

TRAINING REPORT

TRAINING OF TRAINERS: LOW-TECH STRATEGIES FOR PROMOTING SRH (SEXUAL AND REPRODUCTIVE HEALTH)

**HELD AT THE COMMONWEALTH YOUTH PROGRAMME,
AFRICA CENTRE IN LUSAKA, ZAMBIA**

5TH - 15TH NOVEMBER 2001

PRESENTED BY:

GEORGE OMONDI AYOMA

OF:

**FAMILY PLANNING PRIVATE SECTOR (K) / COMMUNITY
HEALTH AWARENESS PROGRAMME**

TO:

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
CHAP	Community Health Awareness Programme
CBOs	Community Based Organizations
CYPAC	Commonwealth Youth Programme, Africa Centre
FP	Family Planning
FPPS (k)	Family Planning Private Sector (Kenya)
HIV	Human Immuno-deficiency Virus
IDRC	International Development Research Centre
MOY	Ministry Of Youth
MSCI	Margaret Sanger Centre International
MSCISA	Margaret Sanger Centre International South Africa
PPAZ	Planned Parenthood Association of Zambia
PPNYC	Planned Parenthood of New York City
NGOs	Non Governmental Organizations
SRH	Sexual and Reproductive Health
STIs	Sexually Transmitted Infections
TOT	Training Of Trainers
USA	United States of America
YEN	Youth Exchange Network

ACKNOWLEDGEMENTS

I would like to thank Margaret Sanger Centre International, South Africa (MSCISA) for organizing and making the training a success.

Special thanks go to IDRC for the kind, generous and benevolent gesture exhibited in providing financial support for George Omondi to meet the full cost of the course.

I would also like to acknowledge the contribution of the FPPS (K) staff in terms of material, logistical and moral support towards this noble cause.

Many thanks go to all the course participants for the patience, enthusiasm and positive participation throughout the training period, and not to forget the contribution of the course facilitators who facilitated the internal technical and logistical arrangements to make the work fairly well.

I believe that we (the participants) will put what we learnt into proper and meaningful use.

EXECUTIVE SUMMARY

Early in the year 2001, Margaret Sanger Centre International, South Africa (MSCISA), invited applications from participants to attend various categories of courses, including the **Training of Trainers Course: Low-Tech Strategies for Promoting Sexual and Reproductive Health (SRH)**.

MSCISA, an NGO based in Johannesburg, South Africa, is a regional office of the Margaret Sanger Centre International (MSCI), based in New York City, USA, and, is also part of the Planned Parenthood of New York City, Incorporation (PPNYC).

The Training of Trainers Course: Low-tech Strategies for Promoting SRH, was one of its own kind, being the very first curricula development and training for SRH educators, community health providers and public health officials, to be held by MSCISA.

The training course, which was conducted at The Commonwealth Youth Programme, Africa Centre (CYPAC) in Lusaka, Zambia, attracted master trainers, trainers and educators from both government and private sectors of various African countries.

The Family Planning Private Sector (Kenya) (FPPS (K)) and the Community Health Awareness Programme (CHAP), both of which are an NGO and a CBO respectively, and work in collaboration, gave me the chance to attend and participate in this training, whose full financial cost was benevolently facilitated by the International Development Research Centre (IDRC).

During, and at the end of the 10-day course, the participants gained the basic and technical knowledge and skills in planning, implementing and evaluating training programmes, evaluating learner achievements and, designing, developing and using low-tech teaching aids for field use and peer review among other training outcomes.

Having been trained therefore, and with the support of FPPS (K), I plan to organize and facilitate internal training for the FPPS (K)'s peer and community educators, on the use of low-tech strategies to promote SRH. .

In the long term, FPPS (K), with the support of our development partners, plans to train CBOs and Youth Serving Organizations working in the communities, on the application of low-tech strategies for promoting SRH, as an intervention in community health education and behaviour change communication programmes.

