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THE DEVELOPMENT OF A
TRAINING PROGRAM IN THE USE OF
MOBILE FAMILY PLANNING
AND NUTRITION EDUCATION UNITS
IN JAMAICA

A Report Prepared By:
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PREFACE

The consultant wishes to acknowledge and thank those persons who helped make this assignment possible. The administrative and logistical support provided by the American Public Health Association (APHA) was appreciated. The AID mission in Jamaica and the National Family Planning Board of Jamaica must also be thanked for their support, cooperation, and many suggestions for this training activity.

The consultant was particularly grateful for the support and coordination of Mrs. Novlet C. Jones, program coordinator, Home Economics Program, Extension Division, Ministry of Agriculture, Jamaica.

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EXECUTIVE SUMMARY

Introduction and Background

A mobile-unit project has been established by the Ministry of Agriculture in Jamaica. It is intended that this educational and service-delivery program will contribute significantly to a reduction in pregnancies and the improvement of the nutritional status of families in remote rural areas. Thirty-six home economics officers in the Agriculture Extension Program, some of whom earlier received training in family planning and the use of materials from the manual Working with Villagers, participated in a two-week training course during initial implementation of the project.

The consultant for this phase of the project was Bonnie Birker, from Washington, D.C. Ms. Birker's schedule of activities was:

- May 6-8: Film Preview
- May 13-16: Consultation in Planning Workshop
- May 18-30: Conduct Workshop
- June 3-10: Finalize Evaluation and Reports.

Major Observations and Findings

The consultant previewed various films and made a list of 36 resources which were identified and critiqued. The most highly recommended film was Me Too, which focuses on the motivation of men.

With positive support from the agency and the cooperation of staff, successful and expedient planning of the training programs for the mobile unit project was undertaken. A two-week workshop was held that focused on communications skills and the development of effective, creative lessons in integrating home economics and nutrition and family planning concepts. A participatory approach was taken. Specific learner-defined objectives were identified. It was agreed that these objectives met the participants' needs. The concept of adult learning, as opposed to didactic teaching, was introduced; this method was applied throughout the workshop. The development of formats for profiles of the communities that were visited received much emphasis. The review and practice of integrating family planning, sex education, population education, and nutrition concepts into village-level lessons were a major focus of this workshop. Twelve prototype lessons were practiced and critiqued, and 17 new lessons were developed and reviewed.

In their assessments of the workshop activities, home economics officers indicated that they felt more competent and more confident to initiate or take part in effective educational programs that respond to the family planning and nutritional problems peculiar to remote rural areas of Jamaica. The two-week workshop was not only successful; it was crucial to the development, implementation, and evaluation of the mobile unit project.

Major Recommendations

It was recommended that a modified skills assessment of home economics officers be repeated; that instructions in the use of media resources be provided; that additional in-depth and in-service training in family planning motivation and methods be offered; that the youth and sex flipcharts be expanded by developing teaching guides; that a task force of participants and supervisors be assembled to further develop and refine new lessons; that a Peace Corps volunteer be employed as a training-and-support specialist; and that training in the mechanics of the mobile unit project be expanded to include other personnel. It was suggested also that this be a regional training session.

ABBREVIATIONS

AHEA	American Home Economics Association
AID	Agency for International Development
APHA	American Public Health Association
AU	Audiovisual
FP	Family Planning
JHEA	Jamaican Home Economics Association
MOA	Ministry of Agriculture
MOH	Ministry of Health
NFPB	National Family Planning Board
UNFPA	United Nations Fund for Population Activities
USDA	United States Department of Agriculture
UWI	University of the West Indies
<u>WWV</u>	<u>Working with Villagers</u>

I. INTRODUCTION AND BACKGROUND

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Purpose and Scope of Work

The consultant was contracted to assist the Ministry of Agriculture (MOA) of Jamaica in planning and conducting a training course in the use of mobile family planning and nutrition education units.

The technical advisory services that were requested of the consultant were specified in the scope of work. Three major objectives were identified.

1. Before traveling to Jamaica, make a preliminary selection of films (including costs) appropriate for use on the mobile units. This will enable the consultant to make recommendations on the purchase of films and audiovisual aids.
2. Plan and conduct training courses for staff on:
 - a. Use of the manual Working with Villagers to reinforce learning by those who have participated in earlier training exercises and to introduce new staff to the basic principles.
 - b. Use of equipment on mobile units as soon as the units and equipment are in place.*

The training should include practice-lessons in the operation of vehicles and audiovisual equipment; refresher training in the use of techniques contained in Working with Villagers; site visits to become acquainted with the people and to assess their needs, problems, and habits (e.g., meeting times and places); and workshop activities to analyze field experiences, practice appropriate techniques for teaching and reaching rural populations, develop appropriate, low-cost visual aids, practice those techniques and use those materials which are new to the officers, share ideas, and determine how those ideas can be compiled in a manual for home economics officers.

*The units had not arrived at the time of the consultancy.

- c. Assist in the development of a comprehensive evaluation system to measure the use of the mobile unit and to evaluate the effectiveness of the educational and service-delivery components of the program. This system will include instruments to ascertain reactions and attitudes of rural families and reactions and attitudes of staff.

Methodology

To fulfill the requirements of the scope of work, the consultant applied the following methods:

- May 6-8: Contacted resource persons and film libraries, reviewed film catalogs, and previewed films and visual materials.
- May 13-16: Consulted with the program coordinator and ministry officials to plan the workshop schedule, develop specific lessons and teaching aids, and purchase the supplies needed for the workshop.
- May 18-30: Participated in the opening program (which included discussions with AID official Francesca Nelson), conducted a two-week training session on work with villagers and adaptations for the mobile unit project, discussed the evaluation system and plans for other workshops.
- June 3-10: Offered additional recommendations for the evaluation system and completed the final report.

Background

In April 1980, a proposal was submitted to develop mobile units in the Integrated Nutrition and Family Planning Education and Service Program of the Ministry of Agriculture. The program is financed with USAID funds and administered by the National Family Planning Board (NFPB) of Jamaica. Jamaica is a small island; there, the combination of rapid population growth and malnutrition has become a major problem that is affecting directly the economic and social development of the country.

The specific problems in Jamaica which this project will address are the high incidence of teenage pregnancy, the high incidence of pregnancy among older women, a severely depressed economy, limited educational programs and health services in nutrition and family planning in remote rural areas, malnutrition, and apathy. Historic evidence suggests that when family planning services and information are combined with appropriate and related programs and policies (e.g., the integration of home economics, nutrition, family planning, and educational and health programs), family size can be reduced.

The purpose of the proposed project is to reach families in rural Jamaica with an educational and service-delivery program that will contribute significantly to a reduction in pregnancies among teenagers and older women and the improvement of the nutritional status of families. More specifically, the project will provide a model for the institutionalization of a delivery system for integrated nutrition education and family planning information and services in MOA extension programs. This will be accomplished in a mobilized delivery effort based in four regions and will result in the enhancement of the nutritional well-being of families of smaller size. The development of the system will ensure the creation of more extended and systematic programs in which educators will involve indigenous persons in remote rural areas in regular, organized efforts to learn, solve problems, and change behaviors.

