

932-638 Proj. 9320638 (2)
RIR

ACTION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR

PD-AAD-368-B1

FROM: PHA/POP, R. T. Ravenholt, M. D.

RIR

Problem: This new Project Paper for "Strengthening International Population Communication and Training", under a grant to the Community and Family Study Center (CFSC) of the University of Chicago, achieves four things which require your approval pursuant to current manual orders. They are: (a) it provides a comprehensive new "Phase II" program for family planning in population communication based upon a careful reassessment of worldwide needs and recommendations of a blue ribbon evaluation team and of A. I. D. population officers, (b) it contemplates the expenditure of 2.64 million dollars over a five-year period, with more than sixty percent being directly channelled into supporting overseas activity, (c) it proposes to provide technical assistance and training (both in-country and on-campus) under a comprehensive five-part plan which gives it a key role in promoting fertility reduction when applied simultaneously with A. I. D.'s current village distribution policies and (d) it places major emphasis upon a drive to make LDC's more self sufficient in the Information, Education and Communication (IEC) field through a planned upgrading of the training staff and facilities of selected LDC training institutions. In carrying out this program it proposes to coordinate its work closely with that of other agencies working in this field. This project is shown on page 81 of the Interregional Programs in the FY 1976 submission to Congress and on page 85 of Interregional Programs in the FY 1977 A. I. D. submission to Congress.

(52P)

Discussion: By the end of FY 1977, the domestic institutional building phase of this program will have graduated participants from 25 countries most of whom have returned to lead population communication and adult education components of their home country family planning service programs. The summer "Bogue" population and family planning workshops, which date back to 1963 before A. I. D. project assistance began in 1971, have trained 1,000 short-term participants from 79 countries who represent a vital connecting link between a highly respected and recognized American institution and hundreds of family planning service programs in numerous LDC's. A. I. D.'s Office of International Training routes foreign students from other U. S. universities to Chicago each year since it maintains the only credit population and family planning courses offered anywhere during the summer months. CFSC also distributes its training monographs and publications, based upon field research, regularly to libraries and administrators of about 600 key family planning establishments around the world.

The primary need in 1971 when the initial grant was made to the University of Chicago was for the training of IEC professional managers to work on local programs. Almost no direct overseas services were specified in that grant. By 1976 the situation had changed dramatically so that a primary need today is for maximal collaboration of communication experts in the

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planning, implementation and evaluation of IEC programs for family planning in an overseas context, and for helping LDC educational institutions to assume the load for training the communication-educational personnel to complete the tasks of fertility reduction.

Internal PHA/POP reviews and the AA/PHA review of May 23, 1977 as well as meetings of donor agencies convened under the project at Chicago have emphasized the swift turn of attitude over the last three years favoring the build up and use of in-country training facilities to do more of the staff preparation for family planning IEC activities. In drafting this follow-on phase of the Chicago project, beginning September 1, 1977, care has been given to building upon and consolidating the previous phase of domestic institution building, stepping up recruitment of participants in A. I. D. - identified priority countries of Latin America, Asia and Africa, and entering into technical assistance and collaboration with LDC institutions where there exists local commitment for adding population communications training and research to fertility control programs.

Concrete arrangements for work in six to eight countries during the first year have been made. In addition, direct service to all LDC's through CFSC publications and training activities will be maintained.

On an annual basis, senior CFSC staff members have visited countries throughout the world to follow-up graduates on their jobs, recruit new participants from active country programs and keep abreast of field trends and needs. During April 1976, and again in March 1977, as a prelude to phase two, Chicago collaborated with local population and family planning and mass communication leaders and the U. S. Information Agency (a first AID-USIA collaboration) in week-long workshops in Indonesia, Bangladesh, Pakistan and Egypt and the Philippines. These sessions, under local chairmanships, attracted top IEC personnel who would probably never have the opportunity to come to the United States for training. Approximately 300 IEC leaders attended these workshops.

Also, in Guatemala during the summer of 1976, a basic IEC research effort to identify communication barriers, upon which Guatemala hopes to revamp the neglected IEC component of its faltering family planning program, was carried out in collaboration with the Guatemalan government, USAID, IPPF/Western Hemisphere and Chicago's CFSC. As a result, a new IEC program strategy, based upon this operational research effort, was included in the new United States-Guatemala bilateral program. An increasing number of country specific research and training collaborative efforts, requested by local institutions, are envisioned in the second phase of the Chicago program.

The Grantee's estimate for carrying out all activity sectors of its program, approximately \$600,000 per year, includes extensive overseas technical assistance activities for building up training staffs in designated developing population communication and adult education centers starting at the rate of four post-graduates per year and collaborating with family planning organizations in four countries per year in the area

of operational research and evaluation of IEC programs in LDC's.

As pointed out in the Office of Population's internal reviews, the University of Chicago project represents the only academic and field training effort supported by A. I. D. (or UNFPA) remaining under Goal V for Information and Education activities.

Recommendation: That you sign the Project Paper to expand the University of Chicago population communication and adult education program for ~~five years~~ utilizing its domestic institutional base to launch the new overseas technical assistance emphasis in collaboration with requesting country programs and other donor agencies.

Approved: Elizabeth K. Allen

Disapproved: _____

Date: August 25-77

Attachment: a/s

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1. TRANSACTION CODE

A

A ADD
C CHANGE
D DELETE

PP

2. DOCUMENT CODE

3

3. COUNTRY/ENTITY

Inter-regional

4. DOCUMENT REVISION NUMBER

5. PROJECT NUMBER (7 digits)

[932-0638]

6. BUREAU/OFFICE

A. SYMBOL
PHA

B. CODE
[0]

7. PROJECT TITLE (Maximum 40 characters)

[Strengthening Population Communication]

8. ESTIMATED FY OF PROJECT COMPLETION

FY [8] [2]

9. ESTIMATED DATE OF OBLIGATION

A. INITIAL FY [7] [7]

B. QUARTER [4]

C. FINAL FY [8] [1]

(Enter 1, 2, 3, or 4)

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	240		240	2,640		2,640
(GRANT)	(240)	()	(240)	(2,640)	()	(2,640)
(LOAN)	()	()	()	()	()	()
OTHER U.S. 1.						
OTHER U.S. 2.						
MOST COUNTRY						
OTHER DONOR(S)						
TOTALS	240		240	2,640		2,640

11. PROPOSED BUDGET APPROPRIATED FUNGS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>77</u>		H. 2ND FY <u>78</u>		K. 3RD FY <u>79</u>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) PH	I450	450		600		600		600	
(2)									
(3)									
(4)									
TOTALS				240		600		600	

A. APPROPRIATION	N. 4TH FY <u>80</u>		O. 5TH FY <u>81</u>		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED
	C. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1) PH	600		600		2,640		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> MM YY 14 7 19 </div>
(2)							
(3)							
(4)							
TOTALS	600		600		2,640		

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PIO FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PIO FACESHEET.

1 = NO
 2 = YES

14. ORIGINATING OFFICE CLEARANCE

SIGNATURE: *R. T. Ravenholt*
 R. T. Ravenholt, M. D.
 TITLE: PHA/POP/DIR

DATE SIGNED: 22-8-77

MM | DD | YY

15. DATE DOCUMENT RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS. DATE OF DISTRIBUTION

MM | DD | YY

AGENCY FOR INTERNATIONAL DEVELOPMENT
**PROJECT AUTHORIZATION AND REQUEST
 FOR ALLOTMENT OF FUNDS PART I**

1. TRANSACTION CODE

A

A ADD
 C CHANGE
 D DELETE

PAP

2. DOCUMENT CODE
 5

3. COUNTRY ENTITY

Interregional

4. DOCUMENT REVISION NUMBER

5. PROJECT NUMBER (7 digits)

[932-0638]

6. BUREAU/OFFICE

A SYMBOL PHA B. CODE [0]

7. PROJECT TITLE (Maximum 40 characters)

[Strengthening Population Communication]

8. PROJECT APPROVAL DECISION

A APPROVED
 D DISAPPROVED
 DK DCAUTHORIZED

ACTION TAKEN

9. EST. PERIOD OF IMPLEMENTATION

YRS. [0] [5]

QTRS [1]

10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>77/4</u>		H. 2ND FY <u>78</u>		K. 3RD FY <u>79</u>	
		C GRANT	D LOAN	F GRANT	G LOAN	I GRANT	J. LOAN	L GRANT	M. LOAN
(1) PH	I450	450		240		600		600	
(2)									
(3)									
(4)									
TOTALS				240		600		600	

A. APPROPRIATION	N. 4TH FY <u>80</u>		O. 5TH FY <u>81</u>		LIFE OF PROJECT		11. PROJECT FUNDING AUTHORIZED		A. GRANT	B. LOAN
	D. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	ENTER APPROPRIATE CODE(S): 1 - LIFE OF PROJECT 2 - INCREMENTAL LIFE OF PROJECT			
(1) PH	600		600		2,640				1	
(2)										
(3)										
(4)										
TOTALS		600		600	2,640		C. PROJECT FUNDING AUTHORIZED THRU		FY [8] [1]	

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)

A. APPROPRIATION

B. ALLOTMENT REQUEST NO. _____

C. GRANT

D. LOAN

(1) PH

240

(2)

(3)

(4)

TOTALS

240

13. FUNDS RESERVED FOR ALLOTMENT

TYPED NAME (City, SER: FM/FSD)

SIGNATURE

DATE

14. SOURCE/ORIGIN OF GOODS AND SERVICES

000

341

LOCAL

OTHER _____

15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED

FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE	18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE
		MM DD YY		MM DD YY

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS.

PART II

Name of Country/ Name of Project: Strengthening Population Communication
Entity: Interregional Number of Project: 932-0638

Pursuant to Part I, Chapter 1, Section 104 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a total level of A.I.D. appropriated funding for this interregional project of not to exceed two million six hundred forty thousand United States Dollars (\$2,640,000), of which the entire amount will be grant funded during the period FY 1977 through 1981, in accordance with the attached PP.

Elizabeth M. MacMahon
Assistant Administrator

August 19-77
Date

STRENGTHENING INTERNATIONAL POPULATION COMMUNICATION AND TRAINING

PROJECT PAPER (P.P.)

I. Summary and Recommendations

- A. Face Sheet Data
- B. Recommendations
- C. Description of the Project
- D. Summary Findings
- E. Project Issues

II. Project Background and Detailed Description

- A. Background
- B. Detailed Description of the Project
- C. Project Logical Framework Analysis

III. Project Analyses

- A. Technical Analysis including Environmental Assessment
- B. Financial Analysis and Plan
- C. Social Analysis
- D. Economic Analysis

IV. Implementation Arrangements

- A. Recipient
- B. A.I.D.
- C. Evaluation Arrangements
- D. Conditions, Covenants and Negotiating Status

Appendices:

- A. Proposal Submitted to A.I.D. by University of Chicago entitled "International Population Communication and Population Training: 1976-81"
- B. Excerpt on "Phase II of the Program" from "Evaluation Report on Training and Research Activities in Population Communication and Education" - August 18, 1976
- C. Participants from 19 countries attending Summer '77 Workshop June 20 - August 18, 1977
- D. Project Design Summary - Logical Framework
- E. Environmental Threshold Determination
- F. Report on Cairo Family Planning Education Workshop (Cairo 6695 - April 21, 1977.
- G. Proposed Budget Breakdown - FY 77 - FY 82

PART I Summary and Recommendations

A. Face Sheet (attached above)

B. Recommendations

<u>Year</u>	<u>'77</u>	<u>'78</u>	<u>'79</u>	<u>'80</u>	<u>'81</u>	<u>TOTAL</u>
<u>Grant Obligation</u> (\$000)	240	600	600	600	600	2,640

C. Description of Project

1. This project is designed to improve the professional leadership and operational performance of the information, education and communication (IEC) component of LDC population and family planning programs by providing:
 - Technical assistance to LDC country P/FP information, education, communication operations with special emphasis on planning and use of messages.
 - Strengthened population family planning information, education, communication training capabilities of selected LDC communications teaching institutions.
 - A flow of specialized publications and other materials which will improve the knowledge and performance of IEC leaders, operating organizations, and training centers.
 - Assistance in fostering closer cooperation and coordination among agencies engaged in population IEC activities.
 - Continued on-campus support activities in professional degree and short term IEC education and research.
2. This project builds upon the established base and experience built up by the University of Chicago, Community and Family Study Center (CFSC), with AID and other donor support, and launches an expanded overseas technical assistance emphasis in collaboration with requesting country programs, USAID Missions, and other donor agencies.

