needs to be a goal for the next workshop. To do so, one translator needs to be replaced with another with better translation skills. More translation time before the workshop is needed in order to get the translation drafts done earlier so that there is adequate time to have them checked and revised. In this case, neither translator was a typist, so that the trainers often had to type materials in Turkish after they were translated. This required more time for proofreading and revising the unfamiliar words before sending materials out for photocopying. (See RECOMMENDATIONS.)

### Evaluation

Three types of evaluations of the program were used:

#### 1. Observation of Participant Performance

Because this was a skill building workshop, the most valuable measure of the effectiveness of the program was seen in the progress of the participants. (This observation of the trainers is confirmed by the workshop evaluations. See APPENDIX E.) Participants had frequent opportunities to demonstrate the skills they were learning through role play exercises, making training materials, leading group discussions, and developing program plans. For example, some areas in which skills were demonstrated were:

- a. Group discussion, such as leading a group by using the Nominal Group Technique to develop branch action plans;
- b. Giving and receiving feedback on performance after leading role plays, managing a group discussion, and writing plans;
- c. Training techniques, such as setting up and leading role plays and writing basic training plans;
- d. Using guidelines to develop and evaluate a visual aid; and
- e. Improving the quality of branch and central office plans by using better problem solving and discussion techniques and increasing the involvement of each individual member.

Because an underlying goal is to develop leaders in family planning in order to develop and implement programs, the progress of individuals has been watched closely over the first two

workshops. Some participants who spoke only when called on during the first workshop are now emerging as leaders within their branch, central office, and cluster groups. Others who dominated group discussion before are learning how to increase the involvement of other participants. If there had been fewer participants, as is the general rule for skill-building workshops, considerably more individual progress would have been expected.

Group progress was also evident. Branches whose plans before were limited because of lack of financial and other support now are actively gathering and implementing their own solutions to these problems. (For example, compare the action plan of the Iskenderun branch in the first trip report with their current plan in APPENDIX F, Central Office and Association Action Plans.) Finally, the level of activity of all branches increased greatly as a result of the first workshop. The trainers will be watching to see that a similar increase in activity level will occur between this and the October workshop.

## 2. Post-Test

The post-test was designed to assess some basic points of knowledge (e.g., the criteria for a good visual aid) and the ability of participants to apply what they had learned (e.g., selection of the most appropriate technique to use for different training, counseling, and outreach goals). The scores on the post-test ranged from 6 to a perfect score of 13 points, with the average being 10 points. The most difficult part of the test (and the largest portion of points) was selecting appropriate techniques to use to meet a specific goal. Because the trainers did not teach this content directly but were interested in using the post-test as an exercise to see how participants could apply the techniques they had learned, the average score was considered within an acceptable range.

Again, as with other written materials, there were some translation problems and some questions had to be excluded from the final score.

## 3. Workshop Evaluations

Participants completed evaluations of the workshop at the end of the last session. Their specific comments are listed in APPENDIX E, Summary of Workshop Evaluations. In general, the majority (24 of 31) gave the highest overall evaluation of the workshop (5, Very Helpful) and identified as beneficial all of the topic areas and techniques used in the workshop. Again they rated participatory activities very high (e.g., role plays and practice leading them, using the Nominal Group Technique, giving

and receiving feedback, preparing branch activity plans, and group activity work.). Most participants (28 of 31) did not list any content area or technique as not useful.

The trainers were interested that giving and receiving feedback was listed so frequently (19 times) as one of the most useful techniques. During the first workshop, participants were reluctant to criticize each other and the trainers' work. There was some concern that cultural limits on criticism and the dynamics of this particular group might prevent members from getting the feedback they needed during the skill practice provided by this workshop. However, participants responded well to a very structured feedback model and their skills in giving helpful feedback improved with practice with the model.

Negative comments on the evaluations often focused on the problems created by the facilities and the length of the workshop. Participants did work very hard under difficult conditions (see LOCATION AND FACILITIES) and were relatively tolerant of the long training day (seven hours) given this situation. However, several persons requested on their evaluations that the days be shortened and/or the workshop be extended to accommodate shorter days.

Participants continue to request more films and slides. The trainers have found it difficult to locate appropriate visual materials for this group. (See Trip Report 1, TRAINING AND RESOURCE MATERIALS). However, in response to the request for slide shows on the field, the trainers recommend slide presentations be given in the branch reports in the next workshop. The presentations could include pictures of branch activities and the neighborhoods in which they have outreach programs.

### III. RECOMMENDATIONS

The team makes the following recommendations to RONCO for consideration:

#### 1. Workshop Facilities

To ensure greater productivity during the October Program Planning workshop, the site must be selected based on the classroom facilities available. As a minimum requirement, facilities for the next workshop should include one large climate-controlled classroom to accommodate forty persons for large group meetings and one additional "break out" room to accommodate twenty persons when the group divides. Both rooms should have tables, chairs, and easels. A large group meeting room with a sound-proof partition would obviate the need for the 20-person room. The easels should be purchased in Ankara since

these have not been available in the hotels and are in limited supply at the Ministry of Health training unit. Finally, photocopy facilities and two typewriters should be available at the workshop site.

Participants have voted to hold the next workshop in Alanya where such facilities should be available in local hotels. It is centrally located with respect to the six branches, and would be far enough from any one branch to avoid the pulls of home life on the participants. The next RONCO representative to visit Turkey between the date of this report and early October or a FPAT staff person should visit the proposed facilities to verify their adequacy.

