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FINAL REPORT

"COMMUNICATIONS SUPPORT TO DIARRHOEAL DISEASE CONTROL"

CLATES, Rio de Janeiro, Brazil
29 November - 10 December 1982

A workshop sponsored by the PAHO/WHO
Programme for the Control of
Diarrhoeal Diseases (CDD)
and
The Latin American Center for Educational
Technology for Health (CLATES)

Washington, D.C.
13 January, 1983

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INTRODUCTION

Recognizing that the development and production of communications/educational materials is a sine qua non to developing their national diarrhoeal disease control (CDD) programmes, many countries in the Region have requested PAHO/WHO assistance in this area. This need has been confirmed by CDD staff who have also seen that, even where CDD educational materials exist, they are often poorly designed and produced.

As a first step towards providing more support in this area, it was decided to hold a workshop on the development and production of communications/educational materials in support of CDD. The Centro Latinoamericano de Tecnología Educativa para la Salud (NUTES/CLATES), a PAHO/WHO Centre in Rio de Janeiro, Brazil, was felt to be a useful base for a workshop of this kind. It was planned that the course activities should be organized jointly by staff from NUTES/CLATES and PAHO/CDD.

Ten Spanish-speaking countries were invited to send two participants each to the meeting. Participants included physicians, nurses, health educators and artists. The main objectives of the course were to:

- Introduce the idea of applying marketing techniques to health education;
- Consider various methodological issues, including message formulation, the use of focus groups, pretesting and evaluation;
- Produce some prototypic materials;
- Develop a project for the production of CDD-related materials in each country during 1983.

The workshop was conceived as only the first stage in a year-long effort to encourage and support the Region's countries in the development of CDD-related health education materials. Moreover, with its emphasis on the community level, it was felt the workshop should be easily adapted to any area of primary health care.

It is envisaged that the same group of participants will meet again at the end of 1983 to evaluate the progress of their respective projects.

During the year, an exchange of information will take place between the participating countries. Each country will also send regular reports to PAHO/HQ which will then be collated and sent out to the other countries. It is hoped in this way to continue the momentum generated by the initial workshop.

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WEEK ONE

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY OBJECTIVES	DAILY OBJECTIVES	DAILY OBJECTIVES	DAILY OBJECTIVES	DAILY OBJECTIVES
<ul style="list-style-type: none"> Self-introductions: students & facilitators Intro. to course schedule Intro. to CDD Programme Questionnaire Participants' Posters displayed 	<ul style="list-style-type: none"> Intro. to guidelines Intro. to marketing model Read novelli article small groups discuss article practice group presentations with facilitators 	<ul style="list-style-type: none"> Presentations by small groups of marketing steps. Case studies and discussions. 	<ul style="list-style-type: none"> Game: message formulation small groups - 8 messages in panels Role-play pre-testing messages Discussion Summary of message formulation 	<ul style="list-style-type: none"> Review of marketing steps as related to production groups Production groups/ script writing, etc. Plenary on barriers to changing attitudes of those who design materials.
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<ul style="list-style-type: none"> Video-tape of CLATES Tour of CLATES A/V Sector 	<ul style="list-style-type: none"> Discussion of focus group technique Role-play of focus groups 	Lecture: Social promotion of ideas	<ul style="list-style-type: none"> Introduction-how to select appropriate media Division of groups for production Planning in production groups 	<ul style="list-style-type: none"> Production groups. Planning work with artists & technicians
	MINI-EVALUATION		MINI-EVALUATION	

WEEK TWO

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY OBJECTIVES	DAILY OBJECTIVES	DAILY OBJECTIVES	DAILY OBJECTIVES	DAILY OBJECTIVES
Production groups working in conjunction with technicians.	Discussion of article: Community production of materials	(Introduction to task of writing guidelines for project proposal)	Country presentations (continued)	Reminder of main points of project proposals
	Production groups • recording • viewing slide-tapes	Country presentations of finished materials produced in each country.	Formulation of guidelines for project proposals for upcoming year.	Country meetings • Possible plan of action • Personal commitment to first steps
				Presentations of plans and discussion
LUNCH	LUNCH	LUNCH	LUNCH	Production groups - presentations
Plenary discussion on evaluation	Illustrated lecture on visual perception	Country presentations (continued)	Introductory discussion on pre-testing of materials	Production groups - presentations
Readings and discussion on evaluation	Visual presentation of ideas	(TOUR)	Roleplays of pre-testing techniques	FINAL COURSE EVALUATION
	Analysis of a poster		MINI-EVALUATION	
	MINI-EVALUATION			

OUTLINE OF WORKSHOP AGENDA

WEEK ONE

MONDAY (DAY ONE)

MAIN ACTIVITIES

Morning

10:45 - 12:45

- . Self introductions of students and facilitators.
- . Introduction to course schedule and also to the CLATES structure and work.
- . Introduction to the CDD programme.
- . Practical administration (tickets, money, etc.)
- . Participants complete questionnaire designed to find out what their experiences are to date in defining target audiences, developing, producing and evaluating audio-visual materials (see attached "Initial Participant Questionnaire", page 23; "Summary of Responses to the Questionnaire", page 25).

Lunch: Participants arrange posters/leaflets, etc. in a wall display.

Afternoon

2:00 - 5:00

- . Video-tape of CLATES work.
- . Tour of the audio-visual sector

WEEK ONE

TUESDAY (DAY TWO)

OBJECTIVES

- . Introduction, analysis and criticism of marketing strategies as applied to health education.
- . Introduction and implementation of focus groups.

MAIN ACTIVITIES

- . Reading Novelli article and discussing in more depth in small groups.
- . Role play activity and discussion on focus groups.
- . Mini-evaluation.

AGENDA

Morning

9:00 - 1:00

- . Conceptual introduction of the marketing process-analysis/planning/production/implementation/evaluation/feedback-in which production is just a small part of the whole process.
- . Based on this, introduction of the idea that the group will develop guidelines later in the course for preparing CDE communications project workplans to submit for PAHO support.
- . Group reads Novelli article for one hour.
- . The participants are divided into four small groups. Each group is allocated one, or in some cases two, stages of the Novelli article to discuss in more depth. These groups are led by a facilitator and meet for about one hour. The groups also discuss how they will present their stage of the marketing process to the plenary session in the afternoon.
- . Once prepared, the groups then explain to a facilitator how they will present their stage. At this point the facilitator clarifies any misunderstandings about the Novelli article and/or the specific stage of the process the group is working on.

Lunch

Afternoon

2:00 - 5:00

- . Introduction of the technique of using focus groups.
- . Short exercise in which participants are asked individually to pose questions about the technique, using either open or closed questions.
- . Participants then divide into the same small groups they previously worked in.
- . Role-play activity to illustrate the focus group technique. Each group consists of 5 persons plus an interviewer and a "secretary". One group is asked to imagine that they are campesinos being questioned about family planning; another that they are mothers being asked what words

they have for "diarrhoea"; a third that they are health staff being visited by someone from PAHO who wants to discover programme needs; and a fourth describing their experiences traveling to Brazil to a would-be travel agent.