3. Information, education and communication activities generally, and this project specifically directly support AID's goals and respond to new Congressional mandates and directions by:
 - a. Supporting the UN Population World Plan of Action by helping countries discharge their responsibility to make it possible for their citizens to have the information and means they require to decide and have the number of children they want.
 - b. Responding to and carrying out the mandates directed to the President in recent legislation, as expressed in the January 1977 report of the House of Representatives Committee on International Relations entitled "New Directions in Development AID". As excerpted, these instructions (Sec. 104) call for population planning and health assistance to provide family planning services, especially for rural and poor economic sectors, utilizing systems of outreach "which include education in responsible parenthood, and motivational programs, as well as delivery of family planning services...".
 - c. Building the capacity of LDC P/FP programs to provide both individuals and the general public the information they must have if their choices of family planning practices and methods are to be informed and voluntary, as is required by law.
4. Based upon a careful reassessment of worldwide needs and recommendations of a blue-ribbon evaluation team and of AID field population officers, the project places major emphasis upon a drive to make LDC's more self sufficient in the information, education and communication field. A principal project thrust is to assist LDC's in restudying their systems for delivering information and education, and to make major revisions in these systems where necessary in order to:
 - a. Make most adults aware of at least five reliable contraceptive methods, how they work and where to get service or assistance in their use;
 - b. Inform most adults about the personal, communal and national benefits of slower population growth; and

c. Stimulate greatly increased proportions of sexually active individuals to make use of available contraceptive services.

5. By the end of the project, certain accomplishments will have been achieved which will clearly indicate the successful attainment of the project purpose. These include:

1 a. The Grantee will have selected ten LDC's where there is urgent need to improve the IEC component of the family planning program and provided technical assistance as required to establish active IEC programs in these countries. AID will approve which less developed countries are selected.

P-24
2 b. The Grantee will have selected the communication departments of eight to ten LDC universities or training centers as training sites and trained a competent faculty to teach family planning communication locally or regionally. AID will approve which centers.

P-23 (1) c. The Grantee will have initiated and organized, at overseas sites, a series of short-term training courses on family planning and population education. These would have been organized and co-sponsored in collaboration with a training institution in the LDC and other international donor agencies. Minimum of four per year.

P-23 (1) d. Practical, rapid and inexpensive procedures developed for evaluating the problems which beset family planning IEC programs and obtaining basic data required to improve them on a country-specific basis will have been used and taught.

P-26 4 e. Through conferences and other group activities a greater exchange of information and plans to reduce duplication, competition and contradictory recommendations will have been promoted among several international donor agencies - UNFPA, UNESCO, IPPF, WHO, FAO, FPIA, Foundations, etc.

(3) f. The Grantee will have collected pertinent documentation for use by IEC components of LDC programs in various areas and distributed these materials as a professional service to family planning programs, to university libraries, population

research organizations and to international organizations working in the population and family planning field.

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- g. The Grantee will have produced manuals, booklets, newsletters and monographs that deal with key problems or topics in family planning communications and education and distributed them to over 600 key organizations around the world.
- 5
- h. The Grantee will have maintained short and long-term on campus professional training as support and backup to its field activities. It would have concentrated on training faculty members for LDC training centers, leader/managers for major family planning programs, key technicians of IEC units where not available overseas, and conducted annual summer workshops for participants sponsored by AID and other donors.

D. Summary Findings

This Project Paper, on the basis of the analyses herewith, calls for the continued utilization of the institutional base achieved under grant AID/csd-3314 signed on June 30, 1971, which will be completed on August 30, 1977. From this recognized training base, the Grantee will extend its activity overseas to requesting and collaborating country family planning programs to strengthen indigenous professionals operating IE programs.

Under the original grant the Community and Family Study Center, University of Chicago, created and strengthened an institutional capability for a graduate-level education program in population program communication. The training scheme, unique in the world, is built upon an already existing nucleus of faculty and facilities at the University. The participants acquire specialized backgrounds in the sociological and social psychological aspects of human motivation in family planning as well as communication production techniques. Trained communicators also come to CFSC for short-term training in the unique aspects of population and family planning communications. Field workshops, as in Indonesia, Bangladesh, Pakistan and Egypt in March 1976, have been started.

Besides the basic degree program, the CFSC has also continued its well-known summer "Bogue" workshops for active family planning program managers, which CFSC

pioneered in starting in 1962, and carries on a comprehensive publications program based upon practical research findings relevant to international family planning program needs. The more than 1,100 participants from 80 countries who have trained at the CFSC, through December 1976, represent a vital connecting link between a respected and recognized American institution with hundreds of family planning programs in numerous LDC's. These alumni continue to call upon their alma mater for advice and counsel, publications, joint research and other collaborative efforts in support of specific country family planning programs.

The AID-sponsored evaluation of August 1976 confirmed in its report that this proposed project, "Phase II", is ready for implementation. It concluded that the unique Chicago program can find its fullest fruition by "making the IEC and Population Education components of family planning in the LDC's in the various continents of the world more effective."

The Phase II project meets all applicable criteria established by law and is presently awaiting AID approval for implementation.

E. Project Issues

The first five year report of the population communication program, along with other project documents, have been regularly distributed to every field population officer and every Division within AID's Office of Population. The most recent evaluation report, by an expert international team of evaluators, has also been widely distributed within concerned AID offices. Field and home office comments reveal entrenched biases grouped around certain issues. Some of these are:

1. The Ivory Towers of Academia versus the Practical World Family Planning Movement.

The gap between the two has gradually narrowed. The population organizations have come to appreciate that application of findings and basic theory can be a useful way of breaking through barriers that otherwise seemed intractable.

LDC's generally place a high premium on education. Universities are equated with intellectuality, integrity, dignity and general credibility linked to trustworthiness and hence acceptability. The prac-

itioner bias against academia exists but this attitude has been slowly changing.

The academic community, as represented by this project, has become more problem and people oriented. Regular field visits by campus staff has caused them to appreciate that the findings of family planning research and the unfolding experience of family planning action programs is gradually forcing a revision of basic theories of demographic transition, social change and cultural change.

The participation of an academic institution in this program is proving to have benefits on both the practical and theoretical sides. Each has received benefits greater than might have been expected at the outset. This process of interaction and mutual assistance, as experienced in the Chicago population communication program, is only now in midstream. Rapid strides towards a more complete synthesis and reconciliation of the two may be expected. The payoff to each may be even bigger in the immediate future than in the past.

Recommendation: That the interface between academics and the practitioners continue through this and similar projects. The interaction stimulates new approaches to seemingly intractable problems in delivering family planning knowledge and means to fertile-aged populations.

2. U.S. Training versus Overseas Country or Regional Training.

This is an issue which is not confined to this project. From the LDC participants point of view, U.S. training carries with it great prestige and elevation among peers. It also offers a fresh approach toward solving age old domestic problems. Outside the classroom, a cross-fertilization of ideas takes place among participants from numerous countries who are all resident on campus.

From the donor point of view, overseas regional training opportunities would seem to offer a wider dissemination of information. The training takes place in a single and familiar cultural environment.

Recommendation: That U.S. training opportunities be maintained and increased for IEC "leader" participants with English language capabilities. Overseas regional centers should be encouraged and the teaching staffs

augmented and upgraded in a systematic fashion as provided for in this project paper. Short-term workshops, jointly conceived by the Grantee and the field organizations, should also be encouraged to reach the field family planning communication practitioners in their own languages and cultural settings and help raise their performance sights. All three necessary aspects of training are provided for in this project paper. Other donors require training centers for participants they sponsor.

3. Degree Training versus Diploma Training.

Some reviewers of this proposed project and the preceding activity criticize granting the masters degree (or any degree) which is usually earned within twelve months time. The reasoning follows that only a "topping off" type of training is required similar to a surgeon, already an M.D., being trained within one month how to perform a single sterilization procedure.

Trained communicators, on the other hand, are rare throughout the world. Those who gravitate to family planning programs, generally without degrees, are long on routine media production experience but short on sociological and social psychological aspects of human motivation, and the professional skills of planning, management, pretesting, field research and evaluation.

Recommendation: That we continue to support degree training in the IEC field to insure the availability of professional leadership for this complex activity in the LDC's. It should be noted that degree training is principally paid for by the University of Chicago out of tuition. AID's costs to this project consist of fellowships for seven participants each year.

PART II Project Background and Detailed Description

A. Background

1. The Information, Education and Communication (IEC) Problem

All components (public, private, and commercial) of every P/FP country program need to have information/education/communication activities as an integral part of their operations. To be effective, these IEC activities must produce a stream of carefully designed messages in the local languages adapted to move through existing communication channels using a variety of media to inform and educate five major functional audiences (reproducers; on-coming reproducers; national to local political, social, economic, media leaders/decision makers; the providers of P/FP information and services; and the general public) about a whole hierarchy of ideas, information and facts that bear on the ability and willingness of large numbers of people to positively act to space and limit the number of children they have. The need to limit fertility is based on: a) improvement of health and well-being of families especially mothers and children; b) the economic needs of families for rising standards of living; c) the slowing of rapid population growth as a drag on social and economic development, especially in the developing countries; d) the lessening of population related environmental deterioration everywhere; e) the achievement of justice and civil rights by freeing both men and women from the excessive burdens of unlimited reproduction in an age that no longer needs maximum reproduction to insure the survival of the race, nation or family in the face of the high wash of preventable death which only a few decades ago served to keep population growth in check. The stream of P/FP messages must encompass the whole range of reasons why the management of fertility is so vital to individual, family, national and global human well-being; provide the details of when, where and how people can get necessary knowledge, counseling, supplies and services that actually make it possible for them to effectively manage their fertility; deal with the fears, misinformation and rumors that are constantly generated in every society about family planning and the methods and means of birth limitation, but especially so in societies that have low levels of general education; make this information relevant, understandable and interesting to each of the five audiences and their numerous sub-audiences; tailor them to the sensitivities of the individual country, culture and media so that they will get to the intended audience and will not create unnecessary opposition or backlash; continually

pretest, monitor and evaluate them so as to adapt them to the constantly changing stage of development of the family planning program on the one hand and of the understandings and interests of the target audiences on the other; and much more.

All of this means that the P/FP/IEC program in each operating agency in each country has to be special to that country and agency, needs to be led and managed by a national with a wide range of IEC knowledge and skills, and supported with enough resources to at least tackle the most urgent IEC tasks that are relevant to immediate priority program activities. Making the choices involved requires professional skill, judgment, and leadership.

There are many IEC operations now in being in countries where there are P/FP activities. In the aggregate they number several hundred. They range from almost nothing to quite large operations with staffs of tens to scores of people and with sizeable budgets and a wide variety of message outputs and utilization. Some are led by well qualified IEC specialists. Many are not. There is widespread need for improvement of both organization and management of IEC activity and message content.

At the local level IEC activities are carried out by public and private family planning agencies. They are supported by their own funds, by AID bilateral programs, by IPPF, FPIA, and the United Nations organizations funded through UNFPA. AID does not have to carry the whole burden of IEC activities.

This project is designed to continue and make more relevant and effective efforts to equip country P/FP programs with IEC professional specialists who are qualified to plan, lead, adapt, test, evaluate and manage the generation of the wide variety of messages, and use the communication channels and media needed to support and expand P/FP programs.

2. IEC Assistance Needs

In March, 1977, at the "Conference on Population Communications: Synthesis and Prospects", 31 senior LDC leaders in population IEC after much discussion outside the framework of the conference agenda wrote and signed the following:

Statement of Participants
Concerning the Role of International Institutions
with Regard to Development of Population Communication

The purpose of this statement is to gain recognition of the need for international assistance in support of

population communication and family planning education. Before continuing further, however, we would like to point out that it is our view that due to its particular character, the bulk of communication strategy development must necessarily take place at the local level and in accordance with the language, values, and culture of that particular region. We underline this point because there has been what appears to be an excess of research, informational activities, and educational materials prepared by international organizations which have been of no or little use in the developing countries or in those particular situations where they are most needed.

In spite of this, we feel that there are some goals which can be better fulfilled by international or regional organizations in support of and complementary to local efforts. We would like to outline these as follows:

- 1) In the field of training in population communications, we have identified these areas:
- a) Strategy development and planning
 - b) Use of communication technology
 - c) Management
 - d) Training skills
- 2) The sharing of experience among national program implementors, administrators and academicians is of great value and necessary for the stimulation of innovative ideas.

The role of an international organization here would be as a facilitator or catalyst of this process. Some of the ways in which this could be done are:

- a) Gatherings dealing with specific issues related to program implementation.
 - b) Visits to various projects by program implementors from other countries.
- 3) An Information Support System is one of the essential services provided by international institutions. Its duties can be seen as including:
- a) Information gathering, selection and distribution to insure that the implementors are provided with relevant information.
 - b) Development of educational materials to be used as prototypes for the production of local materials.
 - c) Publications concerning innovative and interesting programs.

- 4) Technical assistance is another means of support given by international organizations whereby experts sponsored by the international organizations confers with personnel at the local level in order to assist with technical aspects of communication programs.
- 5) Finally, assistance to local efforts at evaluative research which reflects the needs and problems of the communication implementor and above all is action-oriented should be mentioned as one of the contributions which international organizations can make.