1.0 INTRODUCTION

The training of trainers course held between 5th and 15th November 2001 was organized by MSCISA, a regional office of the Margaret Sanger Centre International (MSCI), based in Johannesburg, South Africa.

The training of trainers: Low-tech strategies for promoting SRH's, main focus were to respond to:

- i. inadequate preparation of trainers of community educators
- ii. absence of supervisory support for field staff
- iii. Inappropriate and insufficient teaching aids for training and education at community level.

The training brought together 11 youthful participants from Kenya, South Africa, Uganda and Zambia, and 6 facilitators from different countries.

Although the training went on very successfully, a few teething limitations were experienced e.g. some reference books were not available for distribution to the participants.

By the end of the training, the participants were acquainted with basic and technical skills of facilitation for purposes of conducting training programmes. The participants also designed, developed and demonstrated low-tech teaching aids for field use and peer review.

1.1 COURSE OBJECTIVES AND EXPECTATIONS

The main objectives of the training were meant to help participants:

- i. improve the effectiveness of SRH master trainers
- ii. update trainers on research in SRH, including methodologies for promoting gender equity
- iii. design simple and effective teaching aids for field use

Further, the training of trainers: Low-tech strategies for promoting SRH was created to help learners:

- i. master key concepts in SRH
- ii. repackage SRH concepts in ways that facilitate community understanding and acceptance
- iii. create low-tech teaching ads from locally available materials and
- iv. evaluate the learning process in training

2.0 GENERAL STRATEGY

To achieve the objectives and expectations of the course, the following approach was adopted:

- i. various committees were formed to facilitate smooth running of the training
- ii. plenary presentations
- iii. project site visits
- iv. planning, monitoring and evaluation
- v. games and exercises
- vi. lectures and facilitation

3.0 DESIGN AND DEVELOPMENT OF LESSON PLANS AND TEACHING AIDS

All the participants were taken through the key steps of designing and developing an effective lesson plan. After coming up with the lesson plans, the participants learnt how to make of teaching aids, after which the work of developing the teaching aids began.

The teaching aids were designed to suit the themes, topics, e.t.c. as indicated in the contents of the respective lesson plans.

Creativity on the part of the participants was necessary in order to come up with teaching aids that try to simplify the SRH concepts to fit the master trainers, trainers and educators' levels of understanding.

This was realized through the creation of appropriate teaching aids from local materials and resources.

The presentation and demonstration of the teaching aids in respect to the target audiences were also done.

3.1 Monitoring And Evaluation

During the process of designing and developing both the lesson plans and the teaching aids, the participants regularly and closely monitored the progress of their work through group consultation.

The facilitators also came in at certain intervals to offer technical input and therefore did continuous evaluation of the whole exercise in the process.

The entire exercise of evaluation improved on the participants' imagination and creativity, and therefore, the final production of the teaching tools.

4.0 THE TRAINING

The afternoon of Sunday, November 4 2001 was a special day for the Training of Trainers: Low-tech strategies for promoting SRH.

Participants from various countries to the training, arrived to a warm reception at the CYP AC, the venue of the training. The facilitators were prompt too.

In the evening of the same day, Mr. Kelvin Sikwible, one of the facilitators, officially received and welcomed the participants to the CYPAC, which is located in the compound of the University of Zambia.

The preliminary activities done on that day included; informal introductions pretest evaluation and the creation of the social, evaluation, maintenance and the scavenger committees.

After knowing the official venue of the training proceedings, the participants were set free to familiarize and conduct themselves around the centre. That was the **day of arrival**.

Day 1: Monday 5, November

The course proceedings begun with formal introductions of both the participants and the facilitators during which time each person mentioned the names of the country and organization he / she came from.

In the same process of orientation, the participants gave their expectations from the training and thereafter, Kelvin took the participants through the course rationale, objectives and the idea of group contract.

Later, the same morning, the Permanent Secretary Ministry of Sport, Youth and Child Development, Zambia, Mr. B.M. Simpokolwe, officially opened the training and went on to facilitate the **session: Sexuality Education in Low- Resource Settings: Challenges and Lessons Learned**.