- . Discussion of the technique and the activity afterwards.
- . Mini-evaluation during the last half hour of the afternoon (attached page 20).

WEEK ONE

WEDNESDAY (DAY THREE)

OBJECTIVES

- . Consider the various stages of the marketing model in more depth.
- . Introduction and analysis of the social promotion of ideas.

MAIN ACTIVITIES.

- . Presentation by small groups of each step of the Novelli article.
- . Presentation and discussion of case studies.
- . Lecture/discussion on social promotion of ideas.

AGENDA

Morning

9:00 - 1:00

- . Each group presents their stage(s) of the marketing model in plenary.
- . Groups are asked to write their main points on a flip chart if they have not already done so; question/answer periods follow each presentation.
- . Introduction of two case studies (attached, pages 32-34) to test and expand participants' knowledge of the marketing process. Case studies are read individually then discussed in plenary session. A facilitator leads the discussion focusing on problems/causes/solutions.

Lunch

Afternoon

2:00 - 4:45

- . Lecture/discussion by CLATES facilitator on social promotion of ideas.

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WEEK ONE

THURSDAY (DAY FOUR)

OBJECTIVES

- . Focus on the formulation of messages for different target audiences.
- . Introduction to work in production groups.

MAIN ACTIVITIES.

- . Exercise on message formulation.
- . Role-play on message pre-testing.
- . Plenary discussion and summary of message formulation.
- . Introduction on how to select appropriate media.
- . Division of participants into production groups.
- . Assignment of media to each group.

AGENDA

Morning

9:00 - 1:00

- . Exercise on message formulation. Participants were paired off and given a theme, an approach and a target audience (see attached matrix, page 3f) and were asked to prepare a message. A very quick exercise, deliberately so (5 minutes). Done twice.
- . Participants were then divided into four groups (by 1, 2, 3, 4 method). Each group was given one theme which they have to convey through all the approaches to all the target audiences. 45 minutes to one hour to do this.
- . Groups then presented their messages one-by-one to a "panel" made up of other participants, in a role-play situation. Successive panels emulated each target audience. One person from each work group presented the messages.
- . Group discussion on the exercise.
- . Summary of morning's work by facilitators.

Lunch

Afternoon

2:00 - 3:30

- . Introduction by CLATES facilitator on how to select appropriate media for promotion of ideas in the community.

- . Group then divided into four small groups (by 1, 2, 3, 4 method). Each group is assigned one medium:
 - . posters
 - . slide/tape set
 - . radio programme
 - . material for use in the community (to promote community participation among an illiterate target audience)
- . Further presentation by CLATES facilitator, outlining the approach that each group might take.
- . Production groups then work on their own for an hour, making initial plans for scripts/testing/visuals.
- . Mini evaluation (attached, page 20)

WEEK ONE

FRIDAY (DAY FIVE)

OBJECTIVES

- . Continue work in production groups to finalize a draft product for discussion with CLATES technicians assigned to each group.

MAIN ACTIVITIES

- . Review of marketing model as related to production groups.
- . Work in production groups.
- . Meet with technicians to discuss work.

AGENDA

Morning

9:00 - 1:00

- . Review of marketing steps as they relate to the production groups.
- . Break again into production groups to continue planning of materials.
- . Plenary discussion on barriers to changing attitudes among designers and producers of communications/educational materials.

Lunch

Afternoon

2:00 - 5:00

- . Production groups continue work but also meet with CLATES designer, photographer, and radio technician.

WEEK TWO

MONDAY (DAY SIX)

OBJECTIVES

- . Finalize production plan with technicians.
- . Analyze evaluation process.

MAIN ACTIVITIES

- . Production groups meet with technicians.
- . Discussion on evaluation.

AGENDA

Morning

9:00 - 1:00

- . The four groups meet with their respective technicians (photographer, sound technician, and artist) to finalize plans.

Lunch

Afternoon

2:00 - 5:00

- . Director of CLATES A/V sector introduces concepts related to evaluation. Open discussion follows.
- . Readings on evaluation are handed out. Participants spend 20 minutes or so reading two of the articles. They then discuss these in plenary.
- . Two types of evaluation are identified: formative evaluation, which includes all the testing and evaluating that is done within the marketing process, with feedback to planning; and external evaluation, which measures access, coverage, knowledge and health behavioral changes.

WEEK TWO

TUESDAY (DAY SEVEN)

OBJECTIVES

- . Discuss a case study about materials production at the community level.
- . Tape the radio program.
- . Consider cultural differences in visual perception.

- . Try representing ideas through visual images.
- . Analyze a poster.

MAIN ACTIVITIES.

- . Discussion of one of the articles.
- . Taping soundtrack (observing)
- . Viewing slide-tapes from various CLATES courses.
- . Illustrated lecture on visual perception.
- . "Visual Representation of Ideas" -a game.
- . Critique of a poster.
- . Mini evaluation.

AGENDA

Morning

9:30 - 1:00

- . Participants had been asked to read articles on Monday night. One article is selected for group discussion. Comments center on the feasibility of involving community members in the actual production of educational materials.
- . Effort is made to show that the marketing structure can apply to the process, even when production is small-scale and inexpensive.
- . The group that has prepared the radio script goes to the sound studio to work with the technician in taping the show. Others observe the process.
- . While taping is underway, slide/cassette presentations, produced in other CLATES A/V workshops, are shown in adjoining room. Participants come and go.

Lunch

Afternoon

2:00 -5:00

- . Facilitator raises the topic of visual literacy and its relationship to specific cultures. The chalkboard is used to illustrate conventions in Western visual "language" (perspective, overlapping, sequence, color, etc.)
- . Participants discuss how others may perceive these "codes" and are reminded of need to pretest visual materials with target groups.

- . Group divides into the four production groups for a game. Each group is given a word (sickness, health, pain, malnutrition) and is asked to illustrate it graphically on a large poster. The small groups work for about 1/2 hour.
- . The group reconvenes. One person from each small group presents their drawing. In sequence each participant offers a guess--in one word--as to what concept is illustrated. The small group then divulges their word.
- . Based on this experience, participants discuss the difficulty of representing an idea graphically. The importance of pretesting is also reiterated.
- . Participants are given copies of an article which critiques a poster.
- . The poster is hung in front of the group and the visual contradictions within the poster are pointed out.
- . Mini evaluation (see attached Summary, page 21).

WEEK TWO

WEDNESDAY (DAY EIGHT)

OBJECTIVES

- . Present educational materials produced in participating countries.
- . Critique those materials.

MAIN ACTIVITIES

- . Country presentations
- . Discussions.

AGENDA

Morning, afternoon

9-12, 12:30-2:15

- . Schedule for presentations was prepared the day before.
- . Participants from country are given 20 minutes to show their materials and allow for group discussion.
- . They are asked to point out whether the production of materials had included analysis of the community, pretesting of concepts or materials, or evaluation.

- . Materials are varied and include videotapes of TV spots, radio spots, comic books, flipcharts, posters (which were already displayed on first day of course), slide tapes, overhead transparencies and pamphlets.
- . Most, but not all, are related to CDD.
- . Brief discussions follow each presentation.
- . The day is cut short; some presentations remain for Thursday.