The objectives of the project are to:

- Provide direct family planning information to 12,000 different, sexually-active adults each year.
- Provide one-to-one family planning counseling to 2,000 different persons each year.
- Provide contraceptive supplies to 3,000 new acceptors each year.
- Provide nutrition information and demonstrations to 15,000 youths and adults each year.
- Provide initial training for home economics officers and other interested agency personnel in the use of the mobile unit and its equipment, the development and use of visual aids, and the development of innovative educational materials. Provide regular in-service training for home economics officers in nutrition information, family planning information, counseling techniques, and methods for distributing contraceptives.

- As the project progresses, assess regularly the living conditions and family planning and nutrition practices of rural people to evaluate the effects which the mobile unit project has had in rural areas.

The first stage of the three-stage project involves initiation, procurement, and planning, in addition to initial training over a four-month period. The objectives of the training will be the development of skills in communications, the identification of clientele and their needs, and the creation and adaptation of appropriate lessons, techniques, visuals, and activities based on the needs and situations of villagers at the meeting site where the mobile unit is used.

The home economics officers* in Jamaica are concerned with family welfare. They are trained in a broadly-based discipline that focuses on the improvement of all aspects of family life. In rural settings, frontline workers work with women, their families, and young people on such problems as nutrition, food preservation, health and sanitation, crop production, income-generation and management, and family relationships. In 1980, 22 extension officers reached approximately 2,000 women through 102 organized rural women's clubs. The programs are coordinated at the national level by a home economics program coordinator and are supervised by four regional home economics officers. Groups are formed, residential training courses are offered, and income-generating activities are undertaken in these programs.

In September 1978, 25 home economics officers, the program coordinator, and regional officers participated in an orientation seminar on population education and family planning concepts. The seminar was co-sponsored by the Jamaican Home Economics Association (JHEA) and the International Family Planning Project of the American Home Economics Association (AHEA).

A second two-week training course was conducted for 33 officers in March 1979 in collaboration with the same sponsoring organizations. Innovative techniques were used to teach the officers how to work with villagers; concepts were studied, and prototype lessons were used also. In the lessons, family planning and population education was integrated into studies of home economics.

It became clear that there was great potential and an audience for additional and more extensive educational and service programs in rural areas that could facilitate a reversal in the trends in increased pregnancy and poor nutritional status among rural populations. The mobile unit project has been funded and training has been conducted. These activities have stimulated new efforts to address the problems of rural Jamaicans.

* A new title, Rural Farm Family Development Officers, has been selected.

II. OBSERVATIONS AND FINDINGS

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Preview of Films

A large number of films on nutrition are available from the Food and Nutrition Information Center, and many films on population can be obtained from the Agency for International Development (AID) and private organizations; however, few of the films are appropriate for rural village audiences in Jamaica. The consultant screened a highly recommended film, Me Too, which was produced by Decade Media, Inc. This film was reviewed by the workshop participants. Considered to be an appropriate film, Me Too, it was thought, should be viewed and discussed in Jamaica. The audio portion of the film is difficult to understand and must be corrected. Two other films from Decade Media, Inc., The Oberlin Report and The Hermitage, were reviewed also. They will be used to a limited extent in village programs.

Modeled on the USDA Extension Service's multi-media nutrition program, Mulligan Stew was highly recommended and discussed with the program coordinator. Use of this film will be discussed further as the mobile unit project gets under way.

The consultant prepared a list of recommended films for the Jamaica trip. A copy of that list is attached as Appendix B.

Agency Support

It was obvious that the Ministry of Agriculture home economics program coordinator and USAID personnel closely coordinate and support each other's work. The National Family Planning Board also seems to be collaborating, although recent staff changes and financial authority have caused some delays.

MOA Extension Division officials expressed their interest in and support of the home economics program and the development of the mobile unit project during preliminary briefings in Kingston at the opening and closing programs of the workshop.

Morale among home economics officers has improved and the number of staff has increased since the last consultation visits in 1979 and 1980. The increase in staff positions (4 regional officers, 13 parish officers, and more than 40 field officers) has been approved, the government positions have been upgraded, and the Rural Farm Family Development Program has been included as a line-item in the MOA budget. These are significant indicators of increased recognition of and stability in the Extension Division of the Ministry of Agriculture.

Planning and Coordination

Planning for the training program progressed smoothly and step-by-step. The program coordinator discussed the plans with AID officials before the consultant arrived. The program coordinator's positive attitude, organizational ability and cooperation, and previous experiences in working with others contributed to a successful working relationship with the consultant. Good office support was provided to prepare materials.

Workshop supplies were purchased. The cost of paper and materials to prepare visual aids was high, but the expenditure of funds for these materials was necessary.

Opening of Workshop

The formal opening of the workshop was held at the Eltham Training Center, more than a two-hour drive from Kingston. Ten MOA officials, two representatives from the Office of Womens' Affairs, and one representative each from the MOA Integrated Rural Development Project, USAID, and the Peace Corps attended the ceremony. The speakers for the program stressed coordination and teamwork.

General Direction of Workshop

Of the 36 participants who are field workers, 18 had attended the earlier introductory workshop in the use of the manual Working with Villagers, which was held in March 1979. It was a challenge to present new learning activities which would reinforce the basic techniques which the "returnees" had learned and introduce techniques to new staff. Small work groups were formed, different tasks were assigned to the groups, and experienced workers were used as models, demonstrators, and discussion leaders.

The schedule for the program (see Appendix C) allotted sufficient time and included enough activities to enable both planners and participants to meet their objectives. Individuals acquired practical experience in leading discussions--a slow, tedious activity that was successful because the focus on techniques changed constantly and the groups offered constructive criticisms and support. The activity should be repeated if the workshop is conducted again.

The facilities at Eltham Training Center and the flexible classroom setting were ideal for sessions in group-building and participatory techniques.

Learner-Defined Skills, Needs, and Workshop Objectives

A skills assessment (see Appendix D) was conducted at the beginning of the workshop to determine how workers evaluated their abilities and what areas they identified for improvement. The participants did not have a clear idea of what a field worker's skills are; they referred more frequently to skills in home economics than to skills in working with people. This was a significant activity, for it revealed how the participants perceived their position (assessments were based on popular requests and were not problem-oriented), and how they rated themselves.

The participants rated their abilities highly and did not perceive a need for improvement. Their responses may have been realistic, but the consultant wonders whether the rating scale was misinterpreted, whether the participants understood the tool, and whether other influences may have affected the ratings. The ratings of actual abilities and skills observed in the workshop sessions and reported in evaluations of job performance do not correlate with the participants' high ratings in working with groups, communicating, using visuals, etc.

The assessment of skills and job performance is an important part of a comprehensive evaluation. Thus, the assessment should be repeated before the mobile unit project is initiated. It should be preceded by a discussion on the skills of field workers. A more formal written format should be used. The skills that have been identified as essential to the successful operation of the mobile units should be assessed.