The objectives of the session were to:

- i. discuss challenges of delivering sexuality education in low-resource settings
- ii. highlight lessons learnt in implementing sexuality education programmes in low-resource settings

In the afternoon, we were taken through the **session of Culture and Learning: Practical Applications**.

The objectives of the session were to:

- i. explore innovations in incorporating cultural elements in SRH programmes
- ii. discuss viability of incorporating cultural elements in SRH programmes.

While facilitating the topic, Monica Shinkanga, the Executive Director of Community Youth Concern (Zambia), dwelt on the general implications of culture on learning and SRH programmes.

Diversity of culture and its dynamics featured prominently as key aspects in balancing the societal cultural values Vis a Vis RH needs and related issues.

Culture and its influence were mentioned as potentially contributing to the dramatic HIV/AIDS trends on the African continent and by extension, negating the efforts in the fight against the menace.

Day 2

Topic: Reproductive Anatomy and Physiology: Review

The objectives of the session were to:

- i. review reproductive anatomy and physiology
- ii. discuss comfort/discomfort around discussing genitalia and reproductive anatomy
- iii. assess body mapping as methodology for use at community level.

Human reproductive anatomy and physiology almost summarize the better part of human SRH. During this session, we looked at both the female and male anatomy and physiology.

The participants were divided into two groups each, given the task of constituting the diagrams of both the male and female reproductive systems using simple objects e.g. leaves collected from the surrounding.

With the aid of the diagrams, the participants gave the illustrations of the internal and external reproductive parts of the human being and various functions of the labeled parts.

While presenting the diagrams, the participants used slang language where necessary and as commonly applied in different communities to refer to the genitalia.

Later in the morning, the session advanced to embrace discussions and analysis of methodology used to come up with a simple and understandable reproductive anatomy and physiology, purposely for community education and TOT.

For the **topic; Influence of Culture on Learning** in the afternoon, we looked at various styles of learning including; concrete experience, reflection (observation), practice and concept.

The objectives of the session were to:

- i. identify the different styles of learning
- ii. discuss how culture influences learning styles
- iii. examine cultural transitions in SRH practices and beliefs.

We learnt how traditional and modern beliefs and practices influence the relationship of learning and culture, and therefore the need to adopt effective transitional cultural dynamics in the promotion of SRH programmes.

During group work, the participants were divided into their countries of origin for the purpose of analyzing the dichotomy of myths and information on their native cultures, and reflecting on the harmful, helpful and neutral aspects of culture.

On **Day 3**, the participants were taken through a brief overview of the development of teaching aids for SRH including the practical (hard aids) and theoretical (soft aids) aspects.

However, for the better part of the morning, we covered **the session; Effective Strategies for Community Engagement**, whose objectives were to:

- i. define community
- ii. explain why different communities may need different types of training activities
- iii. define participation

Other issues explored in this topic included; dysfunctional communities, community leadership, community information and the strategies for community participation.

We also looked in detail at the strategies critical in approaching communities, which included understanding, respecting and appreciating the way different communities live, and involvement of the community in all aspects of programmes including evaluation and implementation.

Topic: SRH Promotion and Behaviour Change: Research Findings

The objectives of the session were to:

- i. discuss key components of health promotion as set out in the Ottawa Charter
- ii. identify the personal, social, economic and environmental factors that influence SRH
- iii. formulate different strategies to influence behaviour change regarding SRH
- iv. examine SRH promotion programmes

In this afternoon session facilitated by Mosotho Gabriel, special reference was drawn to the Ottawa Charter for Health Promotion November 17th-21st 1986 Ottawa, Ontario Canada, which aims to promote the strengthening of community action, development of personal skills, enabling mediating, advocating and creating supportive environment for health promotion action.

The charter also aims to reorient health services by emphasizing attention to health research as well as changes in professional education and training.