WEEK TWO

THURSDAY (DAY NINE)

OBJECTIVES

- . Finish country presentations.
- . Create guidelines for preparing plan of action for upcoming year.
- . Simulate pretesting technique.

MAIN ACTIVITIES

- . Presentations of materials by country.
- . In plenary, the group discussed format for preparing project plans of action.
- . Roleplay of pretesting technique for posters.

AGENDA

Morning

9:30 - 12:30

- . Three remaining countries present materials, with brief discussions.
- . CDD representative reminds participants that one of their purposes in this workshop is to plan a one-year project in communications related to their national CDD programmes. For the first time, the possibility of PAHC financial and technical support is mentioned.
- . Facilitator records comments on large paper, guiding participants in a discussion on how to draw up a project plan.
- . Efforts are made to tie the guidelines in with the six-step marketing scheme used throughout the course.
- . Participants are asked to save questions on specifics of their project until the next day, when countries will meet to discuss how they will apply what they have learned in the workshop to their country projects.

- . The guidelines, as proposed by the groups, are synopsised, reproduced and distributed to participants on Friday (see attached "Considerations on Follow-up to the Course", page 37).

Afternoon

- . Facilitator reviews the rationale for pretesting of materials and outlines what can be measured and how. Discussion is based on the Bertrand book, Communications Pretesting, parts of which the participants have read a priori.
- . Three participants, selected earlier in the day and given time to practice their roles, conduct simulated pretests of posters using Bertrand's methodology. Interviews are conducted one at a time, with the rest of the participants silently observing and reading along in their copies of Bertrand's book.
- . The posters used for the pretest simulations are those brought from different countries, all related to ORT. Interviewees are two secretaries and a visiting accountant, none of whom has participated in the workshop.
- . Each interview takes 10-15 minutes. Group discussion follows. The importance of training interviewers becomes apparent.
- . Mini evaluation (see attached, page 22).

WEEK TWO

FRIDAY (DAY TEN)

OBJECTIVES

- . Reflect on the application of the workshop experience to country projects.
- . Present and discuss group productions.
- . Evaluate the two weeks.
- . Plan a mechanism for information exchange among the participating countries.

MAIN ACTIVITIES

- . Participants from each country outline possible plan of action.
- . Participants specify which "first steps" they will take back home.
- . Presentation of each country plan of action in plenary session.

- . Presentations by each of the four production groups.
- . Individual written evaluations of the workshop.

AGENDA

Morning

9:30 - 1:30

- . Participants are reminded of the main points to be covered in the project plans of action.
- . They are asked to meet by country and to draw up two written items:
 - 1) The possibilities they see for application of their experience in the workshop to:
 - a) already existing communications project(s), or
 - b) a new project(s) related to their CDD programmes.
 - 2) Descriptions by each participant of the first steps (s)he will take to implement the project.
- . Participants meet by country for about one hour.
- . One person from each country reads or describes the plan to plenary session (see attached "Summary of Country Plans of Action", pages 39, 41)
- . The four A/V production projects are presented in plenary, two before and two after lunch. They include:
 - . radio show
 - . slide-tape sequence
 - . poster
 - . community participation materials.
- . Discussion.
- . Participants ask for copies of the taped productions in order to use them as examples ("inspirations") back home. CLATES agrees to prepare one copy per country and to mail them after the workshop.
- . The group which has worked on developing community participation materials for identifying and solving problems leads a discussion on how these materials differ from those which contain specific information.
- . Participants are asked to make an overall evaluation of the workshop, individually written.

They are asked to specify:

- 1) most useful aspects of workshop
- 2) least useful aspects
- 3) what they would change and how.

. Anonymity is preserved (see attached "Summary of the Final Course Evaluation", pages 42-44, and "Actual Text of Final Course Evaluations", pages 45-54).

END OF COURSE

SUMMARY OF THE FOUR MINI-EVALUATIONS

FIRST MINI EVALUATION

TUESDAY (WEEK 1)

Summary of the main points made by the participants:

- . All were very much in favour of the informality of the course. They felt that this had helped the early integration of the group into an effective working team.
- . There were mixed reactions to the tour of the CLATES audio-visual facilities on the first day. Some people were very impressed by the resources; others could only comment on how unlikely it was that they could duplicate the centre in their own countries.
- . There was general interest in the introduction of the marketing model and its applicability to health education.
- . Some participants predicted a problem during the course with Portuguese as all the CLATES technicians spoke Portuguese and not Spanish.

SECOND MINI-EVALUATION

THURSDAY (WEEK 1)

Summary of the main points made by the participants:

- . There were various comments on the "focus group" roleplays:
 - there were too many interviews
 - the persons carrying out the interviews were given too little information on how to manage them.
 - participants were unsure of what was happening during the activity; there were no clear instructions beforehand (to either those involved in the interview or to observers).
 - There should be an appraisal after each interview in order to provide immediate feedback.
 - It was also suggested that a video be prepared and shown before the activity, illustrating the technique.
- . Comments on the division into small groups to discuss marketing model in depth:
 - The overall feeling was that this was a useful and informative exercise.
 - Some participants were confused as to whether their presentations were meant to interpret the text or as a prelude to their later projects.

. Comments on the case studies:

- Reactions were positive. The group felt that these activities clarified much of the theoretical material covered so far and would have liked more time for discussion.

. Comments on exercise to develop and formulate messages:

- Again, reactions were positive. It was felt that the exercise encouraged "competition" among the groups but in a very productive way and with a definite aim in mind.
- Some felt that more theory about the technique was necessary.
- Some participants felt that too many messages had been produced and that the point of the exercise could have been made with fewer.

. General comments:

- The participants enjoyed working in small groups. They felt that it gave them useful fora for considering the course material in more depth and for clarifying any points they were unsure of.
- Some participants felt that they were not being given enough information to carry out the activities, such as interviews, effectively. They wanted to put more effort into the activities but felt unable to do so. They felt this had to be changed if the course objectives were to be fulfilled.

THIRD MINI-EVALUATION

TUESDAY (WEEK 2)

Summary of the main points made by the participants:

. Comments on work in production groups:

- Radio spot - This group felt they had been given too much time to do this but that their CLATES technician had been very helpful.
- Poster - This group had problems initially in agreeing on a message. They established a good relationship with the CLATES designer, although he included elements in the poster that they had not requested.
- Both the slide/cassette set and community materials groups felt they had so far been given sufficient time to develop their ideas. The slide/cassette group had met early on Friday of the first week with their technician, which they found helpful.

. Comments on readings:

- They were reasonably good but there were too many different themes with no one unifying idea.
- Some participants felt that, at times, the readings lacked substance.
- Some requested more readings on communication theory.
- The group felt that discussions of some of the readings were a valuable way of revising and understanding materials.

. Comments on theoretical work:

- Most participants expressed concern about the session on evaluation which they thought was a very important topic that was poorly handled. They felt this presentation lacked direction and was poorly linked to the rest of the course.
- Some criticized the CIATES facilitator who presented this part because she had not had any contact with the participants during the first week.