A "mathematical approach" to setting workshop objectives was used. It was a successful method for group participation. Although the participants were accustomed to setting objectives, they gave the activity a high rating as a new learning experience (see daily reaction sheets, Appendix H).

The participants developed a comprehensive, specific list of what they expected to learn. The learner-defined expectations were covered in the objectives of the planners; other expectations will be addressed at the second workshop on the use of the mobile units (see Appendix E).

What Learning Is

In discussions and investigations by individuals and groups, the differences between didactic teaching and discussion and participatory and mutual learning were identified. Many of the concepts seemed to be new; many in the group had been trained to be, and were concerned about being, a good teacher and lecturer. The consultant observed practice sessions and concluded that more reinforcement of and practice as discussion leaders are needed.

Site Visits and Community Profiles

The training to work with villagers emphasized familiarity with the villagers and the identification and verification of problems. The activity involving site visits was expanded when training for the mobile unit project began. Following the group presentation and discussion of anticipated needs and techniques for assessments and interviews, the visits to two community sites, and the discussion of the results, the participants seemed to be more confident and competent to develop community profiles, and they rated the activity highly in the daily reaction sheet. In addition, a practical and comprehensive outline of a community profile was developed (see Appendix F). This profile will become part of the base-line information for the evaluation of the mobile unit project.

Resource Materials

The primary reference for this field-worker training was Working with Villagers. The manuals which were developed by the International Family Planning Project of the American Home Economics Association were familiar to half the group; some of the officers indicated that they had been using some of the prototype lessons in their work in the field. Regional officers and parish officers each had a copy of the Trainers Manual, which includes instructions for most workshop activities. All the participants received a copy of the manual Prototype Lessons and the field-work edition of the Media Resource Book. Unfortunately, the Media Resource Book does not include all the instructions for drawing, lettering, or poster design. Copies should be made of those sections and distributed to the participants. The prototype lessons provided good models which the participants could practice with ease and then modify as they developed new lessons for the mobile unit project.

Review of Family Planning Concepts and Integration of Family Planning and Home Economics

The review of family planning concepts is a modified version of an activity in the Working with Villagers manual (Training Units II and VI). It included a two-hour overview of family planning motivation, sex education, and birth control methods by a participating Peace Corps volunteer who is trained in reproductive physiology. Group discussion followed, and the differences between family planning and sex and population education concepts were analyzed, constituting a review of the overview. Those persons who have just become home economics officers have had limited training in family planning and sex education, and they do not seem to be as confident or competent as some of the more experienced officers, who found the activity too repetitive for them. Although the overview was needed to establish a common base for all participants, additional and more intensive

training should be offered to all workers. Such training is important because interaction with the villagers who are being motivated, educated, and counseled is increasing.

As the final step in this activity, sample lesson outlines based on villagers' problems were written. All the participants thus acquired some practical experience in integrating family planning, sex education, population education, and nutrition concepts into a single, integrated lesson based on a village's problems. The topics for the sample lessons were poor sanitation in the home, infant malnutrition, and the high percentage of malnutrition in children up to five years of age.

Creating Effective Lessons

This activity, which shows the parallel between good lesson development and format and forward-thinking (Training Unit VI), is a simple, practical approach to setting objectives, selecting content, and sequencing a lesson that is based on real problems. More than 50 percent of the workshop participants rated this activity "most useful" in their daily reaction sheets. A crucial lesson, it provided a basis for developing new lessons for the mobile unit. Later use of the approach to write new lessons showed that it was successful.

Techniques to Develop Questions, Lead Discussions, Give Feedback, and Critique

This series of training units (Training Units VIII and IX, plus additional activities developed by the consultant) focused on the understanding, development, and practice of good skills to facilitate participatory learning. Although these activities were accepted, the field workers will need practice and reinforcement to become highly skilled in these techniques.

The discussion on critiquing was especially useful, furthering group-learning through the practice of prototype lessons. In earlier review sessions, field workers tended to launch personal attacks and negative attitudes were observable in practice sessions. However, the consultant noted that in this discussion on critiquing, a list of criteria was prepared and the group practiced good techniques.

Presentation of Prototype Lessons

Seven working groups were formed. The three groups of experienced workers demonstrated two prototype lessons at the beginning of the workshop, presented lessons on teaching methods, and then concentrated on the creation

of new lessons for use in the mobile unit project. The group identified possible topics for lessons and later in the workshop developed certain topics into new lessons which were then presented to the other participants for their review (see Appendix G).

The four groups of new workers prepared and practiced the prototype lessons in the manual Working with Villagers. These lessons also were critiqued by the group. During the practice sessions, discussion techniques and open questions, use of visual aids and other teaching methods, the group setting, and feedback were emphasized. Although the practice sessions were tedious and lengthy, they were worthwhile, for each worker had an opportunity to improve his or her abilities and to acquire confidence. As part of the practice sessions, a "field test" was made. Three lessons were presented to approximately 40 women from a nearby community. The results of the experiment were convincing evidence of the effectiveness and applicability of the content and techniques of the prototype lessons.

Teaching Aids

One day of activities was devoted to basic drawing, simple lettering, poster design, and the construction of portable easels. These activities helped to reinforce and improve the abilities of field workers to make low-cost, simple, easy, and effective visual aids which can be used to advertise meetings and to illustrate lessons on the mobile unit project. Unfortunately, there was insufficient time for presentation and practice; consequently, the activities were not so successful as they might have been. Although efforts were made to apply the skills in the practice sessions using the prototype lessons, participants preferred to use flannelgraph figures.

A final project in poster design and group-critique concluded the day's work. Participants learned how to apply new lettering and simple figures to create attractive teaching tools. As the results of this final project showed, the trainees improved their application of the lessons.

Demonstration of Youth and Sex Flipchart

A tutor from the Social Welfare Department of the University of West Indies (UWI) demonstrated the use of the new flipchart, "Youth and Sex," which each participant received. The flipchart provides useful information and drawings on adolescent needs and behaviors. Following the presentation, the participants developed seven new lessons using various sections of the flipchart. The participants seemed to be surprised that the flipchart could be used in so many ways. It is a comprehensive teaching tool. There are no suggested guidelines for its use, except those presented in the lecture on the flipchart. In dividing up the flipchart, the participants acquired practical experience in writing lessons in the format of the

prototype lessons. They also saw the need for specific, short lessons based on open discussions and use of the flipchart as a tool.

Final Evaluation

The participants evaluated the workshop favorably. Ninety-one percent concluded that it met their needs. Thirty-eight percent rated it a "very worthwhile experience," and 55 percent said it was a "good worthwhile experience." Sixty-one percent of the participants said they were "interested"; 63 percent agreed that they "took an active part"; 44 percent were "more confident"; 55 percent "learned a lot"; 50 percent were "more certain"; and 5 percent were "bored."

