PaLM visit to Mtwara, November/December 2011: Final report

Summary

Current work in Mtwara is evolving around three key themes; developing expertise in sexual health at ZHRC, linking COTC students into global health networks and improving access to online and distance education (DE) resources.

Objectives

Key objectives within the sexual health programme for this visit were to: deliver the PaLM package of sexual health teaching to clinical officer students; support CO students to deliver sex and relationship education to pupils in one local school; evaluate this work and evolve options for embedding it within the college and extending its reach via involvement of more schools and further clinical officer training institutions.

Key objectives within the online learning and distance education theme were to improve internet access and develop skills and culture around online learning.

Challenges

Challenges for this visit were communication with partners during the preparation phase and uncertainties around partner commitment to the outreach elements of the sexual health work.

The IT project faced uncertainties about the release date of new online learning tools, and timing of service upgrades from Internet Service Providers.

Achievements

The sexual health objectives were achieved with clear confirmation from the Tanzanian Ministry of Health, COTC administration and students to the outreach element of the programme. Evaluation of the teaching was positive with a strategy for extending and improving it agreed with staff and students. A pilot visit to the clinical assistant training college in Masasi with an introductory one day teaching programme was completed.

The outreach intervention will be extended by the 'COTC club' – a student organisation that will provide SRE in at least one primary school per month with ongoing support from PaLM. The club has full support from students and the COTC administration.

New computer hardware and software was installed resulting in improved basic functioning of machines on the network. A new shared storage device provides data backup, and personal and shared file storage / exchange. A gateway provides Firewall and caching for security and more efficient use of internet bandwidth. A 3G router with antenna and cable was supplied ready for installation when 3G becomes available (projected DEC 2011). These improvements will enable introduction of the FUSE interactive learning platform from late Dec 2011, with associated IT learning resources. A

demonstration version has been introduced to IT staff, students and PaLM partners and made available via the Diskstation. Three laptop computers have been provided to host the platform and an intern identified to support its introduction from early 2012. PaLM continued to advocate for a fibre optic 'last mile' solution at regional and national level.

The PaLM-COTC partnership was strengthened through extensive meetings with staff and the student government. An expanded academic faculty who are increasingly specialised, offering named link tutors for our areas of focus and a commitment to communicate directly with the student government suggest improved communication. The designation of PaLM as a key partner in the regional stakeholders meeting strengthened our relationship with ZHRC/COTC and the teaching visit to Masasi identifies this training institution as a potential additional partner. Meetings with key national partner organisations (Ministry of Health, I-Tech, CDC) confirm that our work is inline with national priorities. Meeting with VSO TZ confirmed commitment to continue the joint programme.

Future plans
1. supporting COTC club including fundraising for this project and extending this approach to other health training organisations.
2. Developing a package of quick win activities for graduates of the COTC club to use in their early careers as clinical officers.
3. Embedding use of the Fusion Universal online IT learning resources through one to one support for staff and students.
4. Collaboration with partners to pilot e-learning to support the delivery of the COTC curriculum

Introduction
This report details the work completed during the PaLM visit to Mtwara in November/December 2011. Section 1 relates to sexual health and section 2 to information technology (IT). Raw data from the evaluation of COTC student and school pupil teaching are given in the appendices.

Volunteers
PaLM volunteers during November/December 2011 were:
- Paula Baraitser (sexual health, VSO funded)
- Michael Brady (sexual health, PaLM funded)
- Iain McHenry (IT, British Council funded)
- Grant Smith (IT, British Council funded)

Aims and objectives

Current PaLM projects aim to:
- Develop expertise in sexual health and SRE at COTC Mtwara/ZHRC Southern Zone
- Link COTC students into global health networks (via student exchanges, online learning and Medicine Africa)

- Improve access to online and distance learning resources (a pre-requisite for both of the above)

Specific objectives for the November/December visit were:

Sexual Health
- Deliver SRH teaching to year 3 COTC students linked to community outreach programe
- Support COTC students to deliver SRE teaching to the pupils of one local primary school (Naliendele)
- Consult on options to extend (or not) the scope of the SRE programme (i.e. number of schools reached and number of training institutions involved)
- Consult on the idea of COTC as a Centre of Excellence for sexual health as a way of encapsulating the collaboration