FOURTH MINI-EVALUATION

THURSDAY (WEEK 2)

Summary of the main points made by the participants:

- . There was general agreement that the presentations by each country of the materials they had brought had been useful. Some participants saw ideas that they wanted to duplicate in their own countries.
- . There were mixed comments on the pre-testing simulation. Some participants found it useful to see how the technique worked; others felt the whole exercise was too contrived.
- . There were positive reactions to the outline and workplan developed for preparing their project plans of action. The participants felt this fitted in with the overall theoretical base of the course and would allow them to prepare workplans for their subsequent projects.

INITIAL PARTICIPANT QUESTIONNAIRE

Name: _____

Country: _____

Organization in which you work: _____

Program on which you work: _____

1. Do you utilize any kind of audio-visual materials in this program?

Yes ___ No ___

If your answer is "yes", please specify what types:

On what levels are these materials produced?

_____ national

_____ regional

_____ local

_____ others (specify)

2. Which population groups, in your opinion, do these materials reach?

How and why are these groups chosen?

3. What methods and/or techniques do you use to identify the characteristics of those to whom these materials are directed?

What information do you feel must be known about a target audience before one can prepare suitable educational materials?

4. How are these materials distributed?

5. Do the persons who utilize these educational materials receive any sort of training on how to best use them?

Yes _____ No _____

If the answer is "yes", who provides this training?

6. Is there any system for evaluating access to or impact of these materials?

Yes _____ No _____

If the answer is "yes", what kind of information do you believe such evaluations can elicit?

7. For how long has your program been utilizing audio-visual materials?

To date, has any sort of evaluation of these materials been made?

Yes _____ No _____

What have been the major problems identified to date with these materials?

8. What do you hope to get out of this workshop?

SUMMARY OF RESPONSES TO THE QUESTIONNAIRE

Participants represented the following countries:

2*	Argentina
2	Brazil
2	Colombia
3	Dominican Republic
2	Ecuador
2	Honduras
2	Nicaragua
2	Panamá
2	Paraguay
2	Perú

All work within the Ministry of Health of their countries, in these areas:

6	national CDD programme
5	training and health education
3	production of educational materials
2	community health nurses
3	regional health services
1	PROCOMSI/Honduras.

1. Do you use some type of audio-visual materials in the programme in which you work?

20	yes
0	no

If your answer is yes, what types?

"Big" Media

11	slides or slide-tapes
4	audio cassettes
7	radio
8	video or TV
5	instructional films
3	press, newspaper articles.

* The number in the left hand column represent the frequency each response on the 20 questionnaires completed

"Little" Media

- 12 posters
- 12 pamphlets and flyers
- 3 self-instructional modules
- 2 newsletters
- 1 "fotonovelas" (comic books)

Materials for "face-to-face" encounters

- 12 flipcharts
- 3 flannelboards
- 2 face-to-face
- 1 blackboard
- 1 overhead transparencies
- 1 charts

Guides for using the materials exist

1

At what levels are these materials produced?

- 19 national
- 9 regional
- 7 local
- 1 other (multisectorial)

2. What groups of people do you think are reached by these materials?

General

- 8 the whole community, general population
- 6 rural groups
- 3 the population covered by health services
- 3 urban groups
- 1 low income populations.

Age groups

- 2 teenagers
- 2 schoolchildren.

Specific populations

- 4 community leaders, organized community groups
- 1 pregnant and lactating women.

Health workers

- 4 health professionals
- 3 doctors, medical students
- 4 nurses
- 4 health educators, promoters

Other answers

- 1 very few people
- 1 agricultural workers
- 1 technicians
- 1 consultants, trainers.

How and why are these groups chosen?

Why

- 2 high incidence of health problems
- 5 higher risk of diarrhoea
- 2 low-income, they need it most
- 1 they know little about importance of hygiene
- 1 need to inform community about CDD
- 1 because of social problem presented by drug abuse and alcoholism
- 1 they are accessible
- 1 according to available resources.

How

- 1 through prior planning with the community
- 2 national program policy
- 1 diarrhoea, etc., are high priorities in public health sector.
- 1 according to morbi-mortality indices
- 1 through mothers clubs (pregnant and lactating)
- 1 through health clinics
- 1 by topics, in the health education sector
- 1 by multidisciplinary investigations (not always)
- they are not selected
- they participate in policy formation and planning of health programs.

If and when health professionals are selected

- 2 because they have contact with the people in need of services
- 2 selected at national level
- 1 need to train "multipliers"
- 2 need to raise consciousness at professional level
- 1 because they treat children.

3. What techniques or methods do you use to discover characteristics of the people for whom the materials are intended?

- 3 none
- 4 direct observation
- 6 questionnaires
- 4 interviews
- 3 informal conversations, discussions
- 4 meetings with community leaders

- 2 pretesting of prototype materials
- 5 review of data from other institutions; literature;
anthropological studies
- 1 case study
- 1 behavioral planning
- 2 certification of educational levels
- 1 multidisciplinary specialists

4. How are the materials distributed?

Health system

- 4 health administrators
- 8 health personnel, promoters, educators
- 3 rural health committees
- 2 health centers
- 2 national health regions/mass media

Community

- 2 schools
- 1 mayors, municipal and auxiliary
- 2 multisectorial activities, community action
- 2 clubs, pregnant and lactating women, social, religious

Mass media

- 1 mass media
- 5 radio
- 3 TV
- 1 press

No answer,/"we are planning for it"

4

5. Are the people who will use the materials trained in their use?

- 16 yes
- 4 no

If so, who trains them?

- 4 team "multiplicadora"
- 6 national level personnel
- 2 division of education
- 5 regional or provincial personnel

- 1 selected community members
- 1 personnel from CDD programme
- 1 nursing services in conjunction with Health Education Division
- 1 Institute of Higher Education
- 1 CENADES
- 1 through workshops

6a). Do you have a system for evaluating access to or impact of the materials?

- 8 yes
- 12 no

6b). What kind of information do you think can be elicited from an evaluation?

- 3 If the language is simple
- 3 If the design/graphics are clear
- 1 If changes can be made in form and type of material used
- 1 Whether the general content is acceptable
- 2 If the content stimulates discussion/participation in the community

IMPACT

- 1 Whether the materials are efficient or not
- 2 If they convey the message
- 3 If they are easily understood
- 1 If revisions of the cultural content are necessary
- 3 Whether or not behavioral changes can be seen in the community
- 4 The degree of impact on the community
- 1 If the recommendations of the message are being implemented

PROGRAMME IMPLICATIONS

- 1 Whether the material has contributed to achieving the final objectives of the programme
- 2 Whether morbidity has changed
- 1 Whether interviews in the community are necessary after each education intervention
- 1 Identify specific weaknesses in the programme
- 1 Identify any other support materials that might be necessary (health education material)
- 1 Whether there is a demand for more information at the community level
- 1 Whether the materials have been well distributed or not

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Community Water Supply

GENERAL

- 2 We have no resources to carry out an evaluation
- 2 No answer

7a). How long has your programme been using A/V materials?