The objectives of the workshop which received a rating of "4" or "5" by 75 percent of the participants (on a scale of 5 - 0, with "5" meaning "totally achieved") were:

- 1 - Develop skills in writing lessons to be used in mobile units.
- 2 - Plan and use low-cost audiovisual aids, including family planning kits.
- 3 - Develop new skills and become more proficient in working with villagers.
- 4 - Develop tools and techniques to evaluate the effectiveness of programs and lessons.
- 9 - Gain knowledge and develop self-confidence in the use of methods of presentation, including simple demonstration techniques.
- 11 - Plan and write simple lessons in family planning and nutrition that can be used by different personnel, including group leaders, to meet the specific needs of individuals in the community.
- 12 - Be able to spread nutrition messages more effectively.
- 13 - Learn how to communicate more effectively in rural communities.

The objectives which were rated by at least 50 percent of the participants as "4" or "5" were:

- 5 - Improve skills to motivate rural men and women to accept family planning methods.
- 7 - Collaborate with other agencies working in the same field and request their assistance in identifying and solving health problems.
- 8 - Plan for the most effective use and maintenance of mobile units.
- 15 - Be able to identify the contraindications of various contraceptive methods.

It was recognized at the beginning of the workshop that the tenth objective (to educate farm families by using electronic and other mass media to promote radio programs for villagers) and the seventh, eighth, and fifteenth objectives could not be covered sufficiently in this workshop but that they could be addressed in the next workshop.

The workshop objectives were met. The participants provided honest, serious responses during the final evaluation. More than 50 percent of the participants rated the following mechanics as "excellent" or "very good":

Presentations (B. Birker)	30 of 35 responses
Materials	21 of 35 responses
Opportunity to Express Ideas	26 of 35 responses

More than 50 percent of the participants rated the following mechanics as "good," "fair," or "poor":

Presentation (guest lecture)	19 of 35 responses
Small Group Activities	15 of 35 responses
Facilities	23 of 35 responses
Daily Evaluations	26 of 35 responses
Length of Workshop	22 of 35 responses

Comprehensive Evaluation Design

Although assistance was requested to develop the evaluation system, little time was available for planning discussions. The system was not developed. Following preliminary discussions, the consultant spent one day outlining the evaluation design and developing a set of recommendations, including the indicators listed in Appendix I.

III. RECOMMENDATIONS

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Assessment of Staff Skills

Based on the findings of the workshop, it is recommended that the activity be repeated following modification of the approach (to make the workshop more formal) and the preparation of a written evaluation form which the participants would complete. The skills of field workers need to be clarified. In measuring an evident change in skills, participants should base their assessments on those skills which they believe are needed to implement the programs of the mobile units. (This would include assessments of the use of audiovisual equipment, organizational abilities, etc.)

Resource Materials

Workshop activities were based--successfully--on the use of the manual Working with Villagers. The objectives of the training units were appropriate and comprehensive. Written materials for each participant were crucial, ensuring the smooth, involved participation of all staff. Staff have become familiar with the materials and are more likely now to use them in their field work. Copies of the instructions for the media resource manual are needed; they were not included in the edition for field workers which most participants received.

Family Planning Training

In the section entitled "Review of Family Planning Concepts and Integration of Family Planning and Home Economics" (see Chapter II), the author described the workshop activity. The consultant observed that participants often referred to a nurse and generalized family planning concepts (motivation as well as discussion of methods) in their lessons. She recommended, therefore, that home economics officers receive more training in family planning. The training should include more practice-sessions to enable the officers to gain confidence and obtain correct information. Basic training (which probably should last one week) should be provided to all new staff and to those who want a refresher course. Monthly or quarterly in-service training by the Peace Corps volunteer and other professionals should be provided for support and reinforcement. The trainers should recommend how trainees should act in special situations in communities. There will be more need for such training as the project progresses and as workers begin to assume increased responsibilities to motivate, educate, counsel, and document family planning acceptors.

Youth and Sex Flipcharts

The flipcharts on adolescent sexuality are a valuable and important tool for home economics officers. It is important that the workers practice using the flipcharts as tools to illustrate the key points in their discussions, and not as the "lessons" of their lectures. The flipcharts are comprehensive, but there are no guidelines for their use. The discussion guides which were developed during the workshop and the additional guides which are to be developed will be needed to ensure effective use of the flipcharts.

New Lessons

As a result of the work sessions and group critiques, 17 drafts of new lessons were submitted. The consultant recommends that a task force of regional home economics officers, several parish officers, and other specialists be formed to design a uniform format for the lessons, refine the drafts that have been prepared, and develop additional lessons. It is hoped that in other lessons more innovative themes and techniques will be used.

Use of Peace Corps Volunteer

A Peace Corps volunteer who has been trained in reproductive physiology and who has participated in the WWV workshop is available for assistance. The volunteer should be considered a "specialist" and attached to the mobile unit project to provide in-depth in-service training for the mobile unit teams, support and guidance (by periodically visiting the mobile units and participating in the regional quarterly assessments), and consultations that are requested by home economics officers and regional and national officers. Through scheduling, this part-time assistant could be used effectively, without causing the home economics officers, who are accustomed to working independently, to become dependent or resentful.

Future Plans

The subject of the next workshop is the use and maintenance of equipment and vehicles in the mobile unit project. The training session should include men who will be involved in the delivery of educational programs and services. To promote close cooperation, local agencies should be involved in the initial project activities. They could be asked to

participate in the next training workshop, to help develop lessons, or supplements to lessons, which officers have planned, and to help develop appropriate filing systems, referral forms, and reporting systems. To facilitate the training of more persons, training should be conducted in several regions, and not in a single national workshop. Strategies should be developed, and not assumed, to ensure close cooperation among and operation of the units. This activity could be handled also in the next workshop.

APPENDICES

Appendix A
LIST OF CONTACTS

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Mr. Anderson, Extension Agriculture Officer

Mr. Phil Cunningham, Parish Officer, St. Thomas

Mr. Vincent Evans, Regional Extension Director

Mr. Frazier, Extension Agriculture Officer

Ms. Lorna Gooden, Regional Home Economics Officer

Mrs. Viola Gray, Program Coordinator, Day Care Unit, Ministry of Justice, May Pen, Clarendon, Jamaica

Mr. Henry, Parish Officer, Clarendon

Ms. Diane Jaeger, Peace Corps Volunteer, Mandeville, Jamaica

Mrs. Novlet C. Jones, Program Coordinator, Home Economics Production Unit, Extension Division, Ministry of Agriculture, Kingston, Jamaica

Mr. Melvin Kindness, Parish Officer, Trelawney

Ms. Wilhel Lawrence, Acting Regional Home Economics Officer

Mr. Miller, Parish Officer, St. James

Mr. Harvey Miller, Parish Officer, Westmoreland

Mr. Alexander McDonald, Regional Extension Director

Mr. Franklin McDonald, Director, Office of Disaster Preparedness, Office of the Prime Minister

Mr. McPherson, Parish Officer, St. Andrew

Ms. Francesca Nelson, Health, Nutrition and Population Division, USAID, Kingston, Jamaica

