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PEDAGOGICAL SUPPORT TO FAMILY PLANNING PROGRAMMES

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Specific teaching and learning methods and materials need to be developed to meet the identified needs of the different categories of individual involved in the complex of effective delivery of family planning. Each type of learner or user requires different materials and different approaches to teaching and learning. The categories are as follows:

- (1) Practising physicians, who require updating materials. The use of microfiche or illustrations in brochure form, with accompanying texts and/or cassette tapes, could be considered for this purpose. An example is the continuing education programme of the American College of Physicians.
- (2) Medical students, who require both teaching and learning materials. Moreover, curricula need to be developed which can be easily fitted into an already heavily loaded programme of work. Materials should include case studies and self-instructional units. The teachers would require slides, films and/or video cassettes, which illustrate especially the demographic and psycho-social aspects of family planning.
- (3) Trainers of family planning workers, who require similar types of materials to those mentioned in (2) above, although the curricula will, of course, be different. Case studies are very important as a basis for discussion groups. Role-playing should feature as an essential learning method.
- (4) Family planning workers, who require learning materials in the form of reference guides on the different methods, check-lists for use with clients, and a variety of simple visual material for demonstration (e.g., flipcharts, flash cards, posters, models). Practice in the use of these materials in simulated situations should be built into the training so that the students become familiar with their

application. The case studies developed for (3) above can be adapted for these simulations.

- (5) Clients and the general public, including school-children who require a wide variety of materials including brochures, films, non-verbal materials, radio and television shorts. It cannot be too much emphasized that all such materials must be field-tested with target audiences before release. In developing countries especially, traditional methods of communication should be used (e.g. the "photonovela" in Mexico, puppet shows, songs, stories).

A number of examples of each of these approaches will be demonstrated, and will serve as a basis for discussion.