- 1 Since the beginning of the programme
- 4 Just starting to use them
- 1 For a long time -but only simple materials
- 2 For a long time
- 1 Six months
- 3 One year
- 1 Two years
- 3 Three years
- 1 Four years
- 2 Five years
- 1 Not using any materials

7b). Have you carried out any evaluation of the materials yet?

- 5 yes
- 13 no

No answer to question

1

Only research on evaluation

1

7c). What are the main problems you have had up to now with materials?

- Lack of resources:
 - 3 a) equipment
 - 10 b) finance
 - 4 c) trained staff
- 3 Production problems
- 4 Distribution of materials
- 1 Production of inappropriate materials
- 1 Lack of interest and understanding at national level
- 3 Production process centralized at ministerial level; slow development
- 1 Lack of community participation

- 1 Shortage of material that can be used all over the country
- 1 Lack of possibilities for evaluation
- 1 No problems
- 1 No answer

8. What do you hope to get out of this workshop?

- 3 Better understanding of production process
- 2 Better understanding of evaluation
- 8 Share experiences with other countries
- 2 Learn a basic methodology to develop/produce/distribute materials
- 1 Look into possibility of collaboration with CLATES/OPS on production of materials
- 2 Learn new techniques
- 1 Prepare materials to test and use at home
- 3 Learn more about production and evaluation so that materials reach community they are meant for
- 1 No idea what is going to be learned
- 1 Develop the knowledge we already have
- 1 Get to know new people
- 2 Understanding of how to best use A/V materials in health programmes
- 2 "Norms" for the use of A/V materials to promote use of ORS
- 1 Improve quality/impact/effectiveness of our materials
- 1 "To learn about preparation of A/V materials so that I can teach our nurses who are working in our CDD programme"
- 1 To systematize the whole production process (through planning, etc., all the stages)

CASE STUDY "A"

The health authorities in Region "X" of an unnamed Latin American country decided to launch a massive campaign to promote ORT.

They were able to obtain a small amount of funding from a private voluntary organization with the promise of more if they could demonstrate quick results.

These same health authorities had previously conducted a number of health education projects, and had formed a good system for the design, testing, production and distribution of educational materials. So, in order to show results quickly, they decided to follow the same procedure they had used two months earlier in a nutrition education project. Pretesting was omitted and, due to the small budget, they decided on a massive campaign using the cheapest material possible.

The target audience which had been selected for the nutrition project was mothers, for the most part illiterate. For that reason, they developed a flyer without words which described, through drawings, how to recognize dehydration and how to prepare and use oral rehydration salts. They distributed the pamphlet through the usual channels.

The health workers who actually gave the pamphlet to the mothers had received prior training in how to prepare and give ORS.

Some months later, when an evaluation team visited the area, they discovered that a private agency had been giving the same group of mothers instructions for preparing a homemade sugar-salt solution for ORT. Most of the mothers the team visited were using the home method primarily because, although they had received the pamphlets, they had been unable to obtain ORS packets through the local health centers.

-
1. What are the advantages and disadvantages of using established systems for the design, production, promotion and distribution of new materials?

Advantages

Disadvantages

2. If you had a limited budget (say US\$ 2,000), what materials would you have selected for this project?

3. What are the main coordination problems in this scenario?
4. Which of these problems do you face in your country?
5. How do you plan to avoid them in the future?

CASE STUDY "B"

Dr. Juan de la Cruz was excited by the challenge that lay before him. At a meeting of the national diarrhoeal disease control (CDD) committee, it had been agreed that a nationwide CDD health education campaign was needed. As Chief of Health Education, Dr. de la Cruz had been asked by the committee to launch the campaign and, they promised, he would be given enough funding for the task.

Back in his office, Dr. de la Cruz immediately called a meeting of his staff to inform them the CDD campaign would now be accorded first priority. The staff members were assigned specific responsibilities: one was to begin designing a full-color pamphlet explaining the use of oral rehydration therapy (ORT), another was charged with preparing a video presentation (for television) and a third staff member was to prepare posters on diarrhoeal disease prevention. It was important to show the CDD committee quick results, declared Dr. de la Cruz, so the deadline was set for 4 weeks.

Working hard, the staff managed to finish the prototypes within 4 weeks. A meeting of all District health officers had been organized for the following week by the Minister himself. The purpose was to inform the chiefs of the new CDD programme. To show the Minister he had done his part, Dr. de la Cruz had 50,000 of the new pamphlets and 500 of the new posters printed immediately and made arrangements for the videotape to be shown on TV in the capital city the day after the meeting.

At the meeting, the District chiefs learned all about the new programme and, thanks to Dr. de la Cruz' extraordinary efforts, each chief was given an allotment of pamphlets and posters to distribute as they saw fit in their districts.

Some months later, an evaluation team, (financed by OPS/OMS) visited several of the districts in order to see how the new CDD programme was going. Their findings were "controversial". Although every health center and hospital reported they had been given pamphlets and posters months before, only a few facilities had any left at the time of the evaluation. The pamphlets, along with the initial supplies of oral rehydration salts, (ORS), had been given away to the public on a first-come-first serve basis; some health workers reported having given out the pamphlets to mothers without the ORS when their stocks of packets ran out.

All the district-level health workers asked if and when they would be re-supplied with packets, pamphlets and posters.

When the evaluation team presented these findings to the Ministry, Dr. de la Cruz was quick to defend himself: he had done his part; the problems were occurring on the district-level and thus it was not his responsibility to solve them.

1. What programmatic problems can you identify in this story?

2. How could they have been avoided?

3. Do similar problems occur in your own Ministry?

4. How will you prevent them from occurring in the future?

MESSAGE FORMULATION MATRIX

<u>THEMES</u>	<u>APPROACHES</u>	<u>TARGET AUDIENCE</u>
. Diarrhoea kills	To frighten	Doctors
	To encourage responsibility	Health staff
. Give ORS to your child <u>ad libitum</u>	To congratulate	Community leaders
	To punish	
	To be fashionable	Mothers
. As well as breast-feeding, give solid foods gradually from 4-6 months		
. Always wash your hands before feeding your child		

1.3 BUDGET

- . The PAHO/WHO CDD Programme can offer basic funding of up to US\$ 5,000.00.

Other funds: - Ministry of Health
- Other organizations
- Private sector
- Other PAHO/WHO support (procurement, consultants, travel, etc.)

1.4 INTEGRATION

- . These projects are components of national CDD programmes
- . Coordination between these projects and the other components of the national CDD programmes must be maintained
- . The project plans of action must be approved by the national CDD programme coordinator and sent through regular channels, through the country PAHO offices, to CDD/Washington.

1.5 ADMINISTRATIVE MECHANISM

- . The projects must be presented and discussed with all those involved and ultimately, be integrated into the national CDD programme.
- . A plan of action must be developed, which includes the elements discussed above and which clearly describes the national CDD communications/educational project.
- . After consultation and approval by the Ministry, the projects should be submitted to the PAHO Country Representative no later than 31 January 1983, for transmittal to CDD/HQ in Washington, DC.
- . Based on the plans of action, PAHO support will be provided through the PAHO offices in each participating country.
- . This support, both funding and other forms, will be available to the participants at any time on the country level.
- . The PAHO offices will manage the funds. Participants will account for these funds through signed and approved vouchers and receipts.