Mrs. Joan Patrick, Integrated Rural Development Project, Mandeville, Jamaica

Ms. Daphne Pinnock, Regional Home Economics Officer

Mr. H. D. Ramdet, Regional Extension Director

Mr. Reed, Parish Officer, St. Mary

Ms. Ellie Ross, Office of Women's Affairs

Mrs. Eugene Smith

Appendix B

FILM PREVIEWS AND RECOMMENDATIONS

Appendix B

FILM PREVIEWS AND RECOMMENDATIONS

Review of Films for Mobile Unit Project

I. Equipment

- (a) Consider Singer--self-contained slide projector with screen (also known as a Caramate).
- (b) Consider Dukane--automatic sound filmstrip viewer and projector; U.S. \$480.
For more information contact:

John Stewart
Dukane Corporation
Audio-visual Division
2900 Dukane Drive
St. Charles, Illinois 60174

II. Family Planning Films

- (a) From UNFPA or Decade Media Inc., 30 E. 42nd Street, New York, N.Y. 10017:

Me Too (U.S. \$300). Written by a Caribbean playwright and featuring the People's Action Theatre of Dominica. An amusing, fictional filmstrip that encourages men to take a more active role in family planning. A 16mm, 29-minute color film is accompanied by the Guide to the Film, which includes questions to stimulate discussions, a family planning questionnaire, and a list of reference materials (based on the Jamaican booklet, "Guidelines to Sexual Behaviours," Bureau of Health Education). Also includes words to theme song, "Change of Way."

(Note: This is a series of three films; the others are The Oberlin Report and The Hermitage--Another Way to Preschool Child Care. I would not recommend the use of these two films for mobile unit use in rural communities.)

Film previewed in July 1980. Also previewed by two Jamaican colleagues, Alma Smith and Thelma Stewart.

- (b) From George Washington University, Aube Center, Aube, Virginia 22186 (through USAID contracts):

Social Marketing

A 22-minute film on process used to develop commercial retail sales in Jamaica, El Salvador, and Bangladesh.

Question of Choice

A 23-minute film which documents the growing demand for voluntary surgical contraception worldwide.

Take Me Once a Day

A slide show which features "Phil, the Pill" and which is devoted to an explanation of how oral contraceptives work to prevent pregnancy.

About Loving*

A slide show addressed to adolescents to help them recognize their responsibilities as they approach sexual maturity. Good for discussions.

Choosing a Contraceptive Method*

A slide show which discusses the 10 leading methods of contraception; provides information on the advantages and disadvantages of each method.

- (c) From Pan American Health Organization, Public Information Office, 525 Twenty-third Street, N.W., Washington, D.C. 20037 (available for loan from U.S. office; may also be available from Ministry of Health):

Family Plan*

A 12-minute, 16mm color film which is humorous and contains cartoons, light music, and sound effects to teach the basics of family planning.

- (d) Other films distributed through AID mission (most likely under distribution of National Family Planning Board):

Slides: The Pill is Safe

Films: Male Sterilization

Female Sterilization

Television Spots: Oral Contraceptives

Male Sterilization

Female Sterilization

- (e) From National Family Planning Board (possibly used previously by group):

Children by Choice

We Are Jamaica

Adolescent Love and Maturity*

Summer Fever*

A Family Talks About Sex*

Are You Ready for Sex*

III. Nutrition Films

- (a) Mulligan Stew

A multi-media, "jazzy" series in nutrition education for school-age children by Extension Service, USDA, USA. Promotional slides are available; the six half-hour programs are available in 35mm film. The lesson includes "Look Inside Yourself," "The Great Nutrition Turn-On," "The Flim Flam Man," "Getting It All Together," "Countdown 5-4-3-2," and "The Pacer That Lost His Edge." It includes 12 original songs, puppets, lively kids, and the theme song "You Gotta Eat Right."

Supplementary pieces include an activity book, do-it-yourself projects and games, songs, 4-4-3-2 badge, a membership certificate, posters, television spot-announcements, bumper

stickers, etc. The film is aimed at children between 9 and 12 years of age and can be used in public school health and nutrition classes; it also can be coordinated for groups in the communities.

I highly recommend this multi-media kit as a model for what can be done to use and promote the mobile-units project. My suggestion would be to borrow the materials from USDA, evaluate them to identify those pieces that are appropriate, and consider purchasing the films, or accepting them as a donation from a state which no longer uses the materials. My greatest concern is that there is a strong (30-40 percent of the content) influence of multi-ethnic, urban U.S. children. I question the identification remake that rural Jamaicans would feel toward this.

- (b) From Pan American Health Organization (see page B-2):

Food For Health*

8-minute color film done in 1974; part animation and part photography, focused on the ABCs of nutrition, basic facts, and how health education can help improve food habits; stresses that hunger and malnutrition will be solved only by better food production distribution.

- (c) From Consumer Center Film Library, General Mills, Box 1113, Minneapolis, Minn. 55440:

Food as Children See It* (filmstrip)

How Food Becomes You

- (d) From Vitamin Information Bureau Inc., 383 Madison Avenue, New York, N.Y. 10017:

The Beginning of Life - How a Baby Develops Before Birth
(filmstrip)

Forty-four pictures and a filmstrip commentary provide information on the role of essential nutrients during prenatal life, etc.

- (e) From Food and Nutrition Information Center, National Agricultural Library Building, Room 304, 10301 Baltimore Boulevard, Beltsville, Maryland 20705:

Books and audiovisual materials from around the U.S.; catalogue available from Oryx Press, Audiovisual Resources in Food and Nutrition; an annotated list of resource materials at the center. A copy has been ordered for Jamaica and should be arriving soon.

- (f) From Eye Gate Media Inc., 146-01 Archer Avenue, Jamaica, N.Y. 11435:

Filmstrips and cassettes from New Jersey Nutrition Van Program: Eating Health Meals Each Day and Eating Right Can Be Fun

From Learning Seed Co., 145 Brentwood Drive, Palatene, Ill. 60067:

Instant Energy Sugar-Coated Nutrition Kit

Multi-media kit on common snacks and fast foods.

From Walt Disney Educational Media Co., 500 S. Buena Vista Street, Burbank, Ca. 91521:

Winnie the Pooh - Nutrition and You: Balance Diet

Through six filmstrips, Pooh is encouraged to change his eating habits by including a variety of foods.

From the Polished Apple, 3742 Seahorn Drive, Malibu, Ca. 90265:

The Snacking Mouse

From McGraw Hill Book Co., P.O. Box 11045, Newark, N.J. 07101:

Food and You Series

Set of four filmstrips about identifying foods, where food comes from, voyage to Planet Health, fruit and vegetable birthday party. Food ideas for classroom and primary children.

- (g) From Daily Council of the Upper Chesapeake Bay Inc.,
202 Carroll Building, 8600 LaSalle Road, Towson, Maryland
21204:

Quizmatic table-top exhibit with interchangeable quiz cards. A portable and battery-operated display has quiz cards on material on nutrition, dental health and nutrition, nutrition for the elderly, and food and nutrition. (I believe additional, appropriate quiz cards can be made to fit the quiz board.) When the correct terminal is touched with a wired pointer, a symbol for the correct response lights up.

- (h) From EFNEP Program, University of Maryland, (Mardelle Armstutz, Program Specialist, Extension Home Economics, University of Maryland, College Park, Md.):

- games booklet;
- 10 lessons, including poster ideas and puppet-show scripts.