## 2. Preparation Time

At a minimum, trainers require four full days together strictly devoted to curriculum development and translation; one and one-half days for meetings, initial arrangements with translators, and procurement of workshop materials; and one day at the workshop site for set up and last minute remedial actions to ensure smooth workshop logistics. Trainers should be permitted a phone call to the FPAT Director at least one week prior to their arrival in-country in order to confer on workshop arrangements and expectations (see RECOMMENDATIONS on Facilities and Translation).

At present, ongoing contacts with FPAT staff and board members; with Ministry of Health staff for materials, follow-up and support; and with translators are indispensable but currently cut into time allotted for curriculum development.<sup>1</sup> Trainers arrive at the workshop site fatigued, without translation work completed, and play a constant game of catch-up when their time would be best spent with participants. The trainers observe that the cost to the participants and to RONCO of inadequate preparation and limited contact by RONCO representatives with key persons and groups is great.

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<sup>1</sup> During this visit, consultants made three visits to the central office of the FPAT to discuss expectations and logistics and to obtain materials; one visit to the Ministry of Health to consult with the medical consultant on educational materials and to acknowledge support from the acting director of the FP Directorate for ensuring participation in the workshop by FPAT volunteers who are employed as full-time MOH personnel (he had to pressure some of the regional health directorates to excuse personnel for the workshop); dined with FPAT board members and ILO representative evaluating FPAT's Woman-to-Woman Project; and met several times and dined once with one of the workshop translators

### 3. Translation

Participants had difficulties with the written and simultaneous translations during this workshop and the last. To improve the quality of translation:

- a) One of the translators who worked during the first two workshops should be replaced with someone who is familiar with family planning terms and can provide better quality translation.
- b) The new translator either should be Ankara-based or provision should be made to bring her or him together with the trainers prior to the workshop. Having a translator available before the workshop is necessary in order to produce written tests, forms, and exercises.
- c) More time is needed before the workshop in order to translate, type, and check written materials. The FPAT director also requests that time be allotted to cross-check all written translations with her or with the medical consultant, after both translators have had the opportunity to check each other's work.
- d) If at all possible, the new translator should be able to type Turkish and English. During the evenings of this workshop, the non-Turkish speaking trainers had to type translated materials in order to have them ready to be proofread by the translators and photocopied the next day. This process was time-consuming and not effective for producing quality materials.
- e) At least one translator should be available after the workshop for translating post-tests, evaluation materials, and sample data from exercises to include in the trip report.
- f) Trainers need to be able to call the FPAT director in order to set up translation services prior to appearing in-country. For this workshop, the Ankara-based translator had only limited time before the workshop to do translation work and was not available after the workshop. There was no one available to type the materials prepared by the translators.
- ~) RONCO should provide trainers with the current, acceptable rates for professional translation services.

#### 4. Continuity

To ensure optimal learning for the participants, trainers for the next workshop should maintain a continuity in the methods, models, and materials used in the first two workshops, e.g.:

- nominal group technique
- problem-solving model
- feedback model
- role play steps
- changing leadership roles
- branch and cluster groups
- training activity plan
- action plans
- behavior change model

Great progress was observed in the development of leadership skills in individual participants from the first workshop to the second. Individuals who were quiet at first emerged as valuable contributors to group process and even as leaders through repeated practice of some of these techniques. Follow up of the diagnoses of individual developmental needs with continued practice and encouragement throughout this workshop series is critical to achieving the goal of activating the branches and sustaining a high level of activity.

#### 5. Evaluation

RONCO should consider lending technical assistance for the design and set-up of a system of qualitative and quantitative program evaluation at the central level of the FPAT. ILO and IPPF have offered to provide one or two computers for doing word processing and managing the data collected on their many projects. However, the FPAT staff has no experience or expertise in using computers nor in doing program evaluation. If such a system were designed preliminarily before the October workshop, the evaluation component of the workshop would be better targeted to meet FPAT needs.

#### 6. Number of Participants

By no means should the number of the participants for the next workshop be increased. At present, the plan is for 30 participants, as in the first workshop. Note that some participants and board members continue to pressure the FPAT to include spouses because of their potential as active volunteers. However, the FPAT director recognizes the need to limit the size of the workshop.

#### 7. Scheduling

To ensure that the workshop covers as much content and allows for as much supervised practice as possible, a two to

three hour session could be held late Sunday afternoon (e.g., from 4 to 7 pm). This session could be used to complete participant registration, logistics, announcements, introductions, warm-up exercises, workshop objectives, and the week's schedule. Taking care of these administrative matters before the workshops begin is possible because most participants already plan to arrive the day before the workshop. This would respond in part to the participants' requests to have a longer workshop next time. (See APPENDIX E, Workshop Evaluation Responses.)

#### 8. Women-to-Women Leaders

The two representatives to the workshop from the Woman-to-Woman Project in Ankara require further training in participator training techniques and training program design before they will be able to expand their roles in developing new volunteers. Several of the branches have seized upon the woman-to-woman concept and have begun planning these projects for their own communities. With further training, the woman-to-woman leaders from the pilot Ankara project would be excellent trainers of the women leaders identified in the branch communities. RONCO should consider offering technical and/or financial assistance for this project. This would in turn contribute to the current FPAT-RONCO project objective of strengthening branch activities.