IT
- Improve computer hardware and software
- Develop a strategy to improve internet access
- Develop IT culture and skills among staff and students via a pilot of the Fusion Universal platform (an online IT learning resource)
- Deliver the workplan specified in IHLFS grant
- Develop online and e-learning resources to support SRH teaching

Institutional Development
- Build on the stakeholder event of 2010
- Strengthen the link by developing the Mtwara side of the partnership – extending and consolidating relationships
- Embed the programme in wider geographical and policy contexts

Key challenges

Before the visit there was commitment from COTC to the delivery of the sexual health teaching to clinical officers in partnership with PaLM subject to better integration of the course into the new CO curriculum and aligning the course with the requirements of year 3 students. However it had been difficult to assess the extent of the committment from:
- COTC to the community outreach programme as it had been increasing difficult to match this with the outreach element of the curriculum.
- Our primary school partner to the COTC student delivered SRE teaching because of difficulties in communicating with the primary school (lack of internet access)
- The Ministry of Health to this type of approach that links clinical officer students with their local community

The consultation process identified in the objectives section was part of the process to assess the extent of this commitment.

Before the visit, communication with COTC administration and especially with students remained a challenge for effective organisation and planning.

Key meetings

- Presentation to 2 day Southern Zonal Stakeholders Meeting – *Addressing Challenges in Health Facilities and Health Training Institutions*. Presentation from PaLM as key partner. Audience included representatives from all health training institutions in Mtwara and Lindi regions and district and regional medical officers. Presentation attached as appendix 1.
- Flavian Magari I-TECH Country Director, Hilda Sinkonde Manager for Distance Education, I-TECH Tanzania. Discussed - sharing objectives for this visit, initial introduction of Fusion Universal concept, initial discussions re collaboration on I-Tech distance learning.
- Dr Muta, Assistant Director Inservice Training, Ministry of Health. Discussed – outline of PaLM projects. Dr Muta confirmed that the PaLM programme is significant and in line with ministry objectives and that it should aim to strengthen its community linkages through increased collaboration between clinical officer students and local communities.
- Astha Ramiaya, Ifikara. Discussed concept of a Jifundishe style project in Mtwara and there was a proposal that some private funding be earmarked for a feasibility study.
- Rosalia Marandu, VSO. Discussed plans for this visit. Rosalia stressed the need to link PaLM to local regional and district health officials and the possibility of linking the community outreach part of the PaLM programme into a national volunteering programme. Discussion of how to respond to the unsuccessful bid involving the collaboration with Pasha and a commitment to pursuing this idea in another form. Possibility of VSO volunteer to support the development of distance education materials at COTC Mtwara. Discussed support from VSO in terms of media options – e.g. including PaLM in a VSO promotional film.
- Beatrice Masangj?a, PASHA Mtwara. Discussed future funding of Pasha and collaboration between PASHA and COTC club. Beatrice confirmed that PASHA is keen to work with the COTC students and invited them to present at the forthcoming PASHA training weeks for both peer educators and teacher counsellors.
- Betram Felix, Headmaster Naliendele Primary School. Organisation of teaching in Naliendele Primary School. Felix confirmed a strong commitment from the school to continued collaboration. They have had no further teenage pregnancies since the PaLM training started at the school. They requested that PaLM find a UK school that they could link with.
- Wilson Kitinya, Principal, CATC Massasi. Discussed possibility of replicating PaLM programme at COTC Masassi. Handed over 3 laptops purchased with money from the ICS student project to improve IT teaching at Masasi.
- Student government, COTC Mtwara. Discussed the need for communication directly with the students before forthcoming PaLM visits, the COTC club and the process for selecting students to visit London.
- Administration COTC Mtwara – Principal, Academic Officer, subject tutors. Planning meeting and handover meeting at beginning and end

oc the visit with COTC principal. Meetings to discuss COTC club and student electives.
- Dr Swai, GIZ, Mtwara.
- Angela Makota, Director of Institutional and Human capacity building at Tanzania section of the US Centre for Disease Control (CDC). Discussed strategy for ZHRC access to e-learning resources to support curriculum delivery.
- Ecta Malkan – Dar es Salaam based friend of Astha with a biology degree who is looking for voluntary work to facilitate a transition to a career in public health. Possible internship with PaLM discussed.