2. INFORMATION EXCHANGE

- . Information will flow from each participating country, through the PAHO office, to CDD/HQ, it will then be analyzed, collated and fed back to each country.
- . Participants are also encouraged to communicate directly among one another.
Brief reports from each country will be expected at least every 3 months, following a sample reporting format (to be developed by CDE/HQ) which participants will fill out.
- . In about one year, the same participants will meet again to evaluate their projects, interchange experiences and plan future CDD-related communications/educational initiatives.

SUMMARY OF COUNTRY PLANS OF ACTION

- BRAZIL** Brazil's program of the production of educational materials is already underway. The participants propose to apply what was learned in this workshop (particularly the techniques taught for the pretesting of materials) in producing another pamphlet for mothers; self-instructional materials for health personnel; T.V. spots; and a film or videotape for health personnel.
- ECUADOR** The CDD program in Ecuador, during a recent country evaluation, determined priority areas requiring extra attention. One of those areas is communication and promotion in rural and marginal urban communities. The two participants in the workshop see this as an opportunity to test out the marketing approach in a one-year pilot project in the rural zone of Santo Domingo de los Colorados. After training central- and operational-level health planners in this new strategy, they will begin the pilot project with the first step: analysis. They hope to produce radio spots, micro programs, and graphic support materials, such as posters, flyers, self-instructional modules, and "cartillas guías". As in the marketing model, they will include formative evaluation at each step, as well as an external semi-annual evaluation conducted by an interdisciplinary team.
- NICARAGUA** Nicaragua has a background of success in health communications through a number of media and in different health issues. The country has already laid out a communications strategy for 1983 in the control of diarrhoeal diseases. Educational materials to be produced include several posters, radio spots, television spots, flipcharts, and popular comic books about the prevention, treatment and repair of dehydration caused by diarrhoea. A national campaign about diarrhoeal diseases will reinforce the materials during May and June (when heavy rains increase the incidence of diarrhoea). They also plan CDD workshops for health personnel, people's health councils, brigadistas, midwives and other popular organizations. The participants in the CLATES workshop plan to report what they have learned to the Maternal-Child Health workers and to the Department of Popular Communications in Health (DECOPS). By the end of January, the participants will submit a plan of action for applying the methodology proposed in this workshop.
- ARGENTINA** The Argentine participants report that educational materials which are currently produced do not follow any systematic communications strategy. The concepts developed in this workshop will be applied to revise the methodology now in use, giving it a discipline it lacks, and, most importantly, introducing newly learned techniques for community participation and pretesting of materials. Regarding the current production of materials (posters, flyers, pamphlets, and radio and TV spots), the

participants would like to see better coordination among Maternal-Child Health and Health Education and community institutions or organizations, and the introduction of the techniques used in this workshop. Since the communications component of the CDD programme has not yet attempted to promote the use of ORS at the community level, the intensive production of materials to this end will be undertaken. The participants believe that the marketing approach and the technique they learned in this workshop will be basic to the production of these materials.

PANAMA

The Panamanian participants plan to apply what they have learned in a one-year project to produce A/V materials on oral rehydration. They hope to reach mothers of children under 5 in three marginal urban areas: San Miguelito, Curundú and Boca la Caja. The plan includes analysis of the target audience and of the institutions involved; motivating people at the decision-making level; and selecting and training a multi-disciplinary team. Anticipated channels include health center workers, community leaders and organizations, local radio stations and educational TV. They have included plans for pretesting the materials, training health personnel in the use of the materials and distributing the materials, as well as for monitoring of the broadcasts. Formative evaluation will feed back into the planning stages, shaping the course of the project. Apparently, no plans for a project of this nature currently exist within the CDD programme.

HONDURAS

One of the Honduran participants has been actively involved in the mass media project on diarrhoeal diseases, PROCOMSI. The other works as a graphic designer within a sector of the Ministry of Health. He sees his present work as completely isolated from the needs and viewpoints of the supposed target audience. He hopes to educate the directors of his programme to the importance of better analysis, planning, testing, and evaluation, which the marketing approach can offer.

DOMINICAN REPUBLIC

The Dominican Republic's CDD programme has not at this point developed any educational materials. The three participants in this course plan to inform their superiors in the Ministry of Health about the content of the workshop, and to look into the political, technical and administrative guidelines of the national CDD programme for 1983. By mid-February they hope to have completed a diagnosis of the situation and, by the first of March, to have drawn up a plan of action. The outline for this plan of action, which they devised on the last day of the workshop, is based on the marketing format and includes budgetary considerations.

PERU

The Peruvian CDD programme already has a strong communications component. The two participants in this workshop would like to apply the marketing approach and strategies in a regional pilot project, testing the effectiveness of various media. In light of the results of a study in Area Hospitalaria No. 7, Callique VI, Región de Salud de Lima, they will reevaluate and revise the current production of materials, and apply the new methodology in similar regions. They hope also to look into the possibility of conducting other studies in regions with different socio-cultural factors, to determine the best approach for communications projects. They plan to coordinate efforts with Lima's Health Region, the National University of San Marcos and community organizations in Callique. Perú is fortunate in having funding, both national and through international agencies, which is earmarked for the production of educational materials, including flipcharts, posters, radio and TV messages and slide tapes.

PARAGUAY

Paraguay's programme has led to a significant improvement in child mortality/mortality. But very few educational materials have been developed; those which exist, through lack of information or motivation, have been produced with very little input from the community to which they are directed. The participants in this workshop would like to begin developing educational materials, applying the marketing system throughout the process. They would select Health Region IV, and after studying data on morbi-mortality and the community's perception of the problem, would design and pretest posters, pamphlets and radio spots. Their proposed plan also includes training the directors of 14 health centers and clinics on the use of educational materials, and building support among them for the project. They anticipate a revision of the materials after the early stages of use, based on feedback from health center personnel. After revision, the materials would most likely be produced and distributed nationally.

COLOMBIA

The Colombian participants point out that, although health education efforts have been under way in their country for a number of years, the effectiveness of these efforts is doubtful. They agree that the marketing approach proposed as part of the workshop could improve the efforts. They propose three steps: 1) approach the Colombian health authorities about reorganizing the health education programme, recommending that they consider the possible usefulness of applying the techniques of marketing; 2) recommend that the national CDD programme offer a workshop on communications and educational materials, perhaps with assistance from PAHO; 3) design a plan of action for a communications project for the two regions in which they work, in conjunction with the national CDD programme.

SUMMARY OF THE FINAL COURSE EVALUATIONS

Overall, the participants reacted positively to the workshop. The majority found the marketing model a useful one that could be applied in their own countries. Those few participants who disagreed with the model would have preferred a planning strategy to have been developed based on actual country experiences.

There were mixed feelings about two important parts of the course -the production of materials and the readings given to the participants. Some people felt that it was useful for them to go through the process of producing the prototypes; others felt that it was time-consuming and not particularly appropriate. Some felt that more time should have been spent in analyzing the existing materials from each country.