#### 9. AIDS Educational Materials

In addition to the AIDS information provided by the consultants during this visit and the last,<sup>2</sup> the FPAT Director has requested popular educational materials currently used in other countries which she can adapt to the Turkish context. These might include posters, pamphlets, fliers, slide shows, and materials geared to raising health worker awareness of the problem. The Ministry of Health has developed two brochures for the population and one pamphlet for health workers, but whether or not these are always distributed with training is not clear. RONCO may wish to explore this issue and translate and review messages in the materials.

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<sup>2</sup> In addition to materials described in the last trip report, Ms. Mayer provided the FPAT and the Directorate of Primary Health Care in the Ministry of Health the following materials from the Technical Information Activities Unit of the Centers for Disease Control, Atlanta:

AIDS: Recommendations and Guidelines, November 1982-November 1986.

Morbidity-Mortality Weekly Report (MMWR), March 20, 1987, May 22, 1987, and May 29, 1987.

Ms. Mayer is aware of a draft curriculum for training health workers in AIDS prevention and treatment that has been developed under the auspices of INTRAH Program. INTRAH is not yet prepared to release it. However, RONCO might offer to field test portions of it and eventually, with INTRAH's permission, pass it on to the FPA's and Ministries of Health in the NENA region.

APPENDIX A  
List of Participants

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73/3 Ankara, Turkey

Tel: 1311878/1318355

Ms. Ulku Ongun	Member of the Executive Committee of the Board of Directors
Dr. Semra Koral	Director
Mr. Baki Durmaz	Training Coordinator
Mr. Tuncer Pamir	Economist, Director of Workers Project
Mr. Cahit Isvar	Public Health Specialist, Trainer
Mr. Sami Can	Teacher, Trainer
Mr. Mehmet Kurt	Administrator, Trainer
Ms. Sevim Teker	Registered Nurse, Trainer
Mr. Atilla Gumus	Social Worker, Trainer
Ms. Fatma Yildiz	Social Worker, Field Supervisor
Ms. Ulker Elgin	Social Worker, Field Supervisor

FPAT Women-to-Women Project, Ankara

Ms. Melek Kaderoglu	Project Leader
Ms. Saniye Kaderoglu	Project Leader

FPAT Youth Project, Andana (potential)

Mr. Muzaffer Sumbul	Student Volunteer
---------------------	-------------------

FPAT Isparta, Turkey

Dr. Azize Dede	Medical Practitioner
Mr. Suha Unal	Social Worker
Mr. Hamdi Erbasi	Health Technician

List of Participants (continued)

FPAT Burdur, Turkey

Dr. Sidika Yildiz	Dentist
Mr. Fevzi Konak	Health Technician
Mr. Yalcin Civelek	Social Worker, MCH Administrator

FPAT Antalya, Turkey

Ms. Havva Uyanik	Nurse Midwife
Ms. Sultan Kayak	Nurse
Mr. Husrev Guney	Social Worker

FPAT Adana, Turkey

Dr. Sevinc Bilen	Gynecologist
Mr. Ahmet Gok	Health Officer
Ms. Aysen Sari	Registered Nurse

FPAT Mersin, Turkey

Ms. Candan Inal	Pharmacist
Ms. Aynur Unal	Housewife
Ms. Necmiye Kirmizier	Housewife

FPAT Iskenderun, Turkey

Ms. Mahire Tekinsay	Retired Teacher
Ms. Refika Vilmas	Retired Teacher
Ms. Ayten Turan	Retired Teacher
[Ms. Gonul Akar	Housewife--absent due to illness]

List of Participants (continued)

Ministry of Health

Dr. Sevkat Bahar                      Medical Practitioner, Trainer

Translators

Ayseli Tunali                              [Istanbul]

Levent Sezgin                              [Ankara]

APPENDIX B

Workshop Schedule (Planned)

Family Planning Association Workshop  
Antalya, Turkey  
June 29-July 4, 1987

Monday, June 29

8:00 Participant Check In and Logistics  
8:30 Warm-Up Exercise  
8:45 Opening Ceremony  
9:00 Introducing New Participants, Visitors  
9:15 Goals of the Workshop and the Series  
10:00 TEA  
10:15 Follow Up on Clinical Questions  
11:30 Pretest

LUNCH Complete the Participant Information Form

5:00 Branch Meeting  
5:30 Branch Reports  
6:30 TEA  
6:45 Branch Reports (continued)  
7:00 Supporting Action:FP Education, Outreach, Service  
7:40 Network Groups - Individual Goals for Workshop

Tuesday, June 30

8:00 Changing Health Behaviors  
9:30 Problem Solving Model  
10:00 TEA  
10:15 Using the Problem Solving Model in FP Counseling  
11:30 Giving and Receiving Feedback

LUNCH

5:00 Using the Problem Solving Model in FP Outreach  
6:00 Skill Practice  
6:30 TEA  
6:45 Skill Practice (continued)  
7:00 Network Groups - Case Study

Wednesday, July 21

8:00 Workshop 1: Role Plays/Group Discussion  
9:50 TEA

Wednesday, July 21 (continued)

Planned

10:05      Workshop 2: Role Plays/Group Discussion  
LUNCH  
5:00      Workshop 3: Use of Visual Aids  
6:30      TEA  
6:45      Workshop 3 (continued)  
7:40      Network Groups