Signed by:

Afghanistan: Mastoora Masumi: Statistician, Afghan Family Guidance Association

Bangladesh: Anizuzzaman Khan: Joint Secretary, Ministry of Food

Mohamed Sattar: Secretary, Ministry of Population Control and Family Planning

Republic of China: Chau-Ching Lin: Deputy Director-General, National Health Administration

Frank L. C. Niu: Executive Secretary, Taiwan Provincial Institute of Family Planning

Costa Rica: Jose Maria Blanch: Director CIACOP

Egypt: Moysi Sad El-Din: Director of Information, Ministry of Information and Culture

Fathia El-Marsafawi: Director of Family Planning, Ministry of Health

Hong Kong: Rance Pui-Leung Lee: Director of Social Research Centre, The Chinese University of Hong Kong

India: S. P. Nigam: State Mass Educational Media Officer, Health Directorate

K. Yesodharam: State Mass Education & Media Officer, State Family Planning Bureau, Directorate of Health Services

Indonesia: G. R. Amritmahal: World Bank Advisor on Training, National Family Planning Coordinating Board (BKKBN)

Lukas Hendrata: Director, Indonesian Welfare Foundation

Ida Sukaman: Secretary, National Family Planning Coordinating Board (BKKBN)

Iran: Lahlâ Dowlatshahi: Education Officer, Family Planning Association of Iran

Jordan: Shawki Barghouti: Communication and Training Specialist, Ford Foundation

Korea: Bong Soo Kang: Secretary-General Planned Parenthood Federation of Korea

Heung-Soo Park: Professor of Sociology, Yonsie University, Department of Mass Communication

Malaysia: Yusoff Bakar: Chief Information Officer, National Family Planning Board

Ramanujam Balakrishnan: National Broadcasting Training Center

Mexico: Jose Arias Huerta: Family Planning Program Director, Secretaria de Salubridad Aistencia

Pakistan: Javed Jabbar: Managing Director, MNJ Communications Ltd.

Altaf Ahmad Qureshi Director, Communication and Publicity, Pakistan Population Planning Council

Nasra Sha, Senior Research Demographer, Pakistan Institute of Development Economics

Philippines: Joe Ledesma: Director, Information
Division, Population Center Foundation

Juan Mercado: Regional Population
Consultant, Food and Agricultural
Organization

Sri Lanka: Wanigaratne ReynoldsDissanayake: Research-
cum-Training Officer, Agrarian Research and
Training Institute

Dennis Hapugalle: Director, IPPF

J. P. Obeyesekere: Minister of Health

Thailand: Tawat Sukontapatipark: Senior Medical Officer,
Family Health Division, Department of Health,
Ministry of Public Health, National Family
Planning Program

3. The Community and Family Study Center

The Community and Family Study Center was established in 1951. It is part of the Division of Social Sciences of the University of Chicago. Twenty-one programs of study at the masters and doctoral level are carried on within the Division. During the current 1976-77 academic year there are approximately 1,500 students enrolled in the various Division programs. (See Appendix A - Grant Request)

The CFSC, particularly within the last 15 years under the present Director, Dr. Donald J. Bogue, has conducted extensive research and evaluation of family planning

programs both domestically and internationally. It pioneered the conclusion that "it is possible to cause birth rates to fall -- even in advance of technological change -- under conditions of almost complete illiteracy and apparent hopeless traditionalism and lassitude." However, the problem of energizing people to accept family planning, even where contraceptive methods are known and available, remains a chronic one in most family planning programs today.

It seemed a decade ago that an effective family planning program was only a matter of informing the public and providing convenient contraceptive services delivery in order to make family planning a worldwide practice. Instead, despite major strides in terms of national population policies being adopted and increasing availability of contraceptives, many national programs have succeeded only in raising the proportion of fertile couples actively using a modern method of contraception to 10-20 percent, instead of the 60-70 percent needed to make a major deflection of world population growth rates. There is growing evidence that the gains already made have brought family planning to a stage where IEC programs can now work more openly -- and with much greater prospects of desired results per unit of input than ever before.

In many developing countries, according to CFSC estimates, 60-90 percent of adults of reproductive age are already aware and knowledgeable of family planning and various contraceptives and how they work and where they are available. Family planning is "old hat" to most of these adults and a majority of them approve of it in principle. However, a small percentage have actually become sustained acceptors. A phenomenon appears to exist in the mid-1970's of vast numbers of well-informed favorably inclined persons who are failing to use the methods available to them, or if they use them to do so sporadically or for too brief periods of time. Thus the immediate IEC goal ahead, assuming that family planning delivery services continue to be made more widely available to urban as well as rural communities, is to focus more sharply on the audiences most responsible for the reduction of world fertility rates and the communication barriers which prevent the large percentage of knowledgeable people from becoming sustained and practicing acceptors. This calls for making fertility reduction more salient, more urgent, and more normal in the daily lives of LDC families.

Progress to Date: The Community and Family Study Center of the University of Chicago was among the first of the academic organizations to perceive the crucial need for Information, Education, and Communication (IEC) programs

for family planning and the concomittant need to train highly skilled professional communicators to plan, execute and administer those programs. Beginning in 1963, it began holding a series of summer workshops entitled, "Mass Communication and Motivation for Family Planning" and has continued to conduct those workshops each year since. The goal of these workshops was to introduce the participants to the wide range of techniques and programs in communication that are available to arrive at solutions to the world population problem. Guest experts and visiting specialists were invited both from educational institutions and operating programs to supply information made more credible by firsthand experience. (See Appendix C - Summer '77 Workshop Participants)

Towards the end of a decade of summer workshops, in IEC, two conclusions became apparent:

a. The high-level individuals needed to guide, plan execute, and administer IEC programs for family planning could not be adequately trained in short-term workshops. The long-term success of IEC programs for family planning depends upon the application of professional skills. The attainment of professional skill in IEC demands participation in graduate level coursework in the disciplines of social psychology, communication, education, and social research with reference to solving population problems in developing countries. This training must be integrated and cumulative rather than fragmented and episodic in nature. Short-term training, because it is necessarily superficial and inflexible, tends to result in the application of solutions to problems without the necessary insight to avoid frustration when failure is encountered. Thus only a sustained program of graduate training which provided the student with sound theory and the necessary associated practical application could suffice.

b. Although it was not difficult to specify an "ideal" curriculum for training IEC professionals in family planning, such a curriculum existed at none of the world's educational institutions and was not likely to be available in the foreseeable future. A review of the institutions which offered programs titled population communication revealed that existing programs were efforts to modify curricula which had been planned for purposes other than the needs of population communicators. Thus, those programs

utilized a variety of courses with little theoretical relevance for population problems, utilized professors who had little training or interest in population problems, or incorporated the courses of professors whose professional interests and occupational demands permitted them to give only peripheral attention to the population IEC program. Moreover, existing programs were not organized to supply individual attention to the students; to give them the opportunity to develop professionally in response to the demands of the cultural situations to which they would be returning upon graduation.

In 1971, the Community and Family Study Center applied to the Agency for International Development for funds to develop a program that would have the following specifications:

- a. Students would get genuine education that would fit them for a life-long professional career in population IEC. This would include theory, research methods, and practical work so that they could solve problems, design programs, adapt the work of others to their own needs, and understand how to evaluate the effects of their efforts. The training should culminate in a degree or certificate recognizing their professional attainments so as to provide them with the status, as well as pay necessary to be managers, teachers, or top level technicians in their own countries.
- b. The training program would be focused on the needs of IEC for population with population problems being discussed in every basic course.
- c. A small faculty would be available to attend to the individual needs and development of each participant. These teachers would provide core training, guide each student through his elective courses, independent study, and thesis work. These activities would provide a basis for continued "personalized" consulting after the student returned to his country of origin.

d. A special facility, a Communication Laboratory, would be established for the purpose of promoting experimentation, innovation, and practical experience in producing IEC materials in all media.

e. Students would be offered the opportunity to enroll in the full range of courses at the University. Participation in these courses would permit them the flexibility to "tailor" their education to their own countries needs. Rather than being segregated as a group of foreign trainees, the students would be integrated into the regular program of the University and would be permitted to enroll in any course for which they possessed the pre-requisites.

This philosophy of professional education is based on the premise that study must begin with fundamentals, proceed by planned and progressive steps to more advanced and more specialized considerations, and culminate in individual work under the guidance of an experienced major professor.

Funds were approved by the U.S. Agency for International Development for a six-year period to conduct this unique program. On July 1, 1971, the Social Science Division of the University of Chicago inaugurated a graduate training program for population under Grant AID/csd 3314. The purpose of this grant was to help the University of Chicago to develop, within six years, the capability of providing a Master's Degree in population IEC that would meet the specifications listed above.

Thus far 47 nationals from 22 LDC's have completed their training programs. Thirty-eight took MA degrees, three took Ph.D.'s and six earned certificates. In addition 17 U.S.A. students have completed degrees, a number of whom have jobs related to the LDC's. At present 30 of the LDC students have returned home and are holding significant positions related to P/FP IEC. Nine are working on Ph.D. degrees in the U.S. and are scheduled to return to significant IEC related posts. Four have remained in the U.S. or gone to work for international agencies (two of them are Vietnamese) and the location of four is unknown.

Typical positions include the following:

Director of IEC, National Family Planning Program, Tunisia.

Director, National Family Planning Communications Program, Government of Thailand.

Director of Communication, Family Planning Association of Trinidad.

Director of Social Research Center, National Academy of Science, Professor of Sociology and Family Life Education Catholic University, La Paz, Bolivia.

Director of Health Education (including family planning) Government of Kenya.

Director III (Research) National Family Planning Organization (BKKBN) of Indonesia.

Director of Communication, Planned Parenthood Association, Nepal.

Director of Communication, Family Planning Program, Ghana

Population Education Lecturer, Mahidol University, Bangkok, Thailand.

Evaluation Unit, Family Planning Program of India.

Director of Information Service, Rural Development Agency, Panama.

Executive Director, Family Planning Association of Bangladesh.

Director of Communication, Department of Information and Broadcasting, Government of Sri Lanka (Advisor to UNESCO Family Planning Communication Program).

The six year life of this project has been characterized by a close association between the University, the major donor agencies and field country programs. Through this continuing interchange, the program has been able to remain vital and responsive to changing field needs in various regions of the world. Besides annual country visits by senior staff who participate in workshops and consultations, the grantee has also conducted formal reviews of worldwide trends such as the following:

- A conference on "Blueprinting Plans to Support the IEC Components of Family Planning Programs During the 1970's" was held at Chicago December 16-17, 1971. The proceedings of that conference were published in English and Spanish under the title "IE&C for Population and Family Planning" and given wide distribution.
- A project evaluation was conducted by AID in April 1972.
- A conference on "Training Needs for Family Planning IEC: 1975-1980" was held at the University March 5-6, 1975. It was attended by most of the principal donor agencies.

1976 Evaluation: An evaluation report on "Training and Research Activities in Population Communication and Education" was prepared by an international team (Egypt-Philippines-USA) in August 1976. It was sponsored by AID. (See Appendix B).

This evaluation made fifteen specific recommendations which have been taken into consideration in this Project Paper. Among them are:

- A recommendation that the summer short term workshop in population communication and education on-campus not be discontinued but continued for at least three more years.
- A recommendation for the periodic holding of overseas workshops and seminars in terms of expanding awareness and knowledge of international family planning IEC.
- A recommendation to expand travel of CFSC staff for overseas consultation with developing country organizations to assist in establishing and strengthening regional centers for IEC research and training.

- A recommendation to increase the number of joint fellowships with international funding agencies.
- A recommendation for joining research and training activities with developing country sponsoring institutions on country-specific problems.
- A recommendation for the continued publication of monographs, newsletters, etc. closely relevant to program needs of the developing countries.
- A recommendation for the continuation of the project beyond 1977 with emphasis on its overseas extension beyond its core campus backstop activity.

Most of the recommendations made by the evaluation team were discussed by the University of Chicago grantee and AID/Washington (August 18, 1976) before they disbanded. A section of the evaluation report, included as an appendix, was prepared by the grantee "to acknowledge the validity of the recommendations made by this working committee and to indicate concrete actions planned to implement them." Most of the recommendations were concurred in fully. Two of them, relating to language proficiency standards and use of off-campus media experts for communication training were partially concurred in. (See Appendix B).

The grantee's application for assistance, submitted to AID in December 1975 for the 1976-1981 period, basically anticipated world IEC trends and AID program emphasis. Differences later identified in the August 1976 evaluation and AID reviews have basically concerned a matter of emphasis in one activity over another. There was uniform agreement on the need to initiate many of its activities off campus. Towards this end the grantee has mounted eight overseas workshops in collaboration with the U.S. Information Agency and field USAIDs in 1975 and 1976 and a countrywide (Guatemala) operational research project (1976-1977) for revitalizing the bilateral family planning program and enhancing its appeal to rural audiences. The grantee has co-sponsored with IPPF/WHR and Airlie Foundation a conference of government and private family planning association IEC specialists (1977) in Latin America. It has participated in planning for a six week regional training workshop in early 1978 in Africa with IPPF/Africa, UNICEF and UNESCO subject to AID's approval of this Project Paper.

