



INTERREGIONAL WORKSHOP ON STRENGTHENING TEACHING OF  
HEALTH EDUCATION/COMMUNICATION SCIENCES AT THE  
PROFESSIONAL LEVEL, FACULTY OF MEDICINE,  
UNIVERSITY OF GEZIRA, WAD MEDANI, SUDAN  
6 - 11 December, 1986

IEH/WP/02

18 November 1986

ORIGINAL FRENCH

METHOD OF WORK

1. The following timetable of work is proposed:

- 8 a.m. - 14.30 p.m.  
with 2 x 1/2 h breaks

2. Proceedings will be based on the active participation of each member of the various groups and of each participant in the plenary sessions.

3. Within each group, participants will be invited to reflect on specific problems and questions. To this end, exercises will be proposed to stimulate reflexion and assist in the identification of possible solutions and proposals for concrete action. Participants should first of all examine the exercises, individually.

4. The main group sessions will be followed by plenary sessions to present, discuss and enrich the conclusions of the groups in the form of a synthesis, while not necessarily making comparative judgements as between the groups.

5. At the beginning of each day the main working documents will be briefly introduced and clarifications referring to those documents and the module of work for the day will be provided by the "facilitators".

6. Appropriate explanations relative to the components of each module, namely the title, specific objectives, exercises and required readings, will also be supplied at the end of each working day.

7. Participants are invited to carry out the following supplementary work:

7.1. read carefully the specific objectives, exercises/learning experiences and documents referring to each module;

7.2. request any necessary clarification of the Secretariat members/facilitators either at the hotel or the following day when proceedings resume.

8. Participants will be assigned to one of three working groups. Each group will appoint a moderator/rapporteur, to be re-elected for each working day.

8.1 The moderator will catalyse discussions and ensure that:

- (i) all members of the group take part in discussions;
- (ii) a brief written synthesis is prepared for presentation and/or distribution to the other participants;
- (iii) discussions on the subject in question should take place within the time allowed.

8.2 One or two facilitators of the Secretariat will work with each group.

9. The group reports will be prepared on transparencies for presentation on overhead projectors.

10. Screening of films on PHC focusing on community participation is scheduled; screening time will be announced.

11. A workshop evaluation committee will meet at the end of each day in order to:

- 11.1. exchange information and comment on the day's work: relevance of method used, appraisal of content and results obtained from the apportionment of time, etc;
  - 11.2. make any necessary amendments to the specific objectives and the exercises of the appropriate module, in the light of reactions of and remarks by the participants;
  - 11.3. decide on possible amendments to the programme of work the following day, after considering items 12.1 to 12.2 and the progress of work.
12. This committee will be composed of the Secretariat members and three participants, and will be re-elected each day.
13. Participants will complete an evaluation questionnaire on each module and on the overall workshop (IEH/WP/04). Results will be analysed during the final day.



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IEH/WP/03  
November 1986

ORIGINAL: ENGLISH

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WORKSHOP MODULES

MODULE I

ROLES OF COMMUNICATION/EDUCATION FOR HEALTH IN PRIMARY HEALTH CARE IN THE  
CONTEXT OF THE STRATEGY OF "HEALTH FOR ALL BY THE YEAR 2000"

Specific learning objectives

By the end of the module, participants must be able to:

- 1) define and explain the basic elements of primary health care (PHC), health for all, communication and education for health (C/EH);
- 2) describe the fundamental role of C/EH in PHC and discuss their importance/meaning;
- 3) identify the advantages of training health workers in C/EH and its positive impact on their level of performance within the health system.

Exercises/Learning experiences

Presentation and discussion in plenary session.

Documents

Required readings

- 1.- Accelerating the Achievement of HFA/2000 in Member States of WHO in the African Region - Doc. RPM9/WP/03 Rev. 2 - March 86  
by Dr G.L. Monekosso, Regional Director/AFRO - Doc. IEH/WP/05
- 2.- The Roles of Public Information and Education for Health in Primary Health Care (WHO/AFRO/HED) - Doc. IEH/WP/06
- 3.- Alma-Ata report. "Primary health care", pages 2-6, 37-52

Recommended readings

- 1.- Health Development in the African Region of WHO: Some guiding principles. by Dr G.L. Monekosso RD/AFRO - Doc. AFR/PHA/219 Rev. 1.
- 2.- The Meaning of Health for All by Dr H. Mahler, in World Health Forum, 1981, Vol. 2, No. 1.
- 3.- Some characteristics of community involvement in health activities in the African region, WHO/AFRO/HED - 1985.
- 4.- World Health, April-May 1983, "May health is my business too"
- 5.- New approaches of and education for health in primary health care:  
  
TRS No. 690, WHO, 1983: pages 13-30, 40-43.

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| MODULE II |
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HEALTH MANPOWER DEVELOPMENT IN COMMUNICATION/EDUCATION FOR  
HEALTH CURRENT TRAINING AND IDENTIFICATION OF TRAINING  
NEEDS IN THIS FIELD

Specific learning objectives

By the end of the module, participants must be able to:

1. analyse a training programme in C/EH with regard to :
  - i) the national strategy for health development, and
  - ii) the functions and tasks of health personnel;
  - iii) the general structure of any training programme in C/EH
2. identify, in the framework of the national strategy of health development based on PHC, the kinds and areas of training needed in C/EH.
3. formulate suggestions for improving existing programme you are familiar with taking into account the elements of a training programme in C/EH and the conditions involved in its planning/implementation.
4. list the categories of personnel (health and other development sectors) who should have C/EH training;
5. identify the necessary resources for training personnel in C/EH (human, financial and material resources);

Exercises/Learning experiences

Exercises :