Thursday, July 2

8:00      Workshop 4: Recruiting and Training Volunteers  
10:00      TEA  
10:15      Workshop 4 (continued)  
LUNCH      Field Trip  
6:30      TEA  
6:45      Woman to Woman Project: Presentation and  
            Demonstration  
7:45      Network Groups

Friday, July 3

8:00      Summary of Techniques: Review and Selection  
9:00      Skill Practice  
10:00      TEA  
10:15      Meeting Skills  
LUNCH  
5:00      Branch Meetings: Writing Action Plans  
6:30      TEA  
6:45      Branch Meetings: Developing Programs  
7:45      Network Groups  
8:00      Fun Night

Saturday, July 4

8:00      Cluster Meetings: Feedback on Branch Action Plans  
10:00      TEA  
10:15      Planning for Change  
11:00      Post-test  
11:30      Evaluation  
11:45      Closing Ceremony

APPENDIX C

Workshop Schedule (Revised)

Family Planning Association Workshop  
Antalya, Turkey  
June 29-July 4, 1987

Monday, June 29

8:30 Participant Check In and Logistics  
9:00 Opening Ceremony  
9:15 Introducing New Participants, Visitors  
9:45 Goals of the Workshop and the Series  
10:30 TEA  
10:45 Branch Meetings: Prepare Reports  
12:15 Complete the Participant Information Form (new participants)  
  
12:30 LUNCH  
  
2:00 Branch Reports  
3:30 TEA  
3:45 Supporting Action: FP Education, Outreach, Service  
4:15 Changing Health Behaviors  
5:00 End

Tuesday, June 30

8:30 Role Play: Approaching a Client  
9:30 Problem Solving Model  
10:30 TEA  
11:00 Role Play: Using the Problem Solving Model in FP  
Counseling  
11:45 Giving and Receiving Feedback  
  
12:30 LUNCH  
  
1:30 Role Play: Using the Problem Solving Model in FP  
Community Outreach  
3:00 TEA  
3:15 Follow Up on Clinical Questions (Dr. Segunro)  
4:00 End

Wednesday, July 21

8:30 Workshop 1: Role Plays/Group Discussion (split  
group)  
10:30 TEA

Wednesday, July 21 (continued)

Revised

11:00 Workshop 1 (continued)  
12:30 LUNCH  
1:30 Presentation and Demonstration: Woman to Woman  
Project  
3:00 Group Trip

Thursday, July 2

8:30 Workshop 2: Role Play/Group Discussion (split  
group)  
10:45 TEA  
11:00 Case Study: Discussion and Problem Solving in FP  
Community Outreach  
12:30 LUNCH  
2:00 Use of Visual Aids  
4:30 End

Friday, July 3

8:30 Recruiting Volunteers: Characteristics and Sources  
9:30 Training Volunteers: Training Activity Plan  
10:30 TEA  
10:45 Branch Meeting: Training Activity Plan  
12:30 LUNCH  
2:00 Evaluating Training  
2:30 Feedback on First Action Plans  
2:45 Group Techniques for Branch Meetings  
3:15 TEA  
3:30 Branch Meetings: Writing Action Plans  
5:00 End

Saturday, July 4

8:30 Summary and Selection of Techniques  
9:00 Test  
9:30 Follow Up on Issues from Branch Meetings  
10:00 Cluster Meetings: Feedback on Branch Action Plans  
10:30 TEA  
11:00 Cluster Meetings (continued)  
12:15 Planning for Change: Individual, Group, Community  
12:45 Evaluation  
1:00 Closing

## APPENDIX D

### References

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- Ozcan, Dr. Cihangir, et al. Hizmet Ici Egitim Metodolojisi ve Teknolojisi El Kitabı (Handbook of Inservice Training Methods and Techniques). Ankara: Ministry of Health and Social Service, 1987.
- Population Information Program, Population Reports (various issues), Baltimore: The Johns Hopkins University, 1985-87.
- Porter, Cedric W. Jr. The Health Provider's Guide to Contraception. Boston: The Pathfinder Fund, 1983.
- Werner, David, and Bower, Bill. Helping Health Workers Learn. Palo Alto, California: The Hesperian Foundation, 1982.

## APPENDIX E

### Summary of Workshop Evaluations (Completed by Participants)

These comments were taken from brief English translations of the Turkish response on the Workshop Evaluation Forms.

1 and 3. Most Useful Content Areas and Techniques:

<u>Content Areas and Techniques</u>	<u>Number of Responses</u>
Role play, practice leading them	28
Nominal group technique	25
Feedback	19
Preparing branch action plans and receiving feedback on them (in cluster meetings)	16
Group activity work	12
Planning a training program	10
Problem solving model	9
Case study	9
Developing visual aids, using a check list	6
Change model and training for behavior change	6
Changing group leadership roles	5
Sharing ideas, information among branches	5
Training activities and techniques, being able to practice them	5
Woman-to-Woman Project presentation	4
Planned working, doing work in time, using the time well	4
Intervals for rest and time for fun	2
Getting everyone's ideas and getting them active	2
All	2
How group work is done	1
Giving and taking ideas	1
Help in establishing a branch	1
Demonstration of techniques	1
How FP volunteers change roles to become trainers	1
Having participants change their own behavior, then behavior of others	1

2 and 4. Least Useful Content Areas and Techniques:

<u>Content Areas and Techniques</u>	<u>Number of Responses</u>
None	28
Trips, not announcing trips beforehand	2
In the process of feedback, having the right to answer the negative and positive points would be better	1
Role play: be careful translating the pure Turkish (translation problem)	1
Long duration of workshop	1
Restaurant	1
The topics did not end up with conclusions	1
Too much detail is given, took too long	1
The fact that long discussions in general should not be stopped in time and at the right place	1
Not sufficient time for questions and answers	1
A topic should be presented fully, and the conclusion pointed out	1
More discussion when presenting the action plans	1
Conclusions were not reached considering the new participants	1

5. Recommended Changes for Next Time:

- o No comment (7).
- o Books, pamphlets, posters, etc. which are interesting and nice should be given to us.
- o Let it continue as it is.
- o The classroom is not appropriate for the purpose.
- o The technique of the program could have been prepared before hand, and also the use of projector could have saved time.
- o Training should take a half day--topics get confused.
- o Half day work would be more productive. In a full-day of training work the topics all get mixed up.
- o The program should be more clear.
- o More detailed work on change model.
- o No need for a lot of change. The program is generally good.
- o Principles of training--major supports(?) of training should be learned.
- o I wish the topics were not deviated from (by us). The topics which we could understand in the beginning became more difficult when people deviated from them.
- o If we take visits to the field, we can apply what we have learned.

- o Reconsider the change model and cover it extensively.
- o Some people should be directed to gain appropriate behavior more than others considering the social and cultural situation they are in.
- o Having fewer participants would increase the success; for this reason, search for ways to decrease the number.
- o To introduce field work, films and slides must be used. Classes should be given more often.
- o Show the live work fields related to the workshop. It should be supported with films, slide projectors, and other similar training material.
- o We would like to have the program before the workshop and a clear summary covering the program.
- o Fewer topics, more time; the participants can then contribute more ideas.
- o More detailed information should be given on the change model.
- o Role plays should continue. Nominal technique should be dealt with more broadly.
- o Duration should be longer (2 or 3 weeks) and daily working hours shortened. Participants' interest and attention cannot be held at the same level continuously, productivity falls down, and training becomes boring.
- o The site of the workshop must be changed; we cannot work productively.

6. Overall Rating of Workshop:

	<u>Ratings</u>	<u>Number of Respondents</u>
5	Very Helpful	24
4		3
3	So-So	4
2		0
1	Not helpful	0

7. Other Comments:

- o The training program was well prepared. Topics were interesting and well presented.
- o I would like to thank the responsible people in the workshop and our trainers.
- o No comment (9).
- o More attention should be given to the persisting and unnecessary behavior (ideas) of the participants. When locating the workshop, seasonal conditions, etc., should be considered.

- Thank you (2).
- An environment for better working conditions. Thanks.
- Thanks (2).
- It would have been better if the workshop had been in a cooler season. Learning the techniques has been very beneficial for us. We thank the trainers.
- Time is not enough to learn all of the training techniques. Hot weather decreases the effectiveness of training. The room used for training is insufficient.
- All kinds of needs have been thought of: close to the city, accommodation, food, swimming, and resting have all been provided all at once. Sight-seeing: visits to the historical sites have been beneficial.
- I believe that it is very useful for us. I would like to be in such an active work.
- The workshop was more mature. We realized the benefit we get.
- More appropriate physical conditions would be better.
- I profited a lot. Thank you.
- Everything that has been taught has been beneficial. During this workshop more participation and development in communication has been observed.
- The training is compact and continuous. When in a hurry, some parts are not understood well. Making the workshop last then days instead of a week would give better results. The volunteers working at the association should also be invited to the workshop.
- The duration of the workshop can be longer, and daily work hours can be shorter. Wives and husbands should be able to come to the site of the workshop as volunteer workers. The sites chose should be appropriate for the season.
- I don't believe that these training techniques have provided the optimum benefit for heterogeneous groups.
- The methodology of the workshop was very useful. If the classroom were better, it would be more useful. Roles plays or other methods should take place in the field.
- Better physical conditions (a better hotel, a better classroom).
- When choosing the people to participate in the workshop, younger and more dynamic people should be chosen; in that way it would be easier to arrive at the goal.
- There was difficulty in understanding certain concepts; so I could not put my knowledge in certain patterns (perhaps could not apply concepts?).

[Note: We received only 31 evaluations.]

APPENDIX F

Action Plans

1. Ankara Central Office Plan
2. Adana Branch Plan
3. Antalya Branch Plan
4. Burdur Branch Plan
5. Iskenderun Branch Plan  
(abbreviated version)
6. Isparta Branch Plan
7. Mersin Branch Plan

Long Term Goal: FP TRAINING IN ANKARA MATERNITY HOSPITAL AFTER BIRTH OR ABORTION

Short Term Goal	Activities	WHO	DATE	SOURCE
Identifying the personnel to train in maternity hospital	1.providing necessary information by meeting with hospital manager		July 87	Ankara Mat.Hos. T.F.P.A,Academy c Social services
	2.determining social workers, mid-wives,nurses and discussions with them		"	
	3.approval of central office about these personnel		"	
Preparing the training program and training of the future trainers	1.orientation for promoting the project objectives	MOHSA	Aug.87	MOHSA
	2.preparing training programs for trainers	Cent.Off.	"	International establishment
	3.selecting trainers	"	"	Press
	4.preparing training materials	"	"	
	5.determining place and date of training	"	"	
	6.starting field work training	"	"	
Developing Recording and Follow-up Systems	1.preparing "follow-up" cards containing fp topics and demographic characteristics of every womar.	Fatma Yıldız	Ap.Au.Dec.88	
	2.preparing a referral for each client in order to use methods	Ülker Elgin	"	
Developing a Model for Post-partum training	1.preparing 3 months and annual reports 2.monthly meetings for evaluation 3.final evaluation and reports	Tuncer Pamir	Jan.1990	