Outputs delivered
- Teaching on sexual health to clinical officers:
  - o 1 week intensive teaching for year 3 COTC Mtwara
  - o Practical experience of teaching SRE in local communities for year 3 clinical officers, Mtwara COTC
  - o 1 day introductory session for year 2 COTC Masasi as an introduction to possible collaboration with PaLM
  - o Evaluation of sexual health teaching programme completed with clear strategy for developing the course – including introduction of clinical (bedside or based on real local cases) teaching in collaboration with Dr Mmoto (current HIV tutor), focus on practical clinical skills (e.g. bimanual and speculum examination, sexual history taking, IUD and implanon fitting) and further opportunities for outreach.
  - o Improved communication directly with students prior to the PaLM visit so that they can plan around this agreed. We will communicate via student government.
- SRE programme at Naliendele School
  - o Sex and relationship education to standard 5 and 6 (200 pupils) and parents and community members at Naliendele Primary School
  - o Community theatre event on teenage pregnancy in Naliendele village – reached younger pupils and further community members
  - o Evaluation of teaching
  - o Discussion with head master, deptuy head mistress and science teacher. Naliendele staff strongly support the PaLM teaching programme and feel that it has had an impact on teenage pregnancy in their school
- Develop a sustainable and long-term approach to enable clinical officer students to become voluntary teachers of SRE in local schools
  - o PaLM club suggested by student government and COTC administration – will provide ongoing links with schools – delivering SRE to one school per month in Mtwara area
  - o Agreed membership, operating procedures and resources required for PaLM club. Orgaisational structure agreed with chairman, secretary and leads of teams working on communication, educational content and finance elected. Link tutor agreed (Dr Ramadhani)

- - Handover of laptop, camera and starting budget of 200,000 Tz shillings
    - Links made between the PaLM club and PASHA and Department of Education, Mtwara Municipal
    - Strong support for the club by both students and staff evidenced by rapid implementation of organisational strucure and plans to implement its work.
  - Consulting on the idea of COTC as a centre of excellence in sexual health
    - Discussion with COTC administration and key regional stakeholders
    - Stakeholders are interested in this idea. It fits with the plans to develop clinical excellence in Mtwara, improving expertise of staff at Ligula hospital and enlarging the academic centre with the addition of an Assistant Medical Officers College, a Pharmacy School and a School for Laboratory Technicians.
    - The COTC club is one way to take this forward. Dr Mmoto (tutor for HIV) and Michael Brady are considering developing joint clinical, case based teaching for HIV, initially for clinical officers for the next visit. In the meantime some joint clinical teaching on this subject via Medicine Africa could be implemented to keep interest going.

Outputs not achieved

To continue to build links with the local voluntary sector to facilitate collaborative working on sexual health

Video tutorials using Fusion Universal - need to evolve some virtual SRH resources

Evaluation

Evaluation of teaching to year 3 COTC students – students discussed the course in small groups and participated in a facilitated discussion and anonymous written feedback. Students were very positive about the course and liked opportunity to do community education outside the college, new teaching methods and clinical focus, particularly HIV case studies. They requested more clinical teaching, more practical teaching e.g. skills lab approach and the opportunity to do more outreach. There is still some overlap between the theoretical material and some areas which they have already been taught. The solution suggested was to use case based teaching in these areas as a tool for revision. Written feedback attached as appendix 1.

Evaluation of teaching in school by school pupils. About 150 pupils participated in the teaching and 132 completed evaluation forms. The vast majority found the teaching very interesting and very enjoyable. They reported lerning new things and all expect 1 requested further similar sessions. The results are summarised in appendix 2.

Future plans relate to;

1. supporting COTC club including fundraising for this project and extending this approach to other health training organisations.
2. Developing a package of quick win activities for graduates of the COTC club to use in their early careers as clinical officers.
3. Embedding use of the Fusion Universal online IT learning resources through one to one support for staff and students.
4. Collaboration with partners to pilot e-learning to support the delivery of the COTC curriculum

Section 2: Interim Report on the PaLM /IHLFS/THET Project to Support Online Health Learning at COTC/ZHRC

Introduction

Funding for this part of the existing PaLM link between King's Health Partners and COTC/ZHRC Mtwara began in March 2010.

The main annual visit by PaLM UK to Mtwara took place from 13 NOV to 13 DEC 2010.

We were able to take advantage of a separate visit by ICS students organised by PaLM/THET in JUL - SEP 2010 in order to begin work on elements of the IT project.