IV. Health

- (a) From Pan American Health Organization (see Page B-2):

Health For All - Sankofa, Tradition and Development*

45-minute color film showing the interdependence of development and community involvement in Ghana.

V. Other Resources and References to Receive Notice of New Audiovisuals

- (a) From World Neighbours, 5116 North Portland, Oklahoma City,
Oklahoma 73112:

Soundings from Around the World (newsletters)

- (b) From International Women's Tribune Center, 305 E. 45th Street,
New York, N.Y.:

Newsletter #14 - Women and Media

- (c) From Population Information Program, Johns Hopkins University, 624 N. Broadway, Hampton House, Baltimore, Maryland 21205:
Population Reports Newsletter (Series 1, Number 23; films on family planning programs)

- (d) From Friend Enterprise Inc., St. Paul, Minnesota 55164:
Vegimals - T-901 and T-902 (bulletin board cutouts)

- (e) From Clearinghouse on Development Communication, 1414 22nd St., N.W., Washington, D.C. 20037:
Development Communication Report Newsletter

* Not viewed by author.

Appendix C

SCHEDULE FOR WORKSHOP PROGRAM

Appendix C

SCHEDULE FOR WORKSHOP PROGRAM

Sunday, May 17

Arrive Eltham Training Centre

Monday, May 18

8:30 a.m.

Welcome and Introductions

10:00 a.m.

Official Opening of Workshop

3:00 p.m.

General Directions of Workshop

Definition of Participants' Needs
and Objectives

What is Learning?

3:30 p.m.

Getting to Know the Villager

Identifying and Verifying Problems

Tuesday, May 19

8:30 a.m.

Interview Techniques

Site Visits

Discussion of Site Visits

Development of the Community Profile

2:00 p.m.

Review Resource Materials

Review of Family Planning, Population
Education, and Sex Education Concepts

Wednesday, May 20

8:30 a.m.

Review Integrated Family Planning and
Nutrition Concepts

Creating Effective Lessons

Demonstration of Prototype Lessons

Wednesday, May 20 (cont.)

2:00 p.m.

Participatory Education and Teaching
Adults: Problem-Solving Approach

Increasing Learner Involvement

Assignments and Preparation of
Prototype Lessons

Thursday, May 21

8:30 a.m.

Leading Discussions

Criteria for Critique

Presentation of Prototype Lessons

2:00 p.m.

Presentation of Prototype Lessons

Demonstrations of Teaching Techniques:

- Talks
- Demonstrations
- Home Visits
- Problem Dramas
- Use of Pictures

Friday, May 22

8:30 a.m.

Demonstration of Reinforcing Learning

Producing Teaching Aids:

- Simple Drawings
- Freehand Lettering
- Designing a Poster
- Making Portable Easels (new group)

Creating New Lessons (experienced group)

Monday, May 25

National Holiday

Tuesday, May 26

8:30 a.m.

Finalization of Posters

Adapting Lessons and Creating New Lessons

Demonstration of Youth and Sex Flipcharts,
UWI Tutor

Tuesday, May 26 (cont.)

2:00 p.m.

Planning for Field Test

Preparation of Prototype Lessons
Using Youth and Sex Flipchart

Wednesday, May 27

8:30 a.m.

Presentation of Prototype and New
Lessons

Field Test of Three Prototype Lessons
with Community Women

Discussion of Field Test

Presentation of Prototype and New
Lessons

Thursday, May 28

8:30 a.m.

Presentation of New and Prototype
Lessons and Critique

Preparation of New and Prototype
Lessons

Discussion of Van Project and Special
Adaptations

Friday, May 29

8:30 a.m.

Presentation of New and Prototype Lessons

Presentation of Final Posters

Summary of Workshop Activities

Final Evaluation

2:30 p.m.

Closing Ceremony

Appendix D
SKILLS ASSESSMENT TOOL

Appendix D
SKILLS ASSESSMENT TOOL

Questions Used in Tool

1. Describe five of your best skills used as a home economics officer in the field.
2. Describe five skills for working with rural families which you would like to develop or improve.
3. Describe your educational background:
 - a. education received
 - b. previous training workshops attended
 - c. number of years working as a home economics officer.
4. Describe some of the experiences you have had in your work that were about family planning (or the lack of it) in which you wish you had had more skills or information.
5. Describe some of the experiences you have had with farm families that were about nutrition or malnutrition in which you desired more skills or more information.
6. Rate community worker skills (scale: 1 - 5):
 - a. PLANNING
 - Writing Plan of Work
 - Setting Objectives
 - Writing Lessons
 - Determining Teaching Methods
 - Identifying Resources
 - Fitting Needs of Audience.
 - b. MOTIVATING AND PROMOTING YOUR PROGRAM
 - Assessing Community Needs
 - Assessing Individual Needs
 - Inviting Friends and Contacts
 - Inviting Strangers
 - Identifying Community Influences and Leaders
 - Identifying Barriers and Resistance
 - Choosing Best Place
 - Choosing Best Time
 - Getting People to the Program
 - Communicating Expectations.

c. PRESENTING THE ACTIVITY

Communication Skills of Individuals
Communication Skills with Groups
Listening Skills
Feedback Skills
Organizing Materials
Use of Audiovisual Aids
Gaining Confidence of Families
Conducting Demonstrations
Conducting Home Visits
Discussing Family Planning Motivation
Discussing Nutrition for Mothers
Discussing Family Planning Methods
Discussing Breastfeeding
Discussing Nutrition for the Children
Offering Referrals to Other Community Agencies.

d. EVALUATION

Conduct Pre- and Posttests on Lessons
Ask for Feedback after Lesson.

e. FOLLOW-UP

Continue Contacts
Provide New Programs to Attract Same People
Provide Same Program for New Participants
Doublecheck that Referrals Are Successful.

Appendix E
WORKSHOP OBJECTIVES

Appendix E

WORKSHOP OBJECTIVES

General Objectives

1. Improve skills for effective motivation and teaching of rural men, women, and adolescents to ensure that they learn and receive "value" for learning experiences in their communities.
2. Introduce and review basic concepts of family planning, home economics, population education, and nutrition.
3. Familiarize participants with the contents and application of educational materials and low-cost visual aids, and the relationship to their work activities with the mobile units.
4. Review and practice the prototype and adapted lessons.
5. Develop, practice, and test appropriate new lessons and visual aids that will be based on the needs and problems of communities where the mobile units will work.
6. Practice using the techniques and tools to measure and document the effectiveness of the program (including site visits to assess needs, problems, and habits).
7. Stimulate and plan future family planning and nutrition activities to be incorporated into the mobile unit project.

Participant-Defined Objectives

1. Develop skills in writing lessons to be used in mobile units.
2. Plan and use low-cost audiovisual aids, including family planning kits.
3. Develop more skills and become more proficient in working with villagers (including communicating more effectively).
4. Develop tools and techniques to evaluate effectiveness of programs and lessons.
5. Improve skills to motivate rural men and women to accept family planning methods.