Steps in, and factors influencing behavior change were also covered and finally, countries represented presented their success stories around promotion of SRH, which centered on the roles of governments, private sector, civil society and other stakeholders in addressing SRH needs, and coming up with sound programmes to respond to specific issues and concerns around the same.

Day 4. 8TH NOV.

Topic: Nuts and Bolts of Training

The objectives of the session were to:

- i. identify the difference between teaching and training
- ii. explain the ways adults learn
- iii. discuss the relationship between training, social change and community development

During this session, we were taken through TOT review which covered the difference between training and teaching, and also the aspects and concepts of how adults learn.

We also looked at the essence of popular/ progressive education and finally did the lesson plan formatting. Course planning, methods and materials of training and training evaluation were also covered.

Review of Sexuality and the Life cycle was done later in the morning. The objectives of the session were to:

- i. review sexual development at various stages of life
- ii. increase awareness of sexual development throughout the life cycle

In this session, we learnt about; sensuality, sexualization, sexual health promotion, intimacy and sexual identity as the basic components of the sexuality cycle.

We also defined and learnt about gender identity, gender roles and sexual orientation.

In the afternoon, we did the session; Family Planning: Review and Update

The objectives of the session were to:

- i. discuss benefits of contraceptives including emergency contraception and dual protection
- ii. review legal and ethical framework for the provision of contraception
- iii. describe key characteristics of each method.

After a brief overview and background of FP, the participants were introduced to the components of SRH in relation to FP.

We then explored the significance of counselling around contraceptive choice methods, and assessed the demographic data of contraceptive prevalence in respect to the four countries represented at the training.

On Friday, 9/11/001, we were introduced to the **Review and Update of STIs and HIV/AIDS**, where we went through the background of STIs and HIV/AIDS and the factors underlying increased frequency of STI and HIV transmission, and therefore the guidelines for the management of the same.

We looked at the demographic data on STI/HIV/AIDS prevalence in selected Sub-Saharan African countries and government strategic plans, which envisage policies towards fighting the STI and HIV/AIDS pandemic.

Later the same morning, Daminio Chishimba, an instructor at the MOY skills training centre, Lusaka, presented the use of **low-tech approaches to STIs and HIV/AIDS education**.

The objectives of the session were to:

- i. share field experiences in developing teaching aids for sexuality education
- ii. demonstrate use of teaching aids for facilitating STIs/HIV/AIDS

He illustrated and demonstrated how the "sperm journey", "gender game" "menstrual monitor" and "STI cycle" work in low- resource settings.

The tools were made out of creativity and very easy to use for community or group education.

5.0 FIELD TRIP

In the afternoon, we paid a visit to the Society for Women and AIDS in Africa, Zambia, Mtendere Home for Orphans, where we observed and learnt the significance of traditional counselling on HIV/AIDS for young people who intend to marry.

The use of drawings and cultural approaches in communicating behaviour change messages to the society seemed to augur well for the community's understanding. That was **day 5**.

6.0 TEACHING AIDS AND LESSON PLANS

Day 6: Developing Teaching Aids for Field Use

The objectives of the session were to:

- i. explore strategies for developing teaching aids at low cost
- ii. discuss local considerations for designing teaching aids
- iii. develop teaching aids

In the morning of this day, we were taken through the aspects and steps of developing practical teaching aids.

We at the same time learnt the application of teaching aids in training programmes and this was made possible through the introduction of the steps of training and lesson planning which included; learning objectives, training methods and materials.

Each participant finally came up with lesson plan format, which acted as a guideline for the design and development of the teaching aids.

The lesson plan format spells out aspects of an intended activity as illustrated in the bellow example:

See attached lesson plan

On Sunday, 11/11/01 (**day 7**.), the participants had the whole day to **work on the teaching aids** individually, until the entire Monday morning, which was **day 8**.

In the afternoon, Claudia Ford, facilitated the **session; Steps in Planning a Training Programme**.