However, much of the spending and significant developments around the project have necessarily been concentrated around the NOV-DEC visit.

So this seems an appropriate point to review progress. Accordingly, this is a brief interim report on work to date.

Background

In line with PaLM's aim to support the evolution of COTC/ZHRC Mtwara as a Center of Excellence in SRH/E, PaLM has started a project to support IT skills and culture in the college, to take advantage of online learning resources and allow students and staff to link up with global networks for health learning.

In 2011, PaLM was awarded a grant towards this project by the International Health Links Funding Scheme, whereby the British Council make funds available through the Tropical Health Education Trust (THET).

In addition, PaLM's role in piloting the ICS programme via its link with COTC Mtwara allowed 5 UK based students to contribute skills and additional funding to the project during JUL and AUG 2011.

Preparatory Phase JUL - AUG 2011

PaLM sent 5 ICS students to Mtwara in JUL - SEP 2011, who undertook

preparatory work on the IT project, as follows:

• Baseline survey on IT training needs among 3rd year students established a broad spectrum of needs from basic to advanced, and confirmed the need for support for basic computer skills; productivity software (MS Office and equivalents); use of the internet for research and study. This is in line with the paper based COTC curriculum;

• Inventory of existing computer facilities at the COTC, and development of options for improving the internet connection and network;

• Discussions with IT staff and management at the COTC about needs for hardware, software and training;

• Discussions ongoing with I-TECH about a role for the ZHRC as a pilot site for developing computer based Distance Education materials, initially to complement the existing paper based curriculum, with potential to become stand-alone DE resources in due course. Initial focus to be on IT resources, seen as important to facilitate further developments; with later expansion into SRH/E resources;

• Discussions with ISPs and IT experts about future directions in TZ online infrastructure development.

• Trial of new server and security systems in association with IT staff.

• Introduction of the online case based teaching application Medicine Africa, with peer to peer cases and tutor-led sessions conducted over JUL-AUG between TZ and UK based students and tutors.

• Training with IT staff in website design and build on Google Sites, and collaboration to create a ZHRC website;

• Identification of the IT resources developed by Fusion Universal as suitable for introduction at the college; discussions with Fusion about applicability of the FUSE platform evolved for use in schools for customisation as a health learning platform.

Main Implementation Phase   NOV - DEC 2011

PaLM sent a project coordinator and an IT technician to Mtwara in late NOV 2011. The IT technician had visited Mtwara as part of the ICS programme in JUL, so was able to base work on ground layed then. The project coordinator was an established member of the PaLM team, with responsibility for

overseeing coordination and embedding of the project and linking it to relevant policy communities.

Work carried out is described below:

OVERVIEW

PaLM's remit was to improve internet connectivity and support access to online learning resources for health.

In line with a baseline study of student training needs and an inventory of existing IT resources, and in consultation with IT staff, the following were identified as useful / essential to enable this: rebuild of machines to eliminate malware and accumulated issues; introduction of security software (none was installed); improvements to IT lab layout; introduction of backup, shared and personal storage; caching to handle bandwidth more efficiently;

PaLM identified the IT learning resources developed by Fusion Universal for use in TZ secondary schools as suitable to integrate with the COTC IT curriculum, and opened discussions with FUSION on trialling the FUSE Platform as an interactive interface capable of adaptation to the ZHRC/COTC learning environment.

PaLM assessed options for improving the internet connection and identified 3G via Airtel as a cost effective and significantly faster alternative to the current ADSL via TTCL. Delivery of 3G in the region was delayed, however; leading to deferral of trialling until early 2012 (projected). Equipment was purchased in London and Dar es Salaam and left at the COTC for later installation.

In association with COTC IT staff, PaLM carried out improvements to the IT lab and installed new hard and software, supported by relevant training with students and staff. These are described in detail below.

Trials began with the FUSE platform, with recourse to the Fusion online IT curriculum for secondary school teachers, and using pre downloaded video tutorials on newly provided shared storage space. This simulated the introduction of the FUSE online/offline hybrid due for delivery in DEC (projected). Students and staff were introduced to these resources, in addition to representatives from partner organisations at national level. Three dedicated machines were left at the COTC on which to install the platform in due course.