B. Detailed Description of the Project

The overriding purpose of this project is to assist the LDC's to improve their IEC performance by helping them equip their population activities with professionally qualified people to plan, lead and evaluate the continuing information education activities required to lift the prevalence of family planning practice sufficiently to achieve marked improvement in family health and significant reductions in the population drag on development by spacing and limiting births and slowing population growth rates.

To achieve these health and population change goals it will be necessary to get from 60 to 70 percent of the reproductive aged couples in each country to choose to use modern family planning methods. According to the family planning service data (principally from national programs) from 28 countries reported to AID for 1975, 30.8 million or 15.7 percent of the 196.1 million fertile couples in those countries were practicing family planning. At the top of the list were four countries (Singapore, Costa Rica, Jamaica, Korea) with 5.6 million couples of which 1.5 million or 27.2 percent were active users of family planning. The highest percent of active users, 34.9 in Singapore was still only half of the 60 to 70 percent that is the prevalence goal that country programs will need to achieve.

The second group of 8 countries (Colombia, Thailand, Philippines, Paraguay, El Salvador, Panama, Iran, Pakistan) had active user percentages that ranged from 23.7 to 18.8 and averaged 21.1 of their 30.5 million fertile couples. These countries are only about a third of the way to the goal.

At the bottom of the list was a group of 7 countries (Morocco, Guatemala, Kenya, Nepal, Peru, Bolivia, Sierra Leone) with 10.6 million fertile couples but only 3.2 percent active users. They have hardly begun the difficult ascent to the distant goal.

In all of these countries, not only is there much yet to be done in making services easily available, but the IEC needs are also great. In those countries at the top of the list, as the percentage of active users continues to rise it seems reasonable to believe that the persuasive communication effort to get additional new acceptors and to support them to continued use will have to be more pointed and effective to overcome the fears and misinformation that prevent large numbers of people who profess to know about and favor family planning from becoming active users. This is a major continuing task for IEC programs. In those countries where family planning has hardly begun, the IEC task is even more complicated and important. At all levels of country organization and family

planning achievement the requirement for able professionally qualified IEC manager/leaders is now, and over the next decade will be, increasingly significant. The Congress is correct in its continued expressed concern for adequate attention to the information and education aspects of population activities.

Outputs

Building on the excellent experience and record of educational, research, field work, and publication activities of the past 15 years in the field of population IEC of the Community and Family Study Center, this follow-on five year project is designed to improve the IEC leadership and performance of LDC P/FP programs by providing:

- Technical assistance to LDC country P/FP information, education, communication operating programs.
- Strengthened IEC training capabilities of selected LDC institutions.
- A steady flow of specialized publications and other materials which will improve IEC leaders, operating organizations, and training centers.
- Assistance in fostering closer cooperation and coordination among agencies engaged in population IEC activities.
- Continued on-campus support activities.

1. Provide Technical Assistance to Selected LDC Country P/FP Information, Education, Communication Operating Programs

Within the overall emphasis of developing and assisting professional leadership in all aspects of IEC activities to support P/FP programs in the LDC's a strong emphasis will be placed on field work designed to provide technical assistance to country operating programs. In most cases the CFSC will work in countries where former students in the degree program and/or the summer workshops are occupying significant positions in the FP program or CFSC in its many field contacts has already established working relations.

p { Many LDC's have no program at all for P/FP IEC. Others have very weak or poorly functioning programs. Some face unusually difficult IEC problems because of the cultural, religious or political characteristics of the population. A major activity of the project will be to work to improve IEC activities in these difficult situations.

In consultation with AID/W, particular nations will be selected for intensive work to improve the IEC program. In each case these will be nations which are in difficult situations and seek help. The CFSC will focus its efforts on about four nations at a time. For each nation it will seek to perform services which will lead to an effective IEC program in that context. This will be done by a combination of:

- a. Holding workshops and seminars in the country to promote better planning, programming and more effective materials production.
- b. Training local people to improve their communications skills.
- c. Conducting field studies and evaluation to diagnose problems, pretest new materials, or evaluate past efforts.
- d. Assisting the country develop appropriate IEC component for community based distribution systems.

This activity has already been launched, on an experimental basis, in 1976 in one nation, Guatemala. It is intended to expand it to other "problem" countries as it is possible to develop arrangements. Below is an illustrative schedule. It will be modified to take account of changing conditions and AID recommendations and approvals.

1977 Guatemala, Bangladesh, Pakistan, Egypt, El Salvador
 1978 Brazil, Bangladesh, Pakistan, Kenya, Sudan
 1979 Mexico, Brazil, Pakistan, Kenya, Sudan, Tanzania
 1980 Bolivia, Mexico, Sudan, Tanzania, Ethiopia, Jordan
 1981 Ecuador, Bolivia, Tanzania, Ethiopia, Jordan, Syria
 1982 Peru, Ecuador, Syria, Zaire

2. Strengthen P/FP IEC Training Capabilities of Selected LDC Communications' Training Institutions

In the medium long run the continued supply of professionally trained IEC specialists to meet the requirements of permanently operating family planning programs and to provide the leadership for greater in-country absorptive capacity for expanded FP programs, must be produced in country or regional training centers. This project proposes to begin to prepare some of the institutions to perform this function. A recent review of the situation revealed that these LDC training centers are poorly prepared to undertake this added training responsibility. Their staffs are overworked, untrained in population work, and without the back-up facilities needed.

It will be a major output of this project to select individual institutions at key sites and to seek to establish strong training programs in P/FP IEC.

The following types of activities are anticipated under this output:

- a. Invite to the Chicago campus selected faculty members for post-graduate residency for independent study, planning, and consultation. This may be for short periods of time of up to two or three quarters as recommended in each case and approved by AID.
- b. Provide a fellowship for young faculty members or new employees to study for a degree or a certificate, in preparation for returning to a key training position.
- c. At the appropriate time in the faculty training cycle, plan and hold at least one jointly sponsored in-country training session in which CFSC is a close collaborator and supporter.

With the experience of one successful training session to their credit, and with a trained staff, it is anticipated that they can function at a much higher level than previously. This program of up-grading and strengthening will be conducted in close collaboration with other international institutions, private foundations, national donors, other universities, etc.

A considerable amount of progress has already been made in planning for this output. Following is a listing of institutions selected or proposed as possible collaborators in this activity.

- a. Training of staff is already planned and tentatively scheduled:

Mexico - Universidad Ibero-Americana (1977, 1978)
 Philippines - University of the Philippines (1978)
 Egypt - American University, University of Cairo
 (1978, 1979)
 Bangladesh - Dacca University (1978, 1979)
 Indonesia - Mass Media Institute (1979 or 1980)

- b. Other institutions which have shown interest or which we hope to interest:

Nigeria - University of Lagos, Department of Communication
 Tanzania - University of Dar es Salaam
 Kenya - University of Nairobi

Pakistan - University of Karachi or Punjab University
 Sudan - University of Khartoum
 Bolivia - Universidad Catolica

3. Provide a Steady Flow of Professional Information and Materials Which Will Improve Operating Effectiveness to IEC Operating Organizations, Training Centers and Individuals

Throughout the developing world, there is a great scarcity of materials which can be used to guide professionals working in family planning and population IEC. For the past five years the CFSC has attempted to help fill this vacuum by publishing a series of monographs, papers, and manuals which are practical, easy-to-understand, and explicitly focused upon family planning and population. It is proposed to continue this service under the new grant. This will include the following activities:

- a. Complete the "Media Manual" series to include monographs on the use of the following media for family planning: Radio, newspapers, person-to-person counselling, group work, television, magazines, and special booklets. This will include the revision and publication of a new edition of those already published (the supply is nearing exhaustion): mass mailing, posters, radio spot announcements.
- b. Publish Family Planning Resume, a compilation of important writing in the field of family planning, twice a year. This will bring to the entire world a succinct digest of the most important articles and books that have been published during the preceding 12 months, both in professional journals and in difficult-to-obtain-copies sources. It will be specially focused on the kind of literature that IEC leaders need to have to function without extensive library support.
- c. Continue the documentation service for family planning and population that hitherto has been performed by East-West Center's Communication Institute. This service will be reorganized to focus more explicitly upon the IEC needs of organizations in the less developed countries, and expanded to serve all continents instead of primarily Asia.
- d. Continue the IEC Newsletter, hitherto produced by the East-West Center. This Newsletter also will be oriented to focus upon the IEC needs of all world regions of development (Asia, Africa, Latin America).

e. Publish important manuals, monographs, conference proceedings, etc., that are needed in LDC's and which otherwise would be unavailable. This includes curriculum materials, examples of good production that can be used as prototypes (assembled from the developing countries), and other information which can improve the work of IEC units in developing countries.

To the greatest extent possible, key publications in the above list will be printed in Spanish and French.

In carrying out these activities it will be a prime responsibility to serve directly and individually the needs of the approximately 100 IEC organizations in the less developed countries which are actively carrying out programs for the public. A second priority will be to collaborate with the other agencies working in international programs of family planning and population, both in the developing and developed countries. All of these activities will be integrated with the activities of other documentation services that may be present in the developing countries.

It is estimated that the cost of this entire program over the five years of the grant would be \$160,000 and amount to about 5 percent of the entire budget.

4. Assist in Developing Closer Cooperation and Coordination of Agencies Engaged in Population IEC Activities

The Community and Family Study Center will assist AID/Washington in its efforts to develop and promote the articulation and acceptance of effective strategies and plans for IEC for population and family planning on a worldwide, regional and country-specific basis. In order to do this it will maintain contact (by visits, exchange of materials, correspondence) with each of the following agencies engaged in informational activities: UNDP, UNFPA, UNESCO, WHO, FAO, UNICEF, World Bank, ILO, IPPF (London), IPPF (New York), PP/WP (New York), FPIA, Ford Foundation, Population Council, Pathfinder Fund, Asia Foundation, SIDA, CIDA, and other international or national donors. It will maintain similar contacts with specific regional centers, national centers, universities and agencies actually engaged in planning and carrying out communication and education programs. It will maintain careful records of the activities and plans of such organizations, and make this information continuously available both to AID/Washington and to the agencies listed above. At least once every two years it will organize and host or co-host a seminar or conference of representatives of these agencies in order to discuss matters of strategy, plans and mutual

problems. The CFSC will be prepared to receive requests for information from AID concerning the activities of these organizations and to obtain and provide the specific information needed. At periodic intervals, as requested by AID or as may seem appropriate, CFSC will issue reports on the overall activities of the international and national organizations with respect to IEC for population and family planning.

A continuous effort will be made to obtain the participation of public and private communication organizations in population and family planning work. This includes radio, television, newspapers, magazines, movies, advertising, marketing, public relations organizations both in the developed and developing nations. The reports prepared will be distributed widely to IEC professionals in all of the organizations listed above, in order to promote mutual understanding, greater interest, and stimulate closer cooperation.

Much of the work involved in producing this output will be done in conjunction with other activities and be done by students or visiting scholars, or as part of an overseas workshop or seminar. The cost will therefore be modest.

5. On Campus Support Activities

The state of development of the field of Population Information, Education and Communication in the world is vastly different from that of all the other major medical, social science and operating disciplines such as reproductive medicine, bio-medical research, demography, survey research, institutional organization and management studies, and the like which are essential for successful P/FP programs. Each of these other disciplines is taught, researched, or practiced in scores to hundreds of Universities and research centers throughout the world. While general communication and to a much lesser degree, population education, are taught and developed in many institutions, population IEC is really being intensively developed and taught in only a hand full of places of which the University of Chicago is one of the top two or three if not the single most important institution. This statement bears strong witness to the embryonic state of population IEC as a professional discipline.