The majority of comments on the readings complained that they lacked substance and that some were inappropriate. Participants felt this to be a weakness as they were eager to read more on the subject.

Although some parts of the agenda were considered to be poorly organized in that time was wasted, in general, the structure of the course was considered to be good. Participants particularly enjoyed the opportunity to work in both small groups and in plenary sessions.

There was a great deal of enthusiasm about the opportunity to exchange ideas among the countries and the need to maintain this information exchange over the coming year. Participants also reacted very positively to the production of a project workplan which they will now hopefully adopt in their own countries.

Two of the main criticisms of the course focus on very specific issues. First was that not all the facilitators and technicians spoke Spanish. This prevented some participants from properly understanding parts of the workshop. Secondly, the discussion on evaluation was poorly presented and managed and participants were understandably frustrated at this.

Various participants felt that the main objectives of the course had not been clearly stated at the beginning and that this had caused some confusion.

Summary Of Participants' Comments On The Most Useful Parts
Of The Workshop

- 10 Application of a clearly presented communicable model to health education
- 5 Production of materials
- 8 Interchange of ideas between countries
- 2 Preparation of project workplans for PAHO support
- 2 Presentations of country materials
- 2 Plenary sessions
- 3 Work in small groups
- 2 Some of the readings, especially the Bertrand book on pre-testing
- 4 Good support from some facilitators
- 2 Pre-testing exercises

Summary Of Participants' Comments On The Least Useful Parts
Of The Workshop

- 1 Presentation on evaluation
- 5 Majority of the readings
- 3 Not really knowing what the main objectives of the course were
- 4 Production of materials -no practical use
- 2 Marketing model
- 1 Poor teaching from some instructors
- 2 The time spent in travelling each day (2 hours).

Summary Of Participants' Comments On How They Would
Improve The Workshop

- 1 More time on production of materials
- 4 More appropriate and extensive readings with solid theoretical content
- 1 Course could be done in less time
- 2 Objectives of the course should be clearly stated at the outset.
- 1 Presentation of the course by both NUTES/CLATES and OPS/CDD caused unnecessary problems as the objectives of NUTES/CLATES differ from OPS/CDD and from those of the Ministries represented.
- 5 All facilitators must speak Spanish.
- 2 Theoretical model should have been developed according to country experiences rather than using Novelli article. In general, more emphasis should be given to specific problems and successes in the individual countries.
- 1 More time should be given to more structured (didactic) teaching to bring everyone up-to-date on communications theory.
- 1 Less time should be spent on production of materials and more spent on criticising work already carried out in the countries
- 2 There was not enough time for reading; theoretical discussions should take place in the morning and practical work in the afternoon.

- 2 More information about the course should go to participants beforehand.
- 1 Some kind of test should be included each week so that participants can see that they are progressing.
- 3 The agenda could be better organized -some activities lacked dynamism because of too much time.
- 1 The theoretical part of the course should be highlighted with far more references to successful projects that have taken place.
- 1 The course should have included field work in rural areas.
- 1 Emphasize to OPS/OMS the need to train people in production techniques.
- 1 The course should be illustrated with more audio-visual materials.
- 1 Something should be included in the course on preparing training materials for health auxiliaries.

ACTUAL TEXT OF FINAL COURSE EVALUATIONS

A

It is very important to indicate the following:

1. This is the first time I have attended a communications seminar where a considerable amount of knowledge and experience on communication has been transmitted.
2. The most useful part of this seminar for me was to learn a new way of applying communications in health and to analyze each of its steps much more clearly.

The production of materials of this course enabled me to participate directly in developing them and to analyze the processing, coding and decoding with the materials.

The reports or experience in the different countries were challenging and awakened in us a desire to continue exchanging such information for the benefit of our people.

3. The application of marketing techniques in our countries represents a challenge to work and to bring about a shift in community behavior.
4. Once the techniques have been applied and the results evaluated, a meeting at a later date with all the countries that participated in this seminar will make possible a better assessment.

In general my experience at this course has really been very positive. The course has enabled us to exchange ideas with other countries concerning the activities they are carrying out, the means of communications they are using to strengthen the program, and the possibilities of adapting them in our countries.

I would not be able to classify the material presented to us in terms of what was most useful and what was least useful, since everything that was discussed is interrelated and complementary and afforded us a clearer and broader view of the question of communications, so important and necessary in any program and interrelationship.

I would, however, hope that as part of a future course we could devote more time to the production of materials and go more deeply into the evaluation, thereby recognizing its importance to the proper implementation of a program. This would allow us to see the mistakes we are committing and make the necessary adjustments.

I hope that the next course can be held in the Dominican Republic.

C

The goals have really been achieved. My attendance at the course has shown me that developing educational materials is not an easy task but that it can be done provided a methodology is used which is appropriate to the country and to the message being conveyed.

The methodology followed in the workshop was the right one and I found it interesting.

Some of its features are adaptable to the programming of education activities in my country.

I believe that some of the reading materials assigned to us were rather unimportant, for instance those on the preparation of messages and materials, establishment of educational objectives, communications techniques, society and development, and some others whose title, I think, is too long for the content and for the message they are intended to convey.

I suggest that more enriching materials be used and that an effort be made not to bring too many subjects. For example, one of the articles made reference to the planting of chick peas, an example that seemed to me useless.

It is a good idea to bring out materials reflecting the experiences, analysis or studies of others, for example the articles by Lefevre.

D

Among the most useful features of the course, I should like to mention the reading list (bibliography) and the classes on marketing. The suggestions on how to present and plan a project with PAHO/WHO were also very important and useful. Finally, some of the presentations by the participating countries were interesting and challenging.

Less useful, I believe, was the practice of preparing audiovisual materials, which was time-consuming and could not have any practical use. It seems to me that two weeks are too much time for the course.

Not knowing the object of the course created much tension and unnecessary anxiety.

Perhaps, it would be possible to do away with the joint sponsorship because of the differing interests of NUTES/CLATES and PAHO/WHO. It seems to me that PAHO/WHO offers and is able to offer much more than an institution such as NUTES/CLATES, whose goals and objectives are different from those of PAHO/WHO and those of our ministries.

Congratulations and many thanks. I hope to be able to apply the knowledge acquired for the benefit of the community.

E

MOST USEFUL:

- a) Exchange of experiences and materials.
- b) Document on the use of techniques and media--the book on pre-testing and studies made.
- c) Practical and (more or less) theoretical methodology.
- d) Theoretical discussions.

LESS USEFUL:

- a) The marketing scheme.
- b) Marketing vocabulary.

THE COURSE WOULD HAVE BEEN BETTER:

- a) If all the instructors had spoken Spanish.
- b) If instead of ready-made planning scheme being used, we had prepared one based on our own experience.
- c) If the marketing vocabulary had been completely eliminated.
- d) If we had gone more deeply in our own realities, experiences, difficulties and advances and into the organizational methods and activities carried out.
- e) If the theoretical instructors had employed audiovisual materials or techniques that could inspire more enthusiastic participation by the group.