6. Find alternative approaches to the teaching of family planning.
7. Collaborate with other agencies in the field and request their assistance in identifying and dealing with health problems.
8. Plan for most effective use and maintenance of mobile units.
9. Gain knowledge and develop self-confidence in methods of presentation, including simple demonstration techniques.
10. Educate farm families through electronic and other mass media; promote radio programs designed for villagers.
11. Plan and write simple lessons in family planning and nutrition to meet specific needs of individuals in the community that can be used at different levels, including group leaders.
12. Be able to spread nutrition messages more effectively.
13. Communicate more effectively in rural communities.
14. Identify contraindications of various contraceptive methods.
15. Organize long-term plans to obtain full participation and maintain interest of group members.

Appendix F

OUTLINE OF COMMUNITY PROFILE

Appendix F

OUTLINE OF COMMUNITY PROFILE

Questions To Ask For Community Needs Assessment In Mobile Unit Project

- I. Population Size
 - Average Number of Children/Family
 - Profile of Age Ranges in Community
- II. Occupations
 - A. Men
 - B. Women
- III. Religions
- IV. Literacy Rate
- V. Educational Level of Most Persons
- VI. Customs and Beliefs
- VII. Informal Meeting Places in the Community
- VIII. Availability for Meetings
 - A. How many would come in morning?
 - B. How many would come in evening?
 - C. When is the best time to visit school classes?
 - D. When is the best time to visit clinics?
- IX. Nutritional Practices
- X. Level of Family Resources
 - A. Employment
 - B. Other sources
- XI. Community Structure
- XII. Practice of Family Planning

XIII. Housing Conditions

XIV. Water Supply and Sanitation

XV. Utilities

A. Lights

B. Telephone

XVI. Other

Appendix G
NEW LESSONS

Appendix G

NEW LESSONS

Problems and Topics Identified for New Lessons

- I. Malnutrition in Children 3 - 6 Years Old
 - A. Proper Diet in the School
 - B. Proper Diet in the Home
 - C. Including More Protein, Calcium, and Vitamins in Diet
 - D. Signs of Well-Nourished Children
 - E. Obtaining Proper Amounts of Healthy Foods
 - F. Preparation of Good Foods
- II. Malnutrition in Children 0 - 3 Years Old (infants)
 - A. What to Use For Weaning Foods
 - B. When to Introduce Weaning Foods
 - C. Preparation of Weaning Foods
 - D. Understanding Eating Habits of Children
- III. Pregnant and Lactating Mothers
 - A. Teenage Pregnancies: Nutritional Needs
 - B. Proper Food to Avoid Anemia
 - C. Special Nutritional Problems During Early Pregnancy
 - D. New Methods of Preparing Commonly Disliked Foods
- IV. Pregnancy During Lactation
 - A. Teenage Nutrition
 - B. Social Needs
 - C. Family Relationships
 - D. Family Life Education: Sex Education, Sexuality, and Concept of Self-Worth
- VI. Teenagers and Children
 - A. Relatives' Understanding of Needs of Teens and Children
 - B. Developing Relationships with Older Relatives
- VII. Food Production
 - A. Vegetable Gardening, Dark Greens, and Legumes
 - B. Small Livestock
 - C. Tree Crops
 - D. Preparation of Garden Foods
 - E. Preservation of Garden Foods

New Lessons Developed and Critiqued by Group

- I. Nutrition for Pregnant and Lactating Mothers
- II. Nutritional Needs of a Pregnant Teenager
- III. Anemia
- IV. Diabetes
- V. Diets in the Home for 3-6-Year-Old Child
- VI. Food Production Plan
- VII. Weaning Foods
- VIII. Food Preservation
- IX. Clothes for the Family
- X. Personal Hygiene
- XI. Youth and Sex
 - A. Puberty and Adolescence
 - B. What is Adolescent Sexuality?
 - C. Sexual Energy Alternatives
 - D. Personal Standards, Values, and Goals
 - E. Responsibilities of Creating a New Life
 - F. How Sex can be Destructive for Youth
 - G. How Sex can be Creative for Youth

Appendix H
EVALUATION TOOLS

Appendix H
EVALUATION TOOLS

- I. Daily Evaluations: WORKSHOP REACTION SHEET (attached)
- II. Evaluation of Practicing Lessons: CHECKLIST FOR ASSESSING PARTICIPANT LESSONS (attached)
- III. FINAL EVALUATION (attached)

Date _____

WORKSHOP REACTION SHEET

1. Describe below two specific things you feel you learned today.

1.

2.

2. Of the topics and activities in today's program, which were the most useful to you?

3. Of the topics and activities in today's program, which were the least useful to you?

4. How do you feel about the workshop today?

Bored	_____	Interested	_____
Took Active Part	_____	Did Very Little	_____
Confident	_____	Frustrated	_____
Learned Little	_____	Learned A Lot	_____
Confused	_____	More Certain	_____

5. How could the organization at the workshop be improved?

Accommodations _____

Food _____

Activities _____

6. Any other comments?

CHECKLIST FOR ASSESSING PARTICIPANT LESSONS

	<u>Yes</u>	<u>No</u>
1. Lesson incorporates at least one family planning idea.	___	___
2. Lesson focuses on one or two specific problems.	___	___
3. Open-ended discussion questions are included.	___	___
4. Objectives are clearly stated.	___	___
5. Objectives clearly relate to problems.	___	___
6. Content for objectives is appropriate	___	___
7. Lesson incorporates at least one way to actively involve participant.	___	___
8. In general, the lesson can be described as "participatory" rather than "didactic."	___	___
THE VISUALS IN THE LESSON:		
9. Relate to the subject matter.	___	___
10. Reflect the conditions and concerns of villagers (i.e., figures look familiar).	___	___
11. Are large enough to be seen by a group of 11-25.	___	___
12. Illustrate major points.	___	___
13. Use color to add interest and increase realism.	___	___
14. Are not too many; not too few.	___	___
15. Help clarify abstract ideas.	___	___

FINAL EVALUATION

I. Working with Villagers Workshop

1. Check the word that best describes the workshop.

___ Too Advanced ___ Ok For My Needs ___ Too Basic
___ Did Not Meet My Needs

2. Check the word to describe how worthwhile this experience was.

___ Very Good ___ Good ___ Slightly Good ___ Not At All Good

3. Check the word that describes how you felt about the overall workshop.

___ Bored	___ Interested
___ Did Little	___ Took Active Part
___ Frustrated	___ Confident
___ Learned Little	___ Learned A Lot
___ Confused	___ More certain

II. Workshop Objectives

Please indicate with an x the degree to which your group expectations were met (5 = totally achieved, 1 = not achieved).