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A D A N A

LONG TERM TARGETS: 1. WORKERS' EDUCATION 2. OPENING CLINIC 3. FINDING FINANCIAL RESOURCES

SHORT TERM TARGETS	Activities	By	Date	Assistance to be received from
1. For workers' education, education to educate a labor leader from among them	1. Decision from the board of directors	S. Bilen, A. Sari A. Gok	15.7.1987	Plant officials Family Planning, Mother Health Department Directorate
	2. Follow up different plants	A. Gok	20.7.1987	
	3. Plant selection	S. Bilen	25.7.1987	Labor union authorized in the plant
	4. Talk with plant general manager	S. Bilen	30.7.1987	Headquarters of the FPAT
	5. Talk with the plant personnelmgr	S. Bilen	30.7.1987	
	6. Receiving information from the plant heal official	S. Bilen	30.7.1987	
	7. Talk with the plant union representative	A. Gok	5.8.1987	
	8. Talk with labor leaders	A. Gok	8.8.1987	
	9. Selection of volunteer and suitable labor leader	S. Bilen	10.8.1987	
	10. Hold meeting to assess level of knowledge of labor leaders	A. Sari	10.8.1987	
	11. Draft workers education program	S. Bilen	11.8.1987	
	12. Select education site	A. Sari	20.8.1987	

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- |  |          |           |
|--|----------|-----------|
| 13. Supply brochures<br>and posters                                  | A. Gok   | 25.8.1987 |
| 14. Supply educational<br>Material<br>(slide, movie projector, etc.) | S. Bilen | 2.9.1987  |
| 15. Give plant officials<br>information about<br>Education Program   | S. Bilen | 15.9.1987 |
| 16. Give information to<br>general headquarters                      | S. Bilen | 15.9.1987 |
| 17. Give information to<br>the press                                 | A. Gok   | 15.9.1987 |

A N T A L Y A

Long Term Goal: EXPANDING THE BRANCH ACTIVITIES

Short Term Goal	Activities	WHO	DATE	SOURCE
Establishment of Branch	a.approval of central office	H.Güney	5.9. 87	Central Office, Ministry of Internal Affairs Press
	b.determining members	S.Kayrak	15.10.87	
	c.meeting board	H.Uyanık	20.10.87	
	d.selection of board members	H.Güney	11.11.87	
	e.board members will approve the establishment of the branch	Chairman	20.11.87	
	f.training of board members about family planning	S.Kayrak	23.11.87	
Opening of a Clinic	a-determining the place of the clinic	H.Güney and board members	26.11.87	Municipality
	b-providing necessary materials	Board members	28.11.87	Central office a Health central
	c-finding volunteers to work in clinic	H.Uyanık	30.11.87	Health Center an retired health p
	d-promotion of clinic	Board members	2.12.87	Press-TRT
Finding Volunteers to Work at Field	a-cooperation with Muhtar	Representative of board	4.12.87	Head official of the district
	b-meetings with the wives of state office D.G's	"	6.12.87	State.off.Direct
	c-meetings with other volunteering associations	"	10.12.87	Association of retired persone
	d-setting up a dinner	"	20.12.87	Legally recog-nized associa.
Training of New Volunteer	a-preparing training programs	H.Güney	29.12.87	S.Kayrak & H.Uya any printing wor
	b-invitations	S.Kayrak	10. 1.88	
Raising Money	a-entertaintments	Board Members	20. 1.88	Volunteers
	b-contacts with private			

Long Term Goal: OPENING A CLINIC AND OFFICE, FINANCING THE EXPENDITURES

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Short Term Goal	Activities	WHO	DATE	SOURCE
Opening a Clinica and Office	-rent apt. in an appropriate place	whole members	30. 7.87	real estate agen
	-providing materials for office and clinic	F.Konak	15. 8.87	Cent.Off.Shops
	-recruiting personel	Dr.Sıdıka,Fevzi Yalçın	15. 8.87	Head of Heal.Cen
	-completing bureaucratic formalities	Fevzi	25. 8.87	Governor, major
	-determining opening date	Board	25. 8.87	Central Office
	-announcing through local press	Dr.Sıdıka	26. 8.87	Municipality,local press agencies
	-determining the list of guests to be invited	Board members	28. 8.87	
	-determining the food to be served and buying them	Fevzi,Sıdıka	3. 9.87	Pastries
	-opening	members and guests	5. 9.87	
	Finding Financial Sources for Clinic Expenditures	-asking from central office	Fevzi	27. 7.87
-asking money from clients who come to clinic for IUO		Authorized personnel		
-asking for grants who come to clinic for control		"		
-registering respected people to branch and receiving grants from them		Board members		
-providing finance sources from social foundations		Dr.Sıdıka Yalçın	27. 7.87	Mayor, Head Off.c the district
-selling flowers in balls of commercial establishments		Board members		
-organizing balls and teas		"		
-apply fp programs in factories and ask for grants there		Dr.Sıdıka,Fevzi		Factory managers-owners, workers representatives