The objectives of the session were to:

- i. outline the steps in a training programme
- ii. discuss group dynamics
- iii. discuss the importance of games and exercises in the training process

During this session, facilitation emphasized on the difference between training and teaching and also covered at length the ways adults learn as well as the relationship between training, social change and community development.

Other than highlighting the steps in planning a training, which included; needs assessment, goals /objectives, the actual plan and evaluation, we also tackled the concept of group dynamics and the relevant games and exercises during training.

The **session “Evaluating Learner Achievement in Training”** came in the morning of **day 9**. The objectives of the session were to:

- i. discuss the objectives of a training activity
- ii. determine ways in which learning can be assessed
- iii. develop at least two methods of evaluating learner achievements

We discussed learning objectives, brainstormed on ways in which learning can be assessed/evaluated and of course developed at least two methods of evaluating trainee achievements.

The session also touched on the roles of master trainers, trainers and educators in relation to the evaluation process and exercise.

7.0 PRESENTATIONS AND DEMONSTRATIONS

Later, the same morning, participants embarked on the completion of the development of the teaching aids, which later paved the way for the commencement of presentation and demonstration of the teaching aids by individual participants in the afternoon.

Day 10.

The whole morning of this tenth day of the course saw wonderful presentations and demonstration of the teaching aids by the participants.

During this exercise, skill, technique and creativity were evident as individual participants exhibited a variety of aids around SRH concerns.

In the afternoon, Folami Harris facilitated the **topic “Role of Supervision in Trainer Performance”** which revolved around the following:

- I. examining the relationship between trainer performance and programme objectives
- II. discussing elements of supportive supervision
- III. discussing the role of supervision in performance

Through practical games and exercises, the participants described the roles of supervisors in terms of motivation, co-ordination, offering technical advice and enhancing general performance of the people towards realizing the overall goals of the organization or projects/programmes.

The session also covered the elements of supportive supervision and the essential qualities of an effective supervisor.

On Thursday, November 15, participants did the final presentations and demonstration of teaching aids.

This exercise went through the entire morning of this **eleventh and final day** of the training.

As we wound up the presentations, the closing mood of the training, which had otherwise been quite involving and taxing, advanced.

In the afternoon, the entire participant community settled down to individual evaluations, which were finally followed by overall course post-test evaluation.

The closing exercise, which included other normal formalities, began early in the evening and climaxed into the formal graduation ceremony.

The ceremony was facilitated by Ms. Folami Harris, the Director of MSCISA and presided over by Ms. Lucille C. Atkin, the Director of Margaret Sanger Centre International, New York.

Other dignitaries including representatives of the Government of Zambia, PPAZ and social workers in Zambia also graced the occasion.

Ultimately, it was barbecue, dinner and Africa night celebrations as the training formally ended, and the participants braced for sad and happy moments when they would depart to go back home the following morning.

The "little Africa" which had been created at the Commonwealth Youth Programme, Africa Centre, vanished for a while, but never forever.

8.0 EVALUATION

During the training period, and on daily basis, the participants completed evaluation diaries and forms, for purposes of individual and formal course evaluations respectively.

Pre-test evaluations had also been done originally, while the final post-test assessments took place at the official end of the course.

All the levels of assessment indicated that the training realized its key objectives.

9.0 LIMITATIONS AND OBSERVATION

Time

The overall workload was not very commensurate with the amount of time and participants occasionally did studies late into the night.

Materials e.g. books

Some reference books e.g. the book titled (where women have no doctor), were not enough in number and therefore the participants could not get copies of the same. Otherwise other handouts on different topics were commendable.

General training administration

Generally, the logistical and technical aspects of administration were satisfactorily handled by the facilitators and the back-up team. This made the training move smoothly irrespective of the limitations encountered.

10.0 RECOMMENDATIONS

For future training programmes, a little more time may be necessary in order to lessen the pressure of work on the side of the participants. And on the side of materials, enough reference books and other materials should be provided in order to furnish the participants with enough resources on sensitive topics.