No institution other than Chicago gives a full Masters and Doctors program specifically focused on population/family planning information, communication and education. Furthermore this field is comprised of so many interlocking elements and is changing so rapidly that it is not possible to take a person who has advanced training in general

information and communication and adequately "top him off" with short courses applying these disciplines to family planning in the same way that it can be done in the medical field, for example. One clear result of the 15 years of experience that the CFSC has had with the very fine summer workshops that they have run is to demonstrate the clear need for more extended and advanced training at the Masters and Doctors levels for full fledged professionals if this important field is to grow to meet the operational requirements of the worldwide development of P/FP programs that is underway and must be completed over the next two decades. The continued development of the on-campus educational and research activities that the last six years of support have made possible at Chicago is essential both to supply necessary support for the new field centered initiatives already outlined above and to insure the continued growth of this very important professional element in P/FP activities worldwide. The University has recognized this fact and through its own resources is now providing the larger share of the costs of these degree programs. Nevertheless this follow-on grant will provide continued modest resources for the following on-campus support activities.

a. Summer Workshops: Short-Term Courses to Meet Needs of AID and Other Operating Programs

For 15 consecutive years, the CFSC has held a summer workshop on population and family planning, in support of overseas programs. This service has met a need which is experienced by many organizations in many parts of the world. As family planning organizations recruit new key staff members (directors of IEC units, deputy administrators, new faculty members, etc.) there is need to have them undergo intensive training and orientation at a site where they can get a comprehensive overview of their job, especially as it involves population information and education. As new nations in Africa, Latin America and Asia accept family planning as a national program there is need to send key personnel to a site where they can get an opportunity to quickly absorb international experience and apply it to their local situation. As particular universities or other organizations in LDC's arrive at a decision to have a population or family planning training program, there is need to develop their curriculum and plan their program. Individual students who are in the United States for training at other Universities desire a practical experience in population and family planning during the summertime, when their own university is comparatively dormant academically. For all of these reasons, the need for the University of Chicago to

conduct its annual summer workshop has continued. Each year the number of participants nominated and sent (with expenses paid) by one of the international agencies (including AID Missions using country funds) has surpassed predictions. Even following the recommendations of the 1976 evaluation that strong efforts be made to insure the quality of the summer workshop students by enforcing high standards of previous preparation including attention to see that all students have good enough command of English to keep up with the intense pace of the training, has not resulted in a lack of a large number of fully qualified applicants. For example there are now about 80 applicants for this summer's workshop program. (See Appendix C)

To everyone's surprise it has now become a fact that it is cheaper to train a participant on campus in Chicago than at overseas training sessions especially arranged for the purpose. This is because the established facilities at the University are available at out-of-pocket costs, whereas it is usually necessary to pay the cost of establishing some of the facilities at an overseas site. Furthermore, the cost of hotel or other living arrangements overseas have now gone up so much that stipends for living frequently have to be greater at the overseas location. The cost at the University of Chicago currently is about \$2,000 for 9 weeks. This includes tuition, all training materials, and living expenses. Even when the cost of an air ticket is added, this is still a comparatively small sum to pay for the orientation of a key employee to his job.

The cost to this grant of the summer workshop is quite modest. It consists of a portion of the faculty time for the 9 weeks, the cost of media consultant instructors honoraria, some office expenses and \$4,000 to cover expenses that do not get covered by student fees. A portion of the participants (6 to 10) have fellowships for degree training provided by this grant that covers their summer quarter training at the workshop as one of the five quarters they need to complete their Masters Degree program. Most of the participants for the Summer Workshop are paid for outside this grant by sponsors that include AID either through the Worldwide Training Fund for countries that have no bilateral program, or by bilateral country funds that are controlled by USAID Missions. Many participants are supported by other agencies such as Ford Foundation and the UN agencies. This combination of funding is practical and desirable because the major cost of the program is borne by the entity which has the greatest interest

in the participant chosen to come so they pay close attention to the selection of the right person and also see to it that after training they return to a job that they have been prepared for by the training.

b. Academic and Practical Training for Professionals to Plan, Implement and Evaluate IEC Activities in Population and Family Planning

It is essential to continue the availability of advanced professional level specialized education for qualified LDC individuals in the still embryonic population family planning IEC discipline. The Chicago program provides Certificate, Masters, and Doctorate education. Because this program was well established by the prior grant, the special investments (faculty time, facilities, equipment) are minimal, because the University of Chicago now bears these costs. The tuition and living stipend for individual students who are directly sponsored is the major cost to AID. The Communication Laboratory and other facilities which are used to train students are also busily engaged in the support of the overseas activities described above. In fact, long-term trainees participation in these overseas activities is a two-way process that on the one hand increases the talented personnel available to create what is needed for the success of the overseas work and on the other provides essential practical experience to the long-term trainees.

The program is capable of accepting up to 25 new trainees per year. It is anticipated that these trainees will be supported from the following sources:

- 7 sponsored by this grant with CFSC selecting the participants in consultation with AID
- 7 sponsored by USAID Missions with country funds supplied by PIO/T's
- 6 sponsored by United Nations, UNESCO, UNICEF, FAO, WHO, Ford, etc.
- 5 sponsored by self or a national government

24 Total

It is planned to negotiate with the United Nations organizations to co-sponsor a number of trainees. At present the UN organizations send very few students to the U.S. because of the high cost compared to other parts of the world where less good IEC training is given. By us "topping-off" the cost differential the same amount of money we would put into seven participants can be made to cover several more on the co-sponsored

basis and also give us the opportunity to strongly influence the content of the training UN people get. This co-sponsorship will be a part of joint efforts at improving the facilities of overseas training centers and universities.

c. Applied and Academic Research

The primary objective of this grant is to develop and strengthen professional leadership and apply it to solving the operating problems of the IEC component of Population and Family Planning programs in the LDC's. The achievement of this objective involves work which also offers rich opportunities to both staff and students to perform research with a great deal of academic and practical significance.

1. In the conduct of the on-campus research, students are guided in the study of issues and problems that are not only practical but also have academic interest. Faculty members advising or sponsoring such research will have an opportunity to make academic research contributions, in collaboration with their students.
2. In the conduct of research-training exercises on the campus, each year there will be a number of experiments and research projects used to give students guided practical experience. Each of these will be planned to have an academic or theoretical yield, as well as achieving their objective of providing practical research experience.
3. The entire program of research and evaluation to be carried out in support of country IEC operations described in a previous section will provide unexcelled opportunities for academic and theoretical as well as applied research to the staff of the University and to their co-workers in the overseas training centers. The data generated by these programs will be digested and reported in collaboration with the national organizations involved. Although first responsibility will be to meet the informational needs of the programs which sponsor the research and evaluation, the opportunities for academic contributions will not be neglected.

As a consequence of the training and research opportunities offered by this program, the enterprise is a worthy one for the academic perspective of a university as well as being imminently practical in helping immediately to solve one of mankind's most pressing problems.

C. Project Logical Framework Analysis
 (See also Appendix D - Logical Framework Matrix)

1. Program Goal: (For all functional divisions)

a. Statement of Goal: To protect health and wellbeing and foster social and economic development by reduction of excessive fertility and slowing population growth rates in developing countries.

b. Measurement of Goal Achievement:

1) Population growth rates of developing countries commensurate with economic and social development goals.

2) Current and projected demographic and social economic indicators employed by developing countries show gains in quality of life.

c. Assumptions:

1) Rapid population growth has a powerful negative impact on social and economic development.

2) Availability of family planning programs with strong IEC action to promote use will result in a decline in fertility and, in turn, a slowing of population growth.

3) Developing countries are willing or can be persuaded by an IEC program to include demographic variables in their development planning.

2. Functional Goal: (Goal 5)

a. To assist LDCs to develop or strengthen their systems for generating and delivering P/FP information and education in order to: 1. foster population awareness; 2. help bring about attitudinal changes; 3. stimulate reproductive behavior changes; and 4. support clinical and non-clinical family planning service delivery systems.

b. Measures of Functional Goal Achievements:

1) National leaders and the general citizenry of LDCs accept the importance of considering the economic

and social impact of population growth rates in the design of national development programs and in evaluating family planning.

- 1.1 Decision makers using population growth variables as an integral part of development planning, will endorse national or private family planning action programs.
 - 1.2 National resources directed toward achieving slowing of population growth rates.
 - 1.3 Developing country population growth rates commensurate with national development plans.
- 2) Individual families accept the importance of their decisions and actions in having only as many children as they can support and nurture toward rising quality of life.
- 2.1 Adequate and timely information available on which individual families can make their decisions on family size and choose freely a suitable method of family planning.
 - 2.2 Adequate information about where and how contraceptive services and supplies are readily available to those persons desiring to limit their family size.
 - 2.3 Oncoming generations of young persons pre-disposed to limit family size to the degree indicated by national development program even before they marry and begin to reproduce.

c. Assumptions:

- 1) Existing population and family planning information, education and communication activities and programs can be greatly improved in their efficacy and efficiency, through improved professionally trained leaders and the use of already-existing knowledge that is guided by operational research and evaluation.
 - 1.1 Increased and improved family planning and population information and education require the integrated use of person-to-person contact and mass media in formal and informal educational systems.

1.2 Increased availability of contraceptive supplies and service will be available to all who desire them, and the IEC system will be closely linked to and attuned to community-based and other delivery systems.

2) Developing country education and communications institutions and channels are increasingly ready to actively support national population and family planning programs, and can be enlisted in the effort to reduce fertility.

2.1 National media channels are available for dissemination of information and education on population and family planning, and the personnel of these channels can be induced to become much more activated in behalf of fertility reduction through specialized IEC programs.

2.2 Educational institutions, government agencies and private organizations are ready to assist the program.

2.3 If individual families receive adequate and timely information on which to base their decisions for family size, they can be persuaded both to reduce the number of children to which they aspire, and to make greater and more sustained use of contraceptives.

3. Project Purpose

a. Statement of Purpose

To equip country population and family planning programs with information, education and communication professionals qualified to plan, adapt, test, evaluate and manage the generation and use of the many messages required to support such programs; to provide technical assistance to selected country IEC programs; and develop regional and country ability to supply IEC professional training.

b. Conditions Expected at End of Project - General

1) Developing countries will have integrated population IEC component within family planning and adult education programs.

- 1.1 Private and public family planning program managers in LDC's knowledgeable about IEC role in support of delivery services and accepting responsibility for making this activity a part of their professional work.
 - 1.2 Institutionalization of the IEC activity through officially-sponsored programs, curricula revision and financial support.
 - 1.3 IEC manager designated as family planning and adult education program resource to delivery services and training institutions. Such manager to be a trained professional and well supplied with materials for program planning and execution.
- 2) Development and utilization of family planning and adult education curricula and teaching materials for upgrading operational IEC manpower.
- 2.1 Materials on IEC methodologies and techniques for improving established family planning and population education activities, including curriculum models, published and distributed internationally to all activity centers.
 - 2.2 Family planning program coordinators using materials for resource and training purposes.
 - 2.3 Availability of reprints of materials in three major languages - English, French and Spanish.
 - 2.4 Development of new training procedures and curricula utilizing principles of adult education to upgrade the training of teachers of FP fieldworkers and orientation of policy makers.
- 3) IEC research and evaluation methodologies adopted by country programs for identifying communication barriers to family planning acceptance and developing operational strategies.
- 3.1 Family planning and adult education programs knowledgeable of target audiences served.
 - 3.2 IEC program strategies for reaching target audiences developed and adopted within overall

family planning delivery systems. Emphasis to be on high fertility and hard-to-motivate target audiences.

- 3.3 Communication and socio-psychological barriers hindering growth of acceptor rates among target audiences identified and analyzed.
 - 3.4 Operational IEC strategy for overcoming barriers to adoption formulated for each major target audience and implemented as part of IEC program.
- 4) National and international collaboration with information, education and communication training centers supporting family planning delivery systems.
- 4.1 Training center in United States for career personnel in population communication and education field consolidated and made known to overseas family planning program directors and donor agencies.
 - 4.2 Regional or country training centers identified and liaison established for exchange of students and teachers, in order to improve the capacity and quality of these centers to undertake training.
 - 4.3 Collaborating with country family planning delivery service programs to promote professional development of staffs and improvement of their IEC programs.
 - 4.4 Information and education materials - monographs, newsletters and other documentation - exchanged regularly through regional and international IEC organizations and publications. Grantee provide a dependable resource for original IEC publications needed for training, planning and production in

4. Project Outputs - Specific

a. Outputs and Output Indicators

- 1) Provide technical assistance to selected LDC country P/FP information, education, communication operating programs.

- a) Field workshops on IEC subjects sponsored jointly by host country population program coordinating agency and grantee and/or international donor agency.
 - a.1 At least four one-week workshops per year aimed at strengthening IEC components of host country family planning organizations and institutions. Target completion date - 1982.
 - a.2 Local costs borne by host country.
 - a.3 An estimated 50-100 LDC participants per workshop.
 - a.4 Consultations held with former participants on current IEC problem areas.
 - a.5 Problem oriented, based upon country and/or regional requests.
 - b) Methodologies and projects for Evaluation of IEC programs, identification of communication barriers to family planning acceptors and development of country strategies demonstrated, and technical assistance to LDCs in the implementation of these methodologies.
 - b.1 Focus on countries with highest rates and least progress in fertility reduction, and on high-fertility populations within countries.
 - b.2 At least one demonstration of IEC research and evaluation methodology per region per year - Near East, Africa, Asia, Latin America - Target completion date - 1982.
 - b.3 Publication of country results distributed to countries in region. Work with LDCs, IPPF, UNESCO, USAID, AID/country, UNFPA and other agencies to use evaluation results to improve the IEC program.
- 2) Strengthen P/FP IEC training capabilities of selected LDC communications training institutions.