- İ S K E N D E R U N

Long Term Goal: TRAINING PROJECT FOR FAMILY PLANNING MEMBERS

Short Term Goal	Activities	WHO	DATE	SOURCE
Preparing Training Program	Determining the Subjects of Training Program	Mahire, Refika Ayten	3.7.87	
Informing Board Members	Meeting of Board Scanning of Members (According to age and no. of children)	Chairman Filiz-Ayten Mahire	7.7.87 10.7.87	Chairman Staff Association Apt.
Determining the volunteer to be trained	a) determining place b) duration c) tea d) preparing materials e) contacting people to be invited f) identifying the questions to be used during training g) inviting members	Esen Yüksel Hayriye  Refika Ayten-Chairman		Slides from office Dr. Oya, Emine Dr. Oya, Emine Refika
Preparation for Training				
Training	a) opening b) pre-test c) Subjects d) post-test e) evaluation	Chairman Mahire Refika		Other participants
Determining the place where training will be done	a) Contacting with health centers	Filiz, Refika		Dr. Münevver Mehmet Abdül- selamoğlu

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I S P A R T A

Long Term Goal: FAMILY PLANNING TRAINING OF PROLIFIC WOMAN IN VILLAGES WHICH HAS HIGH RATE OF PROLIFICITY

Short Term Goal	Activities	WHO	DATE	SOURCE
Determining the midwives	1.Determining the woman population in villages (prolific woman)	H.Erbaşı	July 20,	Director of Health A.Kocer Sütçüler Health Officer O. Doğu
	2.Identifying the number of volunteer leaders (midwives) according to the population of the village	A. Dede	July 23	A.K.Sütçeler, O.Doğu
	3.Writing down the names of the volunteer leaders in the village	A.Dede S.Ünal	July 27	Midwives of Health Center, Village imam and muhtar
	4.Listing the village and identifying the distance between each one	S.Ünal E.Erbaşı	July 28-30	Director of village services, official head of the country
Training the Leaders	1.determining the duration of training and preparing trainers plan	Board of Branches d.Yağcı-S.Ünal	Aug. 10	FP Central Office S.Koral
	2.Who'll be trainers	S.Ünal	Aug. 15	Director of Health
	3.Providing training materials	H.Erbaşı,A.Dede	Aug. 16-20	Training Dept. of Health Center and Training Materials
Implementing the Training Program	1.Determining the training space	S.Ünal	Aug. 25-30	Village muhtar-imam
	2.Getting official permission to do trainings in the region	Dr.Ş.Yağcı		Governor,Director of Health, Official Head of the country
	3.Finding financial support to implement the training plan	Dr.Ş.Yağcı	Sept. 3	Branch, Budget, Central Office

Planning the visits  
to neighbourhood and  
villages

- a) board meeting
- b) first visit
- c) calling by telephone
- d) preparing training materials

Chairman  
Mahire, Refika  
Mahire  
Ayten

Existing brochures

Central Office

Evaluation of works

- a) improving referrals
- b) evaluation of trainers
- c) evaluation of clients coming  
to clinic

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M E R S İ N

Long Term Goal: WOMAN TO WOMAN

Short Term Goal	Activities	WHO	DATE	SOURCE
Identifying the Leader Woman	1.Meeting at school a) Discussion between principle-teachers. b) Parents school board meetings	Gülten	Sept. 20	Health Center Muhtar İmam School Manager Parents Assc. Friends from neighbourhood Central office staff
	2. Identifying criteria a) inhabitant of region b) Good public relations c) Literate d) Active and his courage e) Less children	Aynur, Candan Necmiye	Sept. 25	
	3. Preparing test questions a) Printing papers about sample questions	Branch staff	Oct. 10	
	4. Testing a) Training b) Information on tests c) Application			
Training of Leaders	a- Evaluation of leaders  xx- pre-test	Trainer	Nov. 5	Fatma from Woman to Woman project
	b- Determining place c- Duration d- Identify training project e- Applying training f- Evaluation of training g- Post-test	Aynur Trainers	15 days	Drs. Midwives, nur

## APPENDIX G

### Sample Materials

1. Workshop Evaluation
2. Test
3. Sample Models and Techniques
4. Training Activity Plan
5. Design Checklist for Selecting  
or Developing Visual Aids

Family Planning Association Workshop  
Mersin, Turkey  
June 29-July 4, 1987

WORKSHOP EVALUATION

1. List the three most useful content areas you learned about:

a. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

2. List the three least useful content areas you learned about:

a. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

3. What three workshop activities were most helpful?

a. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

4. What three workshop activities were least helpful?

a. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

5. What would you like to see changed in the next workshop?

\_\_\_\_\_

Because: \_\_\_\_\_

\_\_\_\_\_

6. I would rate this workshop (circle a number):

5	4	3	2	1
Very Helpful		So-So		Not Helpful

7. Other comments:

Family Planning Association Workshop  
Antalya, Turkey  
June 29-July 4, 1987

Test

- A. Write the letter of your answer in the space before each question:
1. Which objective is the best for guiding the development of a training program?
    - a. To present the uses and contraindications of contraceptives to the participants.
    - b. The participants will be able to evaluate the uses and contraindications of each contraceptive.
    - c. The trainer will compare the uses and contraindications of each contraceptive by the use of a matrix chart.
  2. Which method is the best way to manage a group who has a member who dominates the discussion?
    - a. Go around the circle of participants and ask each one to contribute one idea or response to a question.
    - b. Ask the dominating member to be quiet and let others talk.
    - c. Ignore the dominating member in order to promote a free discussion of ideas.
- B. Mark (+) the characteristics of a good visual aid:
- a. Has many messages
  - b. Is easy to see
  - c. Uses detailed and sophisticated art work
  - d. Provides information that helps people to act
  - e. Is interesting to the target audience