F

1) MOST USEFUL FEATURES

- The programming approach based on the marketing scheme, the pretesting of materials, and community participation. The working groups.

Obviously, also the opportunity to program and execute a communications project based on what we learned and with the support of PAHO.

2) LEAST USEFUL FEATURES

I am really unable to name them. Everything that we did seemed positive and useful to me.

3) CHANGES SUGGESTED

Using one or two hours per day to offer a series of more formal and structured classes so as to give all the participants one and the same theoretical frame of reference.

G

POSITIVE:

- Presentation of materials on the various countries.
- Discussion of the materials presented.
- Clear information provided by some instructors.
- Participation of some instructors in the various groups.
- Participation in the group work.

NEGATIVE:

- Duration of the course (too long).
- Infrastructure contribution weak.
- Teaching by some instructors only fair.

WHAT I WOULD CHANGE, AND HOW:

I would eliminate some of the practical activities, for instance the one involving posters, photographs, cassettes. I would discuss more deeply with the technicians, and with the entire group of instructors, the material already produced in each country. I would try to conduct the course in fewer days.

I would try to see to it that most of the instructors spoke the language of the participants.

H

MOST USEFUL FEATURES:

1. A model that can easily be put into practice.
2. The opportunity to evaluate (pre-test) the material before printing it.
3. The practice in preparation of materials.
4. The interaction and the exchange of information.
5. Written material that can provide useful support in the future.

LEAST USEFUL:

1. Some of the materials (possibly abstracts) seemed incomplete as to content.
2. Over-participation by some.
3. The lecture on evaluation.

WHAT I WOULD CHANGE, AND HOW:

1. I suggest that the process begin with a session at which the instructors can assure more responsibility for the course and for the participants (punctuality, attendance, for example).
2. Offer the theoretical part in the mornings and the practical part in the afternoon.

I

MOST USEFUL FEATURES:

The participatory techniques. Example: encouraging the group to reach conclusions on the basis of the reading of documents, drawing out the participants on their problems, and suggesting possible solutions.

LEAST USEFUL:

None.

LIBRARY
Interaction: A Group Study
1971

WHAT I WOULD CHANGE, AND HOW:

We only dealt with the theoretical part, the process followed by a message in the mass media. Practical activities such as the following should be added:

- Production of slides with sound.
- Production of radio programs.
- Production of sound montage.
- Closed circuit TV.

This is to say, more in-depth coverage should be given to the techniques involved in getting a message across, apart from the conceptual aspects.

The explanation on how to produce slides, photographs, etc., was given in Portuguese, and I understood nothing.

Visit rural areas of Brazil.

Theory should be illustrated with actual situations.

Increase the amount of instruction on the above techniques and practice them with the technicians who produce educational materials.

Bring to the attention of PAHO the need to train people in production techniques.

In my own program we lack expertise in this field, and therefore, have to hire technicians, which means that the messages have to go out poorly presented because of a shortage of funds.

MOST USEFUL:

- Experiences of the participants.
- Good organization and the fine human qualities of the instructors.
- Important materials (integrated).

LEAST USEFUL:

- The tight daily schedule (two hours by bus).
- Lack of initial motivations.

WHAT I WOULD CHANGE, AND HOW:

In the future, devote one or two days solely to motivation and group dynamics in order to:

- Bring cohesiveness to the group.
- Break down inhibitions.
- Facilitate intergroup communication.
- Budget the time.

Congratulations, and thank you on behalf of my country and myself.

K

Communication is important for the CDD program. This seminar is therefore of basic importance for an improved CDD program, which will result undeniable benefits for the infant population.

My suggestions:

- Strengthen the basic instruction and provide more extensive reading materials, since the development of this activity is at varying levels in our countries and in general is deficient.
- The working groups were a significant and innovative methodology.
- Do not limit the course to a single methodology, or in any event provide information on alternatives.

The daily schedule could be better distributed for a more effective use of the time available.

- Information on the program, including its basic outlines, should be made available in each country well in advance.
- Audiovisual aids should be used in the theoretical or practical presentations.
- Periodic tests should be given during the course in order to determine that participants are progressing at more or less the same rate.
- The stress on motivating each country's representatives to develop new methodologies in the areas of communications was important. I believe this was the main accomplishment.

The instructors were of optimal quality and highly motivated.

L

A useful feature was the interchange of experiences with the other countries. I believe the course content was good. The methodology was adequate, although at times not very dynamic.

I think that the bibliographic support and the conceptual presentation might have been deeper in content, given the level of the group, which was very adequate and even high.

The amount of time was correct and appropriate for the work envisaged in each case.

CLATES was extremely cooperative.

The practical activities were consistent with the techniques.

The marketing method was interesting, though I believe that its application to health should be examined very carefully and subjected to critical analysis with each country in mind.

Thank you.

M

Since I am not a communications expert, and since 70% of my activities are in community education and program support, I consider each part of this seminar to have been of inestimable value in the improvement of my ability.

A highly useful feature was the innovative marketing-type system for the organization and proper management of all production, not only of audio-visual materials but also in the preparation of more extensive programs.

The readings and group work were important in the learning process.

Less useful, mainly because of the shortage of time, was the "lightning visit" to each sector involved in the production of CLATES materials.

I believe it is important to have a little more participation in the group. They should be motivated by presenting case studies to elicit enriching experiences that help to develop and assimilate the concept.

Thank you for a magnificent opportunity to be more useful to my country, especially to the neediest of my fellow countrymen.

The most useful features were the group participation and the narrations of experiences by the various representatives of the participating countries. These served to help us relate to reality and do some mental planning of possible activities for future programs.

The least useful were the readings, some of which were very short and for which only a single day was assigned.

I would move back the daily scheduled and provide for a one hour break before the afternoon session begins.

I would like to see more time allowed for reading the articles and discussing them in a group, because they were very interesting and useful. This change would allow a better assimilation of content and a better discussion within the classroom schedule.

MOST USEFUL:

- The marketing application process.
- The process of reduction of educational material.
- The pre-testing experiences.

LEAST USEFUL:

Everything was useful and played a role within the total structure of the course.

It may be necessary for the Brazilian instructors to improve their Spanish, or learn the language, since most of the participants are Spanish speaking. Many applications and presentations in Portuguese, possibly very rich, were not fully understood.

MOST USEFUL:

The practical part, in which materials were designed and prepared.

LEAST USEFUL:

The theoretical part on marketing.

WHAT WOULD I CHANGE?

It seems to me that something should be included on materials for the training of various kind of health personnel, from physicians or nurses to auxiliary staff.

Q

MOST USEFUL:

The practical part, such as the exercise on the development of messages or slogans and the preparation of poster on selected subjects.

LEAST USEFUL:

I would not say least useful, but perhaps it would be better to move the tests for participating to a time before the course begins. There was no sufficient time to answer all the questions. The testing was poorly-timed.

WHAT I WOULD CHANGE, AND HOW:

I would ask the countries to prepare to present their materials and not to present a whole set of materials but only one type of so that a deeper analysis might be made. This would form part of the course, the discussions. The way the course was arranged, we were unable to change the process of production, which, to my way of thinging, is what all of us were interested in.