1. Develop skills in writing lessons to be used in mobile units.

5 ___ 4 ___ 3 ___ 2 ___ 1 ___

2. Plan and use low-cost audiovisual aids, including family planning kits.

5 ___ 4 ___ 3 ___ 2 ___ 1 ___

3. Develop new skills and become more proficient in working with villagers (including communicating more effectively).
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
4. Develop tools and techniques to evaluate effectiveness of programs and lessons.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
5. Improve skills to motivate rural men and women to accept family planning methods.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
6. Find alternative approaches to the teaching of family planning.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
7. Collaborate with other agencies in this field and request their assistance in identifying and dealing with health problems.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
8. Plan for most effective use and maintenance of mobile units.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
9. Gain knowledge and develop self-confidence in methods of presentation, including simple demonstration techniques.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
10. To educate farm families through electronic and other mass-media to promote radio programs designed for villagers.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
11. Plan and write simple lessons in family planning and nutrition to meet specific needs of individuals in the community that can be used at different levels, including group leaders.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____
12. Be able to spread nutrition messages more effectively.
5 _____ 4 _____ 3 _____ 2 _____ 1 _____

13. Show how to communicate more effectively in rural communities

5 _____ 4 _____ 3 _____ 2 _____ 1 _____

14. Organize long-term plans to obtain full participation and maintain interest of group members.

5 _____ 4 _____ 3 _____ 2 _____ 1 _____

15. Identify contraindications of various contraceptive methods.

5 _____ 4 _____ 3 _____ 2 _____ 1 _____

III. Content of Workshop

1. Of the workshop activities, which were most helpful to you as a home economics officer?

2. Describe how the activity will help you in your work.

3. Of the workshop activities, which were least helpful to you?

4. How would you improve the activities of this workshop?

IV. Mechanics

Please check in the appropriate column your rating of this workshop.

Excellent Very Good Good Fair Poor

a. Presentations:
 Bonnie Birker
 Guest Lecturer (Youth
 and Sex)
 Work Group

b. Materials--Working with
 villagers

Mechanics, cont.

Excellent Very Good Good Fair Poor

- c. Small Group Activities
 - d. Facilities
 - e. Daily Evaluation
 - f. Opportunities to Express Ideas
 - g. Length of Workshop
- V. Other Comments on Improvement Needed for Future Workshops on the Mobile Units.
- VI. Assessment of Community Worker Skills

Please note each item in the column to indicate how you would rate your skills as a rural farm family development officer following this workshop.

Use the following descriptions for your ratings:

- 1 = High Ability
- 2 = Medium Skill Ability
- 3 = Low Skill Ability
- 4 = Ability Which Still Needs Improvement
- 5 = Skill Not Needed
- 6 = No Response

RATINGS

1 2 3 4 5 0

PLANNING

- a. Writing Plan of Work
- b. Setting Objectives
- c. Writing Lessons
- d. Determining Teaching Methods
- e. Identifying Resource
- f. Fitting Needs of Audience

RATINGS

1 2 3 4 5 0

MOTIVATING AND PROMOTING YOUR PROGRAM

- a. Assessing Community Needs
- b. Assessing Individual Needs
- c. Inviting Friends and Contacts
- d. Inviting Strangers
- e. Identifying Community Influences and Leaders
- f. Identifying Barriers and Resistant
- g. Choosing Best Place
- h. Choosing Best Time
- i. Getting People to the Program
- j. Communicating Expectations

PRESENTING THE ACTIVITY

- a. Communication Skills of Individuals
- b. Communication Skills of Groups
- c. Listening Skills
- d. Feedback Skills
- e. Organizing Materials
- f. Use of Audiovisual Aids
- g. Gain Confidence of Families
- h. Conduct Demonstrations
- i. Conduct Home Visits

RATINGS1 2 3 4 5 0

- j. Discuss Family Planning
Motivation
- k. Discuss Family Planning Methods
- l. Discuss Nutrition for Mothers
- m. Discuss Breastfeeding
- n. Discuss Nutrition for Children
- o. Offer Referrals to Other Community
Agencies

EVALUATION

- a. Conduct Pre- and Posttests on
Lessons
- b. Ask for Feedback After Lesson

FOLLOW-UP

- a. Continue Contacts
- b. Provide New Programs to
Attract Same People
- c. Provide Same Program for New
Participants
- d. Doublecheck that Referrals Were
Successful

Appendix I

RECOMMENDATIONS ON EVALUATION DESIGN

Appendix I

RECOMMENDATIONS ON EVALUATION DESIGN

I. Purpose of Evaluation

To measure the use of the mobile unit and to evaluate the effectiveness of the educational and service-delivery components of the program. This will be ascertained by assessing (1) reactions and attitudes of rural families and (2) reactions and attitudes of staff involved.

II. Components of Evaluation Design

- A. Analysis (pre- and post) of the job outreach and performance of home economics officers. (See Appendix D for tool used for the pre-project skills assessment and recommendations for a revised version.)
- B. Site visit which will include needs assessment of nutrition and family planning knowledge and practices of target clientele in each new and old community where mobile unit programs will take place. This will include assessment of daily habits, needs, problems, and information related to delivery of mobile unit program (i.e., time, facilities available, etc.). These data can be used as baseline data for impact assessments. (See Appendix F for tool developed by workshop participants following exploratory site visits in two nearby communities.)
- C. Assessment of training needs of home economics officers. (See Appendix D for this section of the skills assessment tool used at the beginning of the workshop. It will be worth considering if the responses are valid enough or if a reassessment is merited.)
- D. Utilization Profile

A monthly report form was discussed with the program coordinator, and sample forms were left with her. Report should include cumulative data on clientele reached, programs delivered, counseling reports, and distribution of contraceptives.

For home economics officers to collect this information, it is recommended that two working forms be developed as a filing system. One would be a file system of names of all clients to record educational programs, note problems and needs, record family planning acceptance and method

accepted, counseling and follow-up notes. The second would be a file system on counseling and birth control methods distribution and record of referrals. Both systems will need to be available to those community workers in the "team effort."

A quarterly assessment, coordinated by regional home economics officers, will include discussion and analysis of problems with clientele, operations of the mobile units, effective lessons and need for new programs, etc. A summary of these discussions and assessments should be submitted to national-level officials in the Ministry of Agriculture and the National Family Planning Board.

E. Outcome Study

Annual questionnaires should be administered to document use, achievement, factors contributing to success or failure, and new directions of the mobile unit project. Documentation may include a taped collection of success stories. This will be submitted as the annual report.

F. Impact Study

In the final year, an evaluation should be administered to measure the effectiveness of the mobile unit programs as perceived by clientele and extension personnel.

Indicators for this impact evaluation should be based on those problems to which the project addressed itself. They may include:

- number of teenage pregnancies;
- average size of families;
- number of pregnancies among older women;
- national birth rate;
- per capita income of rural families;
- level of income-generation by rural women;
- educational level, including literacy rate in rural areas and attendance at village programs;

- increased delivery of health services in rural areas;
- increased number of contraceptive acceptors;
- increased number of referral agencies;
- mortality rates of infants due to poor nutrition;
- mortality rates of mothers due to poor nutrition;
- number of families showing changed food practices (production and consumption);
- improved food intake records by mothers and children;
- increased employment rates and income levels of rural families;
- decrease in number of families requesting health care due to improved health;
- increased agricultural production; and
- increased requests for educational programs.

Indicators for assessing change among extension staff may include:

- increased training for staff;
- increased number of clientele;
- increased number of communities reached;
- increased referrals and coordination with other services; and
- reports of follow-up and successes.

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