1. Bearing in mind :
    - i) the C/EH teaching programmes in your country;
    - ii) the synthesis on training in C/EH for the African Region (working paper 7)
  - a) identify, in order of priority the inadequacies in the C/EH training programmes with regard to the strategy of PHC; and the main obstacles to planning and carrying out training in C/EH
  - b) suggest activities/measures for strengthening the weak elements of these programmes.
2. Indicate in order of priority and by level in the health system:
    - a) the broad areas of training in C/EH which are essential for the strategy of HFA 2000 based on PHC.
    - b) the categories of personnel who should receive this training  
What situations will these health workers be working in ?  
What conditions and resources exist within and outside the health sector;



Documents

Required readings

1. Status of teaching of communication/education for Health in Training Institutions of Health Development Personnel - Doc. IEH/WP/07.
2. New approaches in health education in primary health care, WHO, TRS No. 690, pages 30-38
3. Teaching for Better Learning Part I. - Abbott
4. Educational Handbook for Health Personnel, pages 1.01-1.20; 3.13-3.29, WHO/EQ - 1971
- 5.- Training for health workers in health education, WHO/TRS No. 156, pages 5-25

Recommended readings

1. Education for Health training programme at the Regional centre for health development in Cotonou, Doc. AFR/E+T/146, pages 1-8
2. Alma-Ata report, "Primary health care", pages 53-72
3. Mobilizing community for health and Development: approaches and constraints - AFRO Technical Paper no. 19.

MODULE III

FORMULATION OF TEACHING/LEARNING MODULES IN C/EH ADAPTED TO LOCAL NEEDS:  
JOB DESCRIPTIONS AND TASK ANALYSIS

Specific learning objectives

By the end of the module, participants must be able to :

- 1) analyze the functions of at least one main category of health worker;
- 2) identify the activities which should form the main basis of the training programme for at least one category of health workers in C/EH;
- 3) formulate the tasks and educational objectives of a training programme in C/EH ;

Exercises for a given category of health personnel

Using the model job description provided as an example select one health personnel category generally found in most national health manpower systems in Africa. This category will be the subject of further work in the workshop, so select one you know very well but not health education offices. Develop a job description to include :

- (a) name of the category
- (b) general situation and level in which they will work
- (c) major functions (no more than 10)
- (d) activities for C/EH function or functions  
(you will probably have to take a decision here whether activities are to be C/EH process oriented or health problem oriented or health area oriented)
- (e) tasks for each activities
- (f) turn each task into a learning objective

Documents

Required readings

1. Roles, functions and educational tasks of health personnel,  
Doc. IEH/WP/08,
2. Learning objectives in Communication/Education for Health; Doc. IEH/WP/09
3. Teaching for better learning, pages 33-68.
4. Training Health Personnel in Public Health Education; TRS no. 156,  
pages 8-34.
5. Educational Handbook for Health Personnel; pages 1.17 - 1.29
6. Draft Manual on Health Education in PHC -  
WHO - pages V-IX (Introduction) and 3-29 (chapter 1 Health Behaviour and  
Health Education).

Recommended readings

1. On being in charge - A guide for middle level management in PHC  
pages 61-67; 82-106; 114-122
2. Education for Health Training Programme - CRDS/Cotonou, pages 7-12
3. Draft Manual on Education for Health in PHC chapters 3-6-7
4. Analysis of the communication/education for health component in primary  
health care - In document - HPC/PHC/REP/81.1 - Analysis of the Eight  
Components of Primary Health Care, pages 10-14 - WHO/HQ.

MODULE IV

FORMULATION OF TEACHING/LEARNING MODULES IN C/EH - MODULARIZATION

Specific learning objectives

By the end of the module, participants must be able to:

- 1) divide up the C/EH tasks analyzed into units of teaching/learning;
- 2) formulate for each teaching/learning unit:
  - i) the specific learning objectives;
  - ii) the plan of content/learning activities for achieving these learning objectives, identifying the main knowledge, attitudes and practices to be acquired;
  - iii) the teaching/learning methods, including practical field work
  - iv) the evaluation methods
  - v) the resources (human, financial and material);
  - vi) estimated instructional time
- 3) propose periodic follow-up activities in the field, for workers trained in C/EH.

Exercises/Learning experiences

1. Each group will;
  - i) Take the educational tasks of a member of the health team at the operational level (exercise No. 1 of module 3).

ii) will analyse these educational tasks and will determine for each one:

- the specific learning objectives of the C/EH course(s) needed to "master" the task.
  - the plan of content with an indication of the main knowledge, attitudes and practices to be acquired
  - the possible duration
  - the methods and techniques of teaching
  - the methods of evaluation
  - the resources necessary (human, financial, material, etc)
  - the time to teach/learn
2. Describe at least two regular follow-up field activities which are needed for proper assessment of performances in C/EH of health workers trained in this field.

#### Documentation

#### Required readings

1. A plan of a teaching/learning unit in C/EH; an example; Doc. IEH/WP/10
2. Education for Health Training Programme; Doc. AFR/E+T/146
3. Educational Handbook for Health Personnel -  
pages 3.13 - 3.29; 3.41 - 3.47  
2.11 - 2.36 et 4.49 - 4.52

MODULE V

FOLLOW-UP ACTIVITIES TO THE WORKSHOP AT THE COUNTRY LEVEL

Specific learning objectives

By the end of the module, participants should be able to:

- 1) identify the relevant follow-up activities to the workshops at the country level, feasible in the short term;
- 2) list the main elements for national plans for strengthening the training of health workers in C/EH.

Exercises/learning experiences

Individual work to be prepared by participants and presented on 11 December 1986