11.0 WAY FORWARD

As has been mentioned in the executive summary and introductory part of this report, the training of trainers course: low-tech strategies for promoting SRH, as a curricula development and training for SRH educators, community health providers and public health officials, focuses on, and responds to three features frequently encountered in SRH promotion at the community level, namely:

- i. inadequate preparation of trainers of community educators
- ii. absence of supervisory support for field staff and,
- iii. inappropriate and insufficient teaching aids for training and education at community level

In order to effectively respond to, and address these features, there is need for deliberate initiative to facilitate and implement, together with other stakeholders, capacity building programmes with the aim to train trainers and educators on peer, youth development and community programmes.

Having learnt how to; organize and implement training programmes, skills in designing and developing low-tech teaching aids and materials for field use and peer education programmes, I, plan, in liaison with colleagues at FPPS (K), to undertake the following as part of my plan of action:

- i. to organize and facilitate an internal training for FPPS (K) peer and community educators on the use of low-tech strategies to promote SRH, in the FPPS (K) community health awareness project.
- ii. to train peer educators on the application of low-tech teaching aids for peer education programmes
- iii. to impart onto the educators, skills of designing and developing teaching aids.
- iv. to train trainers and educators in skill building for group facilitation techniques
- v. to explore the possibility of infusing use of low-tech teaching aids approach with that of puppetry, for effective implementation of community health and education programmes.

As FPPS (K), our long term plan of action which reflects the assessment, planning and implementation of the broad capacity building programme, is underway, and FPPS (K) looks forward to your organization's kind support materially, financially and/or otherwise, for the effective implementation of the programmes in question.

Under this initiative, we expect to:

- i. organize and conduct training for CBOs and Youth Serving Organizations working in the communities, on Low_Tech Strategies for Promoting SRH.
- ii. FPPS (K), being a member of the Youth Exchange Network (YEN), we shall liaise with the YEN secretariat, explore and present the need to extend our training programme to benefit the YEN membership. YEN, is a collaborative forum that brings together NGOs and CBOs in Nairobi and beyond, which undertake youth development programmes in one way or the other.
- iii. In the puppetry-training project where FPPS (K) has managed to train over 40 community-based troupes across the country, we plan to organize and train the already trained puppeteers, on low-tech strategies for community health awareness intervention and behaviour change communication programmes. This initiative will empower the puppeteers, as change agents, with more and diverse skills in community health awareness interventions, for effective impact.

12.0 CONCLUSION

It was enjoyable to work with fellow youthful participants from different countries, full of talent, culture and ideas.

The training was generally exciting and stimulating inspite of the few limitations encountered along the way.

The participants were overly talented, enterprising, enthusiastic and diligent, likewise to the facilitators and the back-up team who were, and remained very enthusiastic and wonderful too.

I am otherwise, on behalf of FPPS (K) and CHAP highly elated for having been given the chance to attend and participate in this momentous training course.

I wish to register my enthusiasm and express my hope, on behalf of FPPS (K) and CHAP, to work with the IDRC and all those who made the training a success, for the noble mission of changing lives in our society.

LESSON PLAN FORMAT FOR THE DEMONSTRATION AND PRESENTATION OF A TEACHING AID

BY: GEORGE OMONDI AYOMA – FPPS (K)/ CHAP

- THEME:** Youth to youth approach in IEC (Information, Education and communication) and behaviour change communication on STIs and HIV/AIDS.
- TOPIC:** Abstinence, faithfulness and condom use in preventing HIV and STI transmission.
- PURPOSE:** Mobilization, sensitization and conscientization of the youth on how, and the need to prevent STI and HIV transmission.
- OBJECTIVE:** By the end of the session, the audience will be able to recognize and choose the ways of STI and HIV prevention that suit them, and be able to demonstrate proper use of condom. They should also be able to define abstinence and faithfulness.
- TIME:** 1.30 Hrs
- PREPARATION:** Transport, contingency and logistics for conducting community diagnosis, community diagnosis, human resource, venue, time and materials.
- STEPS:** Mobilization, facilitation, audience segmentation, and demonstration of condom use.
- ADAPTATIONS:** Condom use demonstration may at times be done by a member of the community (audience). Questions may also come before, during the demonstration process or after the process.