- a) Within country training capabilities in population communication training of family planning and health para-professionals, and adult education/family planning strengthened at selected regional training centers.
 - a.1 At least one training center per region - Near East, Africa, Asia, Latin America - established permanently under local sponsorship. Target completion date - 1979.
 - a.2 Coordination with international donor agencies - UNESCO, FAO, ILO, UNFPA, IPPF, etc. - active in field.
- 3) Provide a steadyflow of professional information and materials which will improve operating effectiveness to IEC operating organizations, training centers and individuals.
 - a) Media manual series completed and widely distributed and used.
 - b) Family Planning Resume' published and distributed twice a year.
 - c) IEC documentation service continued and several thousand inquiries specifically responded to.
 - d) IEC international newsletter produced and circulated.
 - e) Other important manuals, monographs, conference proceedings, etc. that are needed in LDCs that would otherwise would not be available are published and distributed.
- 4) Assist in developing closer cooperation and coordination of agencies engaged in population IEC activities.
 - a) Convening or participation jointly in special problem-oriented international meetings of IEC population communication and population education experts for exchange of information and cooperative planning.
 - a.1 Publication of meeting results and action plans distributed to participants and IEC leaders in LDCs.

- a.2 A minimum of three such special meetings during grant period including involvement of advertising agencies in promotion of contraception products in LDCs.
 - a.3 Collaboration, where possible, with other international donor agencies.
- 5) On campus support activities.
- a) Summer workshops: Short-term courses to meet needs of AID and other operating programs.
 - a.1 One three track session held each summer with 50-80 LDC students in attendance.
 - a.2 Follow-up with participants to supply further documents, answer inquiries and, where possible supply technical assistance.
 - b) Academic and practical training for professionals to plan, implement and evaluate IEC activities in population and family planning.
 - b.1 Degree and certificate fellowships supplied to seven participants per year by this grant with an additional seven supported by USAID country missions.
 - c) Applied and academic research:
 - c.1 Advantage is taken of research opportunities that arise from education and technical assistance programs to advance the "state of the art" of IEC work.

b. Assumptions About Outputs

- 1) Regional institutions exist which already have interest and capability to provide long-term leadership in population communication and adult education/family planning training or that such interest can be readily aroused.
- 2) AID/Washington and AID Population officers in LDCs will take an active interest and aid in

recruiting candidates for training, selection of regional training centers, and making plans for strengthening IEC at these centers.

- 3) Adequate funds are available to carry out project goals.
- 4) Participation of international and regional organizations in the project goals.
- 5) Grantee provides good management and technical inputs.
- 6) Grantee receives travel clearances to visit target countries.
- 7) AID population officers in target countries approve support, and use local funds where possible to support this activity and that AID/Washington approves expenditures of funds in target countries.

6. Project Inputs

a. U.S. Inputs

- 1) By CFSC, University of Chicago (Independent of AID)
 - 1.1 Academic salaries of project directors for regular academic teaching.
 - 1.2 Established institutional prestige and leadership in IEC and adult education/family planning field which stimulates international respect and greater non-USG involvement in project goals.
 - 1.3 Established departments (sociology, education, business administration, economics, medicine, religion, etc.) and their experienced faculties and other supporting resources not receiving AID assistance.
 - 1.4 Established direct working relations with principal family planning program leaders throughout the LDCs and non-governmental universities.
 - 1.5 Proven training competence in population and family planning field with LDC participants dating back fifteen years.

1.6 Physical building space and equipment for laboratories, classrooms, libraries, conference centers, etc.

2) By AID/Washington

- 2.1 Approximately \$600,000 per year over the next five-year period for total estimated project cost of \$2.6 million.
- 2.2 Approval of major personnel, country and domestic workshop specifications, timing, hosts, fellowships, travels, etc.
- 2.3 Operational support from USAID field missions and related projects.
- 2.4 Coordination with other AID-assisted projects in LDCs, the UN system and other donor agencies.
- 2.5 Consultation and technical assistance at all critical junctures.
- 2.6 Representation with other U.S. Government agencies on project-related matters.

3) Host Country Inputs

- 3.1 Although AID is the principal source of financial support for the University of Chicago-CFSC project per se, host countries provide contributions in kind, personnel support and some local indeterminable funds as part of their regular programs in support of project activities; e.g. salaries of family planning professionals engaged in collaborative evaluation, planning and production projects, international travel, etc.
- 3.2 Selection of participants from local family planning programs to enroll in project training activities.
- 3.3. Visas, duty free and other customs clearances for project personnel and training materials.
- 3.4 Support of project goals by government population policies implemented by all ministries and government-owned media facilities.

4) By Others

- 4.1 United Nations organizations, e.g., UNESCO, ILO, WHO, UNICEF, FAO, UNFPA - sponsorship of LDC participants to various training workshops and degree programs and collaboration on special projects and publications. Salaries or travel expenses of professional staff members to participate in training workshops and seminars.
- 4.2 Ford Foundation - fellowship funds for 8 degree candidates and short-term participants per year.
- 4.3 IPPF/Western Hemisphere Region - collaboration of 30 IEC field staff officers in 14 Latin American countries in recruiting participants and conducting field research and evaluation. Salaries of staff officers in research, and evaluation action projects.
- 4.4 LDC governments - part or full sponsorship of participants to regional and Chicago training centers.
- 4.5 International professional journals and newsletters - publication of excerpts of CFSC reports, notices of training programs and dates, interviews with project personnel, etc.
- 4.6 AID Grantees - collaboration in joint efforts.

b. Assumptions about Management of Inputs

- 1) Local governments and national family planning coordinating boards will help sponsor and cooperate in country activities such as training workshops, IEC research and evaluation projects, etc.
- 2) CFSC serves as consultant resource to international family planning community, AID, and receive on-campus visitors.

7. Recommendation for Environmental Action

This project should receive a "Negative Determination" because it is only one of a series of actions which, taken

together, will result in an effective LDC FP system. The end result of all the inter-related actions will reduce the LDC's population growth. Changes where they occur will come gradually and be of benefit to the LDC inhabitants by reducing both the demands upon the LDC's limited resources and permitting an improvement in the quality of life of each individual family. (See Appendix E.)

PART III. Project Analyses

The World Plan of Action, ratified by 136 governments at the U.N. Conference on Population at Bucharest in 1974, emphasized that "all couples and individuals have the basic right to decide freely and responsibly the number and spacing of their children and to have the information, education and means to do so".

This project aims at the immediate IEC goal ahead, linked with expanding urban and rural family planning delivery services, of focusing more sharply on the audiences most responsible for the reduction of world fertility rates. It also, through training and field testing which involves the operating personnel of field services, focuses on identifying communication barriers which prevent the large percentage of knowledgeable people from becoming sustained, practicing acceptors. Some of these barriers are socio-psychological and based in long cultural traditions supportive of pro-natalist attitudes and large family norms.

A. Technical Analysis including Environmental Assessment Design Soundness:

1. The five activity areas described in this paper have evolved simultaneously on the basis of practical experience and experimentation before and during the previous project. The approaches have proven technically sound and feasible. For example, short term field workshops, organized jointly with host countries and held in LDC sites, have been held over the last year in Egypt, Bangladesh, Pakistan, Indonesia and Philippines. These initial efforts have met with great success as a recent cablegram from Cairo notes in Appendix F. Summer campus workshops, in existence since 1963, were recommended to continue in the recent project evaluation (Appendix B). Graduates of both the degree and non-degree program have returned to responsible positions in their national family planning programs. USAID population officers regularly attest to their value in fostering AID population programs in the host countries. Publications of the CFSC, to be joined by a periodic newsletter and population communication documentation added from the

East West Communication Institute collection, continue to be in great demand. They have been translated into several local languages and encouraged proponents of fledgling family planning programs in Latin America and Africa. Joint operational research on the communication aspects of family planning has been tried in Guatemala with the result that the new strategies developed have been included in the USAID bilateral program.

From all indications to date, the technical approaches elaborated in this paper have proven to be sound and quite appropriate for the specific time and place for which the project is proposed. In comparison to a number of other AID-funded projects, this project is reasonably price and designed for present day needs and trends. A respected institutional base exists to give adequate backstopping to field requirements.

2. Quality Contribution: Each funding year, with its annual Work Plan designed within the overall perspective of this paper, offers the opportunity to make mid-course corrections in keeping with AID's current program emphases and technical developments existing at the time. The continued recognized leadership of the Grantee in this field assures AID that the U.S. involvement in the project represents a high quality contribution making full use of the most appropriate technical developments.
3. Other Assistance: Training, operational research and technical assistance efforts undertaken by the Grantee will all be in collaboration with LDC family planning programs and related institutions. In most instances, recipient countries will be encouraged to fund local costs and transportation costs to regional or U.S. training centers. Other donor agencies will also be involved in an active collaborative manner where feasible particularly in regional training and orientation programs.
4. Environmental Implications: There will be no negative environmental impact involved in or resulting from this project. (See Appendix E - Environmental Threshold Determination).

B. Financial Analysis and Plan

1. Financial Plan: The cost of this project is estimated to be \$3,350,000 over the five year period proposed in this paper. This estimate represents only AID/W costs.

Host country governments, universities and international organizations cooperating in specific sub-activities will provide in-country personnel, physical facilities, supplies and other resource support. The value of this host country support will vary from country to country and, therefore, is indeterminate at this time.

It is the opinion of this office that the financial plan for this project is sound and that the project represents a cost effective method of achieving the expected outputs.

2. Cost Estimate: (See Appendix G for Proposed Budget Breakdown - FY 77 through FY 82).

C. Social Analysis

This project seeks to improve the information and education component of existing LDC family planning programs by providing training at all levels of activity - from community based distribution workers to national program planners. A principal thrust of this activity over preceding projects is the emphasis on strengthening indigenous training capabilities in selected countries. Joint research efforts with host country family planning organizations, using modern techniques, will also help identify communication barriers hampering the expansion of service delivery. On the basis of this operational research into the socio-psychological backgrounds of target audiences, family planning organizations will be able to revise their strategies for serving rural and urban populations more effectively. The Grantee, through its worldwide acceptance among family planners gained over a period of two decades, will provide in-country technical assistance as requested and stimulate a new professionalism in an oft-neglected component of population programs.

The communication component seeks basically to (1) motivate people at all social levels to have smaller families and want family planning; (2) provide contraceptive education whereby people are taught what they need to know in order to arrive at a decision to practice family planning, and (3) provide fellow up support by diffusing messages to encourage people to continue to practice family planning once they have begun.

Besides the obvious physical aspects of all family planning programs - the provision of contraceptive products and sterilization services - this project explores the background

motivating factors of fertile-aged couples, as they approach their personal decisions regarding family size and child spacing, to effect positive behavioral changes over an extended period of time.

D. Economic Analysis

This project seeks through field operational research to identify all communication barriers - social, economic and cultural - and develop positive family planning strategies for imparting knowledge to fertile-aged couples about family planning within the cultural milieu of the locality with the objective of changing those attitudes and practices which inhibit family planning program expansion. This project, to the extent that its application will result in a more effective family planning delivery system, should contribute to a decline in the LDC's birth rate and, therefore, make measurable impact which adds significantly to the evident cost effectiveness of the project.

PART IV. Implementation Arrangements

- A. Recipient. The project will be implemented by one organization through an AID grant. In the performance of their tasks, this private U.S. university will have the principal responsibility for the achievement of the activities but may on numerous occasions, as required, identify collaborative resources of other AID contractors and grantees, and international donor agencies required for complementary inputs of follow-up efforts.

The grantee staff for this project will be for the most part based at their home campus, although members of the staff will be available to make off campus consultation and training visits to requesting LDC sites in furtherance of project goals. The total core staff requirement to undertake this project's activities for the five year life of the project is estimated as follows: Project Director - Communication - 30 worker-months, Project Director - Education - 15 w-m, Associate Professor - 5 w-m, Research Associate - Communication - 60 w-m, Research Associate - Education - 60 w-m, Research Associate - International Communication Research - 60 w-m, Support Staff - 360 w-m, and Consultants - 50 w-m.

The administration and operation of the grantee insofar as this project is concerned, will be consistent with AID contracting requirements and procedures.

- B. A.I.D. This project will be monitored by the IE Division of the Office of Population, AID/Washington, as one of the Agency's keystone efforts to strengthen IEC components of family planning programs the world over in direct support to local contraceptive delivery systems. Starting on September 1, 1977, it builds upon and consolidates the previous six-year phase of domestic institution building which is nearing completion. Although the training facility is available for participants from all countries, recruitment of students will be directed towards priority countries in both Latin America, Asia, Near East and Africa, particularly those where bilateral AID programs exist.

The specific project outputs, outlined in this Project Paper, spell out the activities which will be carried out simultaneously during the upcoming five-year period. They will be orchestrated by the senior experienced Community and Family Study Center staff assigned to this project.