PaLM pioneered online case based teaching in association with partners Medicine Africa in JUL - AUG 2011, establishing a Medicine Africa student group at the college and a complementary group in UK and hosting a number

of successful online peer to peer meetings and tutorials. Further progress was stalled in NOV - DEC 2011 by disruption to the Medicine Africa service, meaning that this part of the project has been delayed until second half of DEC (projected).

In response to delays imposed by factors outside our control, PaLM left relevant equipment in place, held preparatory discussions with IT staff and management, supported formation of a PaLM student club, and is appointing an intern based in Dar es Salaam and Mtwara who will support the ongoing embedding of these parts of the project from early 2012, along with other PaLM people.

WORK CARRIED OUT BY CATEGORY

NEW EQUIPMENT

PaLM used ICS funding to provide:

- 1 new projector
- 1 projection screen
- 3 laptops to support Fusion IT resources and the Fuse platform, sitting respectively with IT staff, the college, and the PaLM student club;
- cable, tools, etc for consolidating the network.
- 1 camera for taking pictures for Medicine Africa and documentation.

PaLM used IHLFS funding to provide:

- 1 Synology Diskstation shared storage device;
- disks to enable reinstallation of system software on existing computers;
- disks to install productivity software on selected computers;
- 1 3G router, antenna and cable for connection to 3G network (projected availability in DEC 2011);
- Fusion Universal learning materials covering IT skills from basic to advanced, including online skills such as internet searching.

INDIVIDUAL MACHINES

• Triage of machines, division into batches and rearrangement in the lab for easier use and management
• Rebuilds of PCs using disks obtained following consultation with IT staff;
• Setup of IT Administrator, Staff and Student, and Visitors logins on each machine, with suitable privileges;

• Installation of MS Office on selected machines
• Installation of Open Office on all machines
• Installation of self updating open source security software on all machines;
• Installation of a range of open source software for audio, video and image editing, browsers, etc;
• Creation of a direct link to the Diskstation on each Desktop;

NETWORK

• Setup of a gateway machine to provide Firewall and caching; based on Windows XP this was decided on with IT staff as more familiar than a Linux based Server trialled in JUL 2011.

• Provision and installation of the Synology Diskstation for backup, personal file storage and shared storage / file exchange. Based on a web based interface, this was chosen for its ease of management and intuitive use via Firefox browser.

• Re-termination of selected ethernet cables to improve network performance;

INTERNET

• Provision and initial testing of 3G Router, antenna and cabling; installation awaiting service upgrade from ISP (projected DEC 2011);

• Opening of discussions on Internet provision to the ZHRC Mtwara and to health training institutions nationally (on Medicine Africa and elsewhere);

• Advocacy for fibre optic connections to the ZHRC at regional and national levels.

LEARNING RESOURCES

Introduction of FUSE PLATFORM and FUSE online IT learning resources to IT staff (training sessions with both IT tutors individually);

Introduction of FUSE PLATFORM and FUSE online IT learning resources to students: 50 students from Year 3; 50 students from Year 1.

Introduction of DiskStation shared storage space to students (Years 1 and 3): demonstration of uploading and downloading PaLM SRH/E training resources (powerpoint presentations) and photos and videos from Naliendele workshop, etc.

TRAINING

• Training in carrying out rebuilds;

• Introduction to the DiskStation for IT staff (functionality, management, setting up accounts, troubleshooting);

• Introduction to the DiskStation for students (Years 1 and 3);

• Sharing of information on progress with Internet connection, preparation for upcoming 3G connection, discussion of future developments.

PROGRAMME DEVELOPMENT

• Introduction of the Fusion Universal IT learning materials to I-TECH staff in Dar es Salaam and on site at COTC/ZHRC Mtwara;

• Introduction of I-TECH staff to the DiskStation as a shared space for learning resources and a pragmatic step towards cloud computing;

• Networking and discussion around IT provision and advocacy for a fibre optic cable as last mile solution for ZHRCs;

• Contribution to establishment of an IT working group within I-TECH led health training strengthening process at Mtwara regional level;

• PaLM now formally a partner in I-TECH's work plan on DE;

• Introduction of the Fusion concept to CDC in Dar es Salaam as a potential platform for DE development nationally;

Follow Up Phase

JAN-MAR   2012

PaLM intern to take on support and coordination role for the PaLM IT project, specifically to:

• introduce the FUSE online/offline hybrid as it become available (DEC 2011 to early 2012);

• conduct training with students on the FUSE platform and Fusion IT learning resources face to face and remotely;

• introduce online health learning resources via the FUSE platform with enhanced internet connectivity (projected from DEC 2011 to early 2012 ;

• carry out Monitoring and Evaluation of the IT intervention;

• support ongoing peer-to-peer learning activities via Medicine Africa.