TECHNICAL REPORT ON GEORGE OMONDI AYOMA

Background/Introduction

George Ayoma attended the course Training of Trainers: Low Tech Strategies for Promoting SRH organised by Margaret Sanger Centre International South Africa in Lusaka from 5 – 15 November 2001 at the Commonwealth Youth Centre. The following is a report of his attendance during the course.

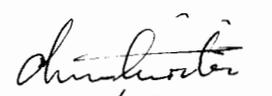
Workshop Evaluations

His workshop post-test results reveal that he scored 76% well over the average workshop pass mark of 50% and workshop average score of 70%. From the post test results, George has exhibited a relatively high level of knowledge around supervision and implementation of SRH projects. However, his performance around reproductive anatomy and physiology reveals a need to enhance his knowledge around this area.

MSCISA have adapted a tool to track daily participation of participants from UNDP. The tool outlines each participants level of participation across five variables. According to the form that George filled out, his participation diary reveals that throughout the workshop he listened actively to what others said. Active listening in this context refers to the ability to assimilate ideas leading to possibly enhanced understanding of the subject matter or contribution to the subject matter by the listener. The diary also shows that George shared his ideas about his work in Kenya with the group particularly that around puppetry. Team work was a natural extension of many of his abilities as evidenced from diary. As a requirement of this workshop, participants had to develop teaching aids for use in their programmes. George's innovation led to develop a one man play with supporting visual aids to augment his act.

The workshop evaluation form filled by George indicates that almost all areas of the course were satisfactory. In terms of topics that were not part of the workshop that he would have loved to learn about, George lists Gender considerations in SRH as one such topic that should be considered in future.

As a testimony to his excellent performance in this workshop, George was requested to present his teaching aid at the closing ceremony, which was graced by the presence of the Permanent Secretary from The Ministry of Sport Youth and Child Development, Mr. Bernard Simpokolwe. His works were considered by many at the function as simple but powerful and thought provoking. This was the purpose of the workshop – to produce Low-Tech Strategies for Promoting SRH in our communities.


14/1/2002.

Daily Training Program Evaluation Form

Date: _____

1. What were the major activities that you were involved in today? Please list what you can remember best.

2. What proportion of today's activities do you think you directed as participants and what proportion was controlled by the facilitators?

3. What was the most useful activity that was conducted today? Why?

4. What did you learn from today's session? Please describe.

5. What is your analysis of the training programme?

Excellent Good Not very useful

Give your reasons for your choice.

6. Comments on logistics – food, lodging, other physical arrangements.

MY PARTICIPATION DIARY

Date: 5 – 9 November 2001

	Day 1			Day 2			Day 3			Day 4			Day 5		
	No	Some	Yes												
I listened actively to what other said.	<input type="checkbox"/>														
I offered my ideas to the group.	<input type="checkbox"/>														
I considered others' ideas carefully (even when they differed from mine).	<input type="checkbox"/>														
I worked as a team member.	<input type="checkbox"/>														
I created new materials	<input type="checkbox"/>														
I helped solve a problem	<input type="checkbox"/>														
Other observations and comments:															

Summary Analysis

Productivity	Innovativeness	Punctuality	Attendance	Group Work
Very Good	Very Good	Very Good	Very Good	Very Good

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MY PARTICIPATION DIARY

Date: 10 – 15 November 2001															
	Day 1			Day 2			Day 3			Day 4			Day 5		
	No	Some	Yes												
I listened actively to what other said.	<input type="checkbox"/>														
I offered my ideas to the group.	<input type="checkbox"/>														
I considered others' ideas carefully (even when they differed from mine).	<input type="checkbox"/>														
I worked as a team member.	<input type="checkbox"/>														
I created new materials	<input type="checkbox"/>														

I helped solve a problem	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
Other observations and comments:					