Approval for detailed activities performed under this project will be based upon a yearly Work Plan submitted to AID/Washington pursuant to terms of the Grant. These Work Plans will provide opportunities for fine-tuning modifications which will inevitably grow out of continuing feedback and experience with field trends and the annual evaluations conducted by AID both in the United States and in host country training locations.

C. Evaluation Arrangements for the Project

The final evaluation of the previous project "Expansion of Population Program Communications" was completed in August, 1976. It focused on the final year's activities and summarized critically the principal accomplishments of the six-year grant which was basically to establish a degree program in Population Communication at the Community and Family Study Center of the University of Chicago.

From the Chicago training base of summer workshops and year-round degree programs, (which has involved, since 1963, approximately 1,100 participants from 79 countries), the evaluation considered follow-up plans under this project to strengthen the on-going resource base so that it can more effectively serve international population communication and training institutions and agencies in Latin America, Near East, Asia and Africa. (See Appendix B - "Phase II of the Program").

This evaluation was undertaken by an international team composed of technically qualified persons, approved by AID, who reviewed the project accomplishments in relation to proposed project inputs and outputs and make recommendations for future guidance.

In addition to the above-described special project evaluation, the University of Chicago will prepare annual progress reports along with specific work plans for the ensuing year. These reports will include a general appraisal of the project activities, including publications, participants, studies and other materials completed during the year. The first detailed annual work plan for 1977-78 is due within thirty days of the effective date of the new grant with the first year's program. Ten copies of the Work Plan and Annual Progress Report will be submitted to the AID Project Manager in the Office of Population.

An annual evaluation by AID of this new project will be scheduled during the spring quarter of each year beginning with a routine evaluation in April 1978 and alternating with a special evaluation every other year.

Interim reports, as found necessary during the year, particularly on overseas trips and consultations and special meetings and workshops, which have special immediate meaning to country and programs in other functional areas, will be prepared by the University within thirty days of the event.

D. Conditions, Covenants and Negotiating Status

1. During the last two years of the preceding grant, the University of Chicago has been particularly active in identifying possible overseas locations for regional and host country activities. Experimental workshops have been held in Indonesia, Philippines, Bangladesh, Pakistan, Guatemala and Mexico with visits by senior staff to at least a dozen other countries. CFSC publications continue to be in demand and in some instances, as in Iran, they are being translated into local languages.

In March 1977 the University collaborated with IPPF/WHR and Airlie Foundation in holding a conference of governmental and private organization IEC officers from 19 Latin American countries. The climate for meaningful overseas collaboration with regional and country organizations appears favorable for exchanging training personnel and upgrading host country IEC components of family planning delivery services. No formal agreements

with host country organizations are required before executing the proposed AID grant to the University of Chicago.

2. Certain statutory requirements under the Foreign Assistance Act of 1961 relevant to this project are as follows:

- a. Women's Impact Statement

The University of Chicago, which manages \$50 million annually in programs of U.S. Government grants and contracts, has accepted Federal government guidelines with regard to equal employment opportunity for women and minorities. The Community and Family Study Center, the action center for this project, employs women in staff as well as teaching and research positions. The Department of Sociology, under which the CFSC operates, is chaired by a woman who is a nationally renowned sociologist.

- b. Abortion-Related Activities

This project is consistent with AID policies relative to abortion-related activities and with Section 114 of the Foreign Assistance Act of 1961, as amended. No funds made available under this project and subsequent grants will be used for the procurement or distribution of equipment provided for the purpose of inducing abortions as a method of family planning, for information, education, training or communication programs which seek to promote abortion as a method of family planning, for payments to women in less-developed countries to have abortions as a method of family planning, or for payments to persons to perform or to solicit persons to undergo abortions.

- c. Human Rights

This project and the grantee would be fully expected to comply with AID guidelines concerning human rights provisions of the Foreign Assistance Act.

15 JAN 1976 JP

THE UNIVERSITY OF CHICAGO
OFFICE OF SPONSORED PROGRAMS • 3801 ELLIS AVENUE • CHICAGO, ILLINOIS 60637

Telephone: Area Code 312
753- 3047

Mr. Gerald P. Gold
Contracting Officer
CM/COD/PHA
Room 771 PP
Agency for International Development
Department of State
Washington, D.C. 20523

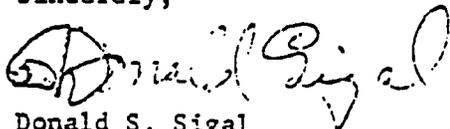
Dear Mr. Gold:

Re: Proposal entitled "International Population
Communication and Population Training: 1976-81"
\$2,563,049 effective July 1, 1976 - June 30, 1981
Donald J. Bogue, Principal Investigator
William S. Griffith, Co-Principal Investigator

Transmitted herewith is one signed copy of the subject proposal.

Your favorable consideration of this submission would be appreciated.

Sincerely,



Donald S. Sigal
Assistant Director
Office of Sponsored Programs

enclosure

Proposal Submitted to the U.S. Agency for International Development

by

The University of Chicago

5801 S. Ellis Avenue

Chicago, Illinois 60637

INTERNATIONAL POPULATION COMMUNICATION AND POPULATION TRAINING: 1976-81

Principal Investigator

Name Donald J. Bogue

Title Director, Community
and Family Study
Center; Professor

Dept. Affiliation Sociology
Address if different from
above 1411 E. 60th Street
New or renewal request to
A.I.D. New

Amount requested
\$450,000 (first year)

Proposed starting date
7/1/76

Proposed duration in months
60 months

Department Head

Name Evelyn M. Kitagawa

Signature Evelyn M. Kitagawa

Title Chairman, Department
of Sociology

Telephone No. (312) 753-2963

Endorsements

Principal Investigator

Name Donald J. Bogue

Signature Donald J. Bogue

Title Director, Community
and Family Study
Center

Telephone No. (312) 753-2974

Department Head

Name Philip W. Jackson

Signature Philip W. Jackson

Title Chairman, Department of
Education

Telephone No. (312) 753-3801

Co-Principal Investigator

Name William S. Griffith

Signature William S. Griffith

Title Associate Professor,
Department of Education

Telephone No. (312) 753-3815

Institutional Administrative Officials

Name William H. Bruski

Signature William H. Bruski

Title Dean, Social Sciences
Division

Telephone No. (312) 753-2941

Department Head

Name Salvatore Maddi

Signature Salvatore Maddi

Title Chairman, Divisional
Masters Program

Telephone No. (312) 753-4711

Name Donald S. Sigal

Signature Donald S. Sigal

Title Assistant Director,
Office of Sponsored Programs

Telephone No. (312) 753-3047

Date December 17, 1975

INTERNATIONAL POPULATION COMMUNICATION AND POPULATION TRAINING: 1976-81

A Program of Training, Research/Evaluation and Technical Service

to Developing Nations

submitted to

United States Agency for International Development, Washington, D. C.

by

Community and Family Study Center and

Department of Education,

University of Chicago

Background and Overview

Five years ago, AID/Washington and the Ford Foundation jointly granted complementary funds to the University of Chicago for the establishment of a training program in communication for social and economic development, with emphasis on family planning. These grants included the establishment of a Communication Laboratory and the hiring of personnel to provide specialized training and guidance to students from developing countries. Under the sponsorship of the Community and Family Study Center this program has flourished. Each year the number and the quality of students has increased; a program of communication research has been launched; publications designed to be of use in training and program development at overseas sites have been published; a program of technical service to family planning organizations in the developing countries has been begun; and first steps have been taken in developing a graduate program in population education.

The first graduates of the communication training program are now at work in their home countries. Overall their performance has proved to be outstanding, and in several countries their impact is being felt in a substantial way in the form of new and more vigorous population communication programs.

The need which led to the founding of this program has not abated. In fact, the course of events in the world movement for fertility control has further emphasized the critical importance of information-education-communication in the total family planning program.

The present application for funds is submitted to A.I.D. with the objective of continuing the program, with modifications appropriate to the changing needs and problems of the international population program. Substantial changes have taken place since 1970 when the Communication Laboratory was founded at the University of Chicago. In many countries the "climate" for family planning has improved dramatically, and the content and mode of presentation of the programs of population and family planning communication have changed accordingly. The list of countries which merit top priority attention from organizations such as the Community and Family Study Center is now quite different from the list in 1970. Instead of entertaining a request for extension of the grant, as in previous years, A.I.D. has requested that the University of Chicago submit a new application. The present application is oriented more accurately toward the current situation. It covers a second five-year period, with a request for funds for the first two years. Funds for years three through five will be sought on the basis of specific work plans, with accompanying budget, for those years.

The activities anticipated under the program fall under four headings;

- (a) Training in Chicago and cooperatively at regional centers
- (b) Research and evaluation leading to improvement of I-E-C programs for family planning in developing countries
- (c) Establishing or building up regional centers for population education
- (d) Provision of technical services in developing countries for training, research/evaluation and program planning.

Each of these functions is taken up separately in the description which follows. The nature of the need, the proposed work, the rationale for the proposals, and the hoped-for results are described. This is followed by a description of the staff, equipment and other expenditures required to accomplish the proposed work. A final section of the application summarizes the three branches in a single coherent outline of proposed staff, organization plan and budget.

Population education: a new dimension. One major aspect of the present proposal is the addition of a component of population education, to be sponsored by the Department of Education in collaboration with the Community and Family Study Center. This was introduced on a small scale, with the concurrence of A.I.D., during the last three years of the preceding grant. The success of the summer workshops in population education which were offered in 1974-75 and in 1975-76 and discussions with educators at several universities in less developed countries lead us to believe that there is a serious need for a sustained program in this area of the type to be described in Section III, below. Several consider-

ations underlie this belief. Among them are the following:

(a) There is a critical need for improving the training given to employees of family planning organizations. Clinic workers, field workers, and office workers alike are in most developing nations inadequately trained for the tasks they should perform. The corrective is a program of pre-service training for new workers as they begin work in specific agencies, and in-service training of workers already employed. Currently those who do this training lack many of the necessary capabilities. The curricula that should be required, the training practices that should be employed, the course content that should be taught, and the necessary training materials have been only vaguely specified. This is a task for which a graduate faculty of education, and especially one specialized in adult education and informal learning, is well equipped.

(b) There has been a major move in recent years to include population education in a variety of modernization programs such as adult literacy, public health programs, nutrition, and campaigns to improve the social status of women. Here again, these are activities in which adult education theories and principles should play a central role. The size and importance of these programs seem to deserve adequately prepared leaders rather than individuals whose academic preparation has been in areas other than education.

(c) Oncoming generations of unmarried youth are being given instruction in population education as a part of their formal education. Because a large percentage of youth in developing countries are not in school, these programs are paralleled by campaigns to sensitize youth generally about the need for balancing population growth with the resources of the family, the community, the nation, and the world.

For these reasons, the Educational Design and Implementation Special Field Faculty in the Department of Education at the University of Chicago has voted to enter the field in a major way, thereby throwing behind the program more than thirty years of research and teaching in adult education, curriculum design and instructional group management--areas in which this department has been a leader.

Rather than conducting a diffuse program in an unrealistic effort to help everybody interested in population education, we propose to select four or five universities, each in a different developing region of the world, and to collaborate closely with them to help build up a viable program of population education, so that at the end of the five-year period they will be independent training centers in this discipline. Meanwhile the program will assist individual universities in other countries which show a strong desire for such a program and a strong initiative

in investing their own resources to develop a faculty in population education.

Evaluation of family planning communication activities. Another major dimension which has been introduced into the present proposal is the rigorous evaluation of existing information-education-communication programs throughout the world. The CFSC has specialized in the development of evaluation methodology for family planning and has published 15 RFFPI (Rapid Feedback for Family Planning Improvement) manuals. Thus far, little systematic evaluation research on information-education-communication programs has been performed. Under this grant, it is intended to concentrate on this essential activity, making comprehensive yet sympathetic evaluations of both personal contact and mass media programs for family planning I-E-C.

The On-Campus Training Program: 1976-81

The training proposal submitted is based on a study of the world needs and of the University of Chicago's special resources. It is designed to conform to both.

In March, 1975, the Community and Family Study Center sponsored a two-day conference on the topic, "Training Needs for Family Planning Information-Education-Communication: 1975-1980." Representatives of most of the major donor agencies for international family planning attended: UNFPA, FAO, UNESCO, AID, International Planned Parenthood Federation (both World and Western Hemisphere), and the Asia Foundation. Also in attendance were representatives of American universities and other organizations currently engaged in providing I-E-C training for family planning and population education for developing countries. The policies of these donors concerning the sites where this training should be conducted and the content and nature of the training programs were compared and discussed. There was found to be a general consensus that the long-term goal should be to transfer as much of the training as possible from American universities to institutions in the less developed countries, without loss of quality or creativity in making the transition. This transfer is especially desirable for short-term training of intermediate and lower-echelon workers.