APR - MAY 2012

PaLM elective student to support IT project through further training, technical support and M&E.

JUL - SEP 2012

PaLM ICS students to support IT project as part of exchange.

AUG - SEP 2012

PaLM elective student to support case based online learning (peer to peer and tutor led) via Medicine Africa.

Appendix 1 – Evaluation of sexual health teaching programme from COTC students.

Anonymous written feedback was collected after discussion of the course in small groups and is reproduced below.   This material was also discussed with the whole group and suggestions for improvements are summarised in the report above.

Group 1
What did you like about the course?
Teaching methods i.e. groups, pictures, role plays
HIV management
All other topics because they are very common to our society
Case studies

What did you not like about the course?
It took a very long time (hours) in a day that students were sleeping
The pictures on the slides were not clear
The tutors (facilitators) would be speaking even a little Swahili
There are no models like penis models for condom demonstration

What could we do less of?
The sessions (lessons) that we have already covered
Minimise the number of hours of teaching during a day

What could we do more of?
Operational research modules
Videos for demonstration
Font size in the books provided (powerpoints were produced 9 to a page – too small)

What new things could we add?
Any motivational methods to get people more interested
Clinicals

When is the best time to teach you?
Morning sessions 8.00-12.30

If we taught for one week would that be a good use of your time?
YES: but people has to be informed the first time they enter third year

Group 2
What did you like about the course?
We liked your good presentations
We liked your time management
Your demonstration techniques e.g. during HIV session – HIV life cycle
Participatory
Scenarios

What did you not like about the course?
Afternoon sessions were sometimes difficuty to us

What could we do less of?
Changing during puberty

What could we do more of?
Skills on how to face the community during community education

What new things could we add?
Operational research

When is the best time to teach you?
Good time for us we think it will be better to come soon after finishing our end of semester 2 holiday (Sep-Oct) at least for the 2nd week after holiday

If we taught for one week would that be a good use of your time?
YES

<u>Group 3</u>
What did you like about the course?
All the materials provided are right and makes the revision to us

What did you not like about the course?
The number of periods are too many per day

What could we do less of?
Nothing

What could we do more of?
Improvement of the programme

What could we add?
Enough (All things taught are enough because it covers a lot)

When is the best time to teach you?
Morning
The number of periods should be minimised in order to increase the students concentration

If we taught for one wek would that be a good use of your time?
Yes

<u>Group 4</u>
What did you like about the course?
1. STI
2. HIV management
3. Contraception
4. Community education

What did you not like about the course?
The course is more theoretical
What could we do less of?
None

What could we do more of?
Practical more/the course should be more practical

What could we add?
The chance to be with the community should be increased

When is the best time to teach you?
Morning hour until 12.30

If we taught for one week would that be a good use of your time?

Yes

<u>Group 5</u>
What did you like about the course?
The presentations on HIV and STIs and their respective case scenarios

What did you not like about the course?
The magazine for references are difficult in reading because the prints are too small

What could we do less of?
Session concern with changes occuring in Puberty could do less of because it is very common

What could we do more of?
On the management of STIs/ side effects of ARVs drug interactions and different opportunistic infections

What could we add?
Secondary schools 16-19 years
Operational research
Reproductive tract infections
UTIs

When is the best time to teach you?
The morning sessions

If we taught for one week would that be a good use of your time?
Yes, it will be nice

Additional points from the discussion
Decrease theory and increase practical teaching (e.g. case presentations, practicing on models)
Like teaching methods
Too many hours teaching per day
? need to teach in computer room for picture slides
HIV teaching 'Brillia

Apendix 2 – Evaluations by pupils from Naliendele School

I found this session:

Very enjoyable	A little enjoyable	Not enjoyable at all
132	8	2
Very boring	A little boring	Not boring at all
3	10	118
Very embarassing	A little embarassing	Not embarassing at all
4	3	121
Very interesting	A little interesting	Not interesting at all

124	5	7

During this session I learnt

I lot of things I did not know before	A few things I did not know before	Nothing that I did not know before
105	40	9

I would like to attend another session like this:

Yes	No
128	1