A. Mark (+) the best technique to use in each of the following situations:

SITUATION	TECHNIQUE			
	Lecture with Visuals	Role Play	Small Group Discussion	Case Study
a. Make a decision in the branch meeting				
b. Help a woman deal with her husband's objections to using a contraceptive method				
c. Provide technical information on contraception				
d. Help new volunteers identify the importance of knowing the community				
e. Get feedback from others on how well you use a technique				
f. Identify the attitudes about contraception of mothers of young school children				
g. Train volunteers on how to interview new clients at the family planning clinic				

## SAMPLE MODELS AND TECHNIQUES USED

### Role Play Steps

1. SET UP:      a) Prepare actors.  
                  b) Prepare observers.  
                  c) Prepare scene/context.
2. ACTION:     a) Start action.  
                  b) Observe action and watch time.  
                  c) Stop action.
3. DEBRIEF:    a) Debrief observers.  
                  b) Debrief actors.
4. DEROLE  
   ACTORS:      Move actors out of drama back  
                  to "here and now."
5. SUMMARIZE  
   LEARNING
6. APPLY  
   LEARNING

### Giving Feedback

Observe for and then list:

1. Disagrees
2. Agrees
3. ?'s

### Receiving Feedback

1. Listen, don't respond
2. Write down
  - Disagrees
  - Agrees
  - ?'s
3. Answer questions

## Problem Solving Model

<u>Steps</u>	<u>Example in an Outreach Visit</u>
1. Identify agenda.	a. What would you like to talk about today? b. Anything else? (all items) c. I would like to add....
2. Set priorities.	a. What are the most important items?
For each of the priority problems:	
3. Analyze the problem.	a. Tell me about... b. What might be some reasons....
4. List all solutions.	a. What could you do? b. I would like to add....
5. Evaluate and select solutions.	a. What is (are) the best solution(s)? b. What are you willing to try?
6. Support action (physical and/or social supports).	a. What help do you need? (e.g., materials, clinic referral, role play practice, information transportation) b. What additional help is available? (e.g., family, neighbor, friend) c. When can we meet again? (appointment for follow up)

### Nominal Group Technique

1. State focusing question.
2. Think privately and list responses on paper.
3. Report out and list on chart
  - o One idea at a time - no discussion
  - o From each person
  - o Until all ideas are listed

After ideas are gathered using the nominal group technique, you may, for example:

- o Vote
  - One vote per person or
  - As many votes as desired
- o Group ideas under topics and discuss each main topic or give grouped topics to a small committee for more work
- o Give entire list to a small committee to develop ideas further

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Training Activity Plan

I. PRE-PLANNING

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PROBLEM            The learner must be prepared to do:

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To do these tasks, the learner needs:

a. Information:

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b. Skills:

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c. Willingness to do:

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THE                    How many: \_\_\_\_\_

LEARNERS

Sex:            Male \_\_\_\_ Female \_\_\_\_

Age:            \_\_\_\_ to \_\_\_\_

Read:          \_\_\_\_          Write:          \_\_\_\_

Prior knowledge or experience: High \_\_\_\_ Medium \_\_\_\_ Low \_\_\_\_

Other considerations:

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I PLANNING

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TRAINING OBJECTIVES

After training the learner will be able to:

- a. \_\_\_\_\_  
[action] \_\_\_\_\_
- b. \_\_\_\_\_  
[action] \_\_\_\_\_
- c. \_\_\_\_\_  
[action] \_\_\_\_\_

(Use action words such as write, identify, demonstrate, present, organize, make, teach, describe, apply.)

ACTIVITIES

On the next page, outline the activities you will use to meet your training objectives. List:

- a. Objective (see above)
  - b. Subject (e.g., presenting the IUD, reporting visits, registering clients at the clinic)
  - c. Method (e.g., role play, presentation, group discussion, demonstration, case study, triad practice)
  - d. Trainer (who will lead the activity)
  - e. Materials (e.g., flip chart, role play description, symbol chart, blank form, model)
  - f. Duration (how many minutes)
- 
-

### III. EVALUATION

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ACHIEVE-  
MENT OF  
OBJECTIVES

How will we know that the objectives are achieved? (e.g., results on test, observation of role play practice,

Complete for each objective:

a. Objective: \_\_\_\_\_  
\_\_\_\_\_

Evaluation method: \_\_\_\_\_

b. Objective: \_\_\_\_\_  
\_\_\_\_\_

c. Objective: \_\_\_\_\_  
\_\_\_\_\_

Signs that the learners are willing to do what needs to be done:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### III. PREPARATION

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TO BE DONE BEFORE TRAINING

BY WHAT DATE

BY WHOM