An objective assessment of the present capacity of the universities and other eligible training institutions in the developing countries to undertake graduate-level training reveals a bleak picture. They have very small staffs, already fully occupied with heavy training loads. Their faculties are not abreast of

modern communication theory or research. They have insufficient and inadequate equipment. They have rigid compartmentalization which discourages interdisciplinary study of the type which is required to produce a graduate communication expert. Inadequate communication between those in the graduate faculties of education and those in the medical, sociology, and demography faculties is the rule rather than the exception. Hence, the American universities need to continue their graduate-level training for at least another half-decade, emphasizing the upgrading of these centers while doing so.

It is a major premise of the present proposal that the primary role of the University of Chicago's work in this area during the next five years should be the strengthening of specific organizations and institutions overseas, so that they will be fully competent to undertake the training which large numbers of people so desperately need. Our contribution will consist of training persons who will be faculty members of these training institutions, and the re-training of present faculty members. As stated above with respect to population education, the strategy envisaged is to select a few specific universities or other places where such training may be given and to work closely with them to help establish first-rate training programs--both for family planning communication and for population education.

Meanwhile, the University's M.A. and Ph.D. programs will be available to provide education for individual scholars sent here by international agencies. These are persons who need training in population communication or population education in order to fill key positions which they already hold or to which they will be appointed upon graduation.

The training program proposed here has three components:

- (a) Degree training--M.A. and Ph.D.
- (b) Summer workshops
- (c) Non-degree postgraduate residencies.

Because each of these programs deserves a full exposition, each is described in a separate section.

II

The Degree Training Programs: 1976-81

Two degree programs are proposed: one in population communication and one in population education. The first will be offered through the Divisional

Masters Program and the second through the Department of Education. Each of the programs will be the primary responsibility of one of the co-directors: Prof. Donald J. Bogue will supervise the population communication program and Prof. William S. Griffith will supervise the population education program. The two programs will be closely integrated. The directors of the two programs will function as a team to sponsor and supervise the total program; the students will be treated as specialists in a single program. The two programs are also integrated through a special advisory committee on population education composed of two representatives each from the Departments of Education and Sociology, one representative from the Department of Obstetrics and Gynecology, and one representative from the Divinity School. The committee members are: Donald J. Bogue, Professor, Department of Sociology; Jane Trowbridge, Assistant Director, Community and Family Study Center; John R. Ginther, Associate Professor, Department of Education; William S. Griffith, Associate Professor, Department of Education; Joseph R. Swartwout, Associate Professor, Department of Obstetrics and Gynecology; and E. Spencer Parsons, Associate Professor, Divinity School.

For purposes of exposition, each of the two programs is described separately below, even though this procedure exaggerates the differences and may fail to convey the degree of interaction between them.

A. The Population Communication M.A. Program

UNESCO has identified ten centers throughout the world at which it proposes to establish major training facilities for communication for population and family planning. U.S.A.I.D./Washington is holding discussions with all the international donor agencies to try to arrive at an integrated I-E-C program. It is expected that by July 1, 1976, these discussions will be very far advanced, and it will be possible to identify about five centers which should become the central focus of this program. Until this decision is reached, we are tentatively thinking in terms of the following focal points for faculty-building:

Asia--University of the Philippines

Africa--University of Ghana, University of Nairobi, or University of Lagos

Middle East--American University at Cairo or American University in Beirut

India--site to be determined

Latin America--CIACOP or a university yet to be selected.

Because of its size, its slow progress in family planning, and its urgent need, India is treated as a separate region, with the expectation that it can train also

for Bangladesh and Nepal.

In addition to these regional centers, individual countries already have shown or soon will show great initiative in setting up population communication and population education programs at individual universities. Among these are:

Thailand--Chulalongkorn University and Mahidol University

Pakistan--University of Karachi

Indonesia--University of Indonesia

Nigeria--University of Ife and University of Lagos

Bangladesh--Chittagong University

Sri Lanka--University of Ceylon

Egypt--University of Alexandria and University of Cairo

Iran--University of Teheran, University of Isfahan, and University of Shiraz

We would give second priority to these nationally-oriented universities, or to others which declare their desire and are prepared to make an appreciable commitment to becoming major national training facilities for population communication and population education. As the program proceeds, it is hoped that at least one university in Francophone Africa, one in southern Africa, and two in Latin America can be identified and supported.

The requests for assistance from these developing centers should surely grow to outstrip the capacity of resources at the University of Chicago to render direct assistance. Through cooperative efforts and involvement in periodic conferences with population education and communications specialists at other American universities, the project staff will perform a referral and brokerage function so as to make optimal use of existing resources wherever they may be located. Intra- and inter-regional referrals will also be made as appropriate to achieve the desired results most efficiently and effectively.

Curriculum. In line with the policy of concentrating on the training of future faculty members and top-level communication directors, the training program will emphasize, even more than it has in the past, the research/evaluation and administrative/management aspect of communication. Meanwhile, it will retain the twin focus upon basic theory and applied production projects which has characterized it in the past. The production focus will continue to be concentrated in the summer quarter so as to serve the needs not only of resident graduate students but also of those who are attending only the summer workshop program.

The curriculum for the Divisional Masters program in Population Communica-

tion for the academic year beginning October 1, 1976, is as follows:

AUTUMN QUARTER

Soc. 303 Principles of Sociology and Social Psychology

Ed. 482 Seminar: Population Education

Soc. 360 Introduction to Population

No credit Review of mathematics for statistics and study of English composition

WINTER QUARTER

Soc. 344 Principles of Communication I

Ed. 383 Design and Improvement of Adult Education Programs

Soc. Sci. 307 Survey of Social Sciences

SPRING QUARTER

Soc. 319 Techniques of Data Collection

Soc. 345 Principles of Communication II or Educational Psychology

Stat. 200 Elementary Statistics

SUMMER QUARTER (Summer Workshop)

Soc. Sci. 317 Population Communication Production (2 units)

Soc. Sci. 316 Foundations of Population Communication and Education

AUTUMN QUARTER (second year)

Soc. 346 Techniques of Communication Research

Soc. Sci. 306 Individual Research (thesis)

Elective

Note: Electives may be substituted for any of the above courses except Soc. Sci. 307, Stat. 200, Soc. 344, and Soc. 319, which are considered to be essential ingredients of the program.

This program emphasizes fundamental academic and research preparation in communication. This includes a gradual preparation for research, beginning with fundamental mathematics, statistics, and data gathering and culminating in a rigorous research course in communication research. Yet it also includes communication production activity on a non-credit basis throughout the entire three quarters of the first academic year. The summer quarter offers a production workshop taught by professional media specialists selected from local television,

movie, newspaper, and other media organizations. By the time their thesis-research stage has been reached, students have both the research and production skills needed to do independent work.

Thesis requirement. The thesis is designed to provide a research experience working on an important hypothesis in an experimental context. Working either in teams or individually, students take up fundamental communication hypotheses and seek to test them in the local Chicago area. With faculty guidance they design the experiments, plan the data-collection instruments, collect and analyze the data by computer, and write their research reports. Each thesis is a unique enterprise and is not duplicated by any other student. Each student has the opportunity to pass or fail without jeopardizing the work of others. The staff of the Communication Laboratory is geared to support this research effort at every stage with special tutoring, individual counselling, and in some cases by providing supplementary help in the form of paid interviewers to collect some of the data (especially in low-income ethnic communities).

B. The Population Education M.A. Program

The following definition of population education currently in use at the University of Chicago is an adaptation of one proposed by Stephen Viederman:¹

Population education is a deliberately planned process which enables individuals and groups (1) to learn the probable causes and consequences of population phenomena for themselves, their families, their communities, their nations and the world; (2) to define for themselves the nature of problems associated with population characteristics and changes; and (3) to assess and to select for themselves the means by which they can respond to and influence the processes to enhance the quality of life for themselves and others.

The purpose of the Master of Arts degree program in population education is to prepare individuals to work professionally in the design, implementation, and evaluation of population education programs for individuals and groups both within and outside the formal elementary, secondary, and post-secondary educational institutions. The Master's program is intended to serve three groups: (1) individuals preparing for employment in population education at local, state, national, or international levels; (2) individuals currently employed in population education who wish to upgrade their knowledge and skills as a means of

¹Stephen Viederman, "Towards a Broader Definition of Population Education," International Social Science Journal XXVI, No. 2 (1974).

increasing their professional effectiveness and efficiency; and (3) individuals who have or will be assigned responsibility for training teachers and other population education staff members as well as staff members in family planning programs. Persons who aspire to a career in research in population education are advised to consider doctoral level study.

Committee on population education. The Master of Arts program in population education is guided by the following committee:

William S. Griffith, Associate Professor, Department of Education, Chairman
Donald J. Bogue, Professor, Department of Sociology, and Director, Community

and Family Study Center

John R. Ginther, Associate Professor, Department of Education

E. Spencer Parsons, Associate Professor, Divinity School

Joseph R. Swartwout, Associate Professor, Department of Obstetrics and Gynecology

Jane Trowbridge, Assistant Director, Community and Family Study Center

Description of the program. Beginning in the Summer Quarter, 1974, the Department of Education in collaboration with the Community and Family Study Center has offered a Master of Arts degree in population education in response to the increasing interest in this area of education exhibited in both the developing and the industrialized nations. This program emphasizes the design, implementation, and evaluation of population education programs for underprivileged groups, including those of limited literacy. It includes in-school and out-of-school population education for all ages.

The curriculum is not a rigidly established sequence of courses and other prescribed learning experiences. Instead it is a specialization in the Special Field of Educational Design and Implementation within the Department of Education, an academic unit of the Graduate Division of the Social Sciences. By collaborating with the Community and Family Study Center, the Department of Education is able to offer students a combination of courses and other learning experiences which prepares them to be professional population educators with advanced training in demography.

Some students may elect to concentrate on population education in elementary, secondary, and post-secondary educational institutions, including teacher training colleges, while others may focus on out-of-school, informal community settings.

Curriculum. The Master of Arts Degree in population education is awarded by the University of Chicago upon the successful completion of fifteen units in academic courses, seminars, workshops, and tutorial study plus a Master's paper that is a report of original research conducted by the student.

A five academic quarter (fifteen month) program has been planned on the assumption that the student will carry a full academic load (three units) each quarter. Although students may begin their program in any academic quarter, more orderly progress is possible if entry is in the Autumn Quarter.

The curriculum is viewed by the Committee on Population Education as consisting of the following components:

1. Courses in the design and implementation of informal adult education, including staff development
2. Courses in demography, family study, and family planning
3. Courses in educational measurement, curriculum development, and program evaluation
4. Courses in the psychology and sociology of human learning
5. Seminars on current practices and on the analysis and synthesis of population education programs
6. Elective courses selected by the student to increase his knowledge and skills in areas of his special interests and felt needs
7. Original research by each student on a topic of his own choosing

Each student develops his own program with his advisor, taking into consideration his current and anticipated professional responsibilities as well as the requirements of the University.

The following is an example of a five-quarter schedule. In addition to the courses, seminars, and workshops listed in the example, a student may select from a wide range of learning experiences including, but not limited to, those identified in the Illustrative List of Learning Experiences.

AUTUMN QUARTER

Education 382 Introduction to Adult Education
 Education 482 Seminar: Population Education
 Sociology 303 Principles of Sociology and Social Psychology

WINTER QUARTER

- Education 361 Principles of Curriculum
Education 383 Design and Improvement of Adult Education Programs
Sociology 344 Communication and Social Change

SPRING QUARTER

- Education 358 Evidence in Evaluation
Education 381 Appraisal of Institutions of Adult Education
Sociology 320 Sociology of the Family

SUMMER QUARTER

- Education 509 Workshop: Application of Adult Education Concepts in
Population Education
Education 510 Workshop: Curriculum Design and Analysis for In-school
Population Education
Soc. Sci. 316 Foundations of Population Communication and Education

AUTUMN QUARTER

- Education 303 Educational Psychology
Education 443 Dynamics of Induced Social Change
Sociology 360 Introduction to Population

Illustrative List of Learning Experiences

Education.

- 300 Philosophy of Education
317 Sociology of Education I
329 Adult Development and Aging
334 Theory and Methods of Testing
338 Introduction to Educational Research Concepts
339 Acquisition of Values
384 Seminar: Adult Learning
395 Educational Diagnosis
414 Tutorial in Informal Adult Education
422 Seminar: Psychosocial Systems
449 Social Psychology of Modernization
484 Internship in Adult Informal Education

Obstetrics and Gynecology

- 310 Population Dynamics (tutorial)
- 375 Human Sexuality

Sociology

- 304 Applied Statistics
- 319 Introduction to Methods of Social Research
- 362 Comparative Study of World Population
- 515 Communication for Persuasion and Behavior Change
- 530 Values and Family Functioning
- 564 Social Science Study of Human Fertility

Thesis or Master's Paper Requirement. In the Department of Education students who are pursuing the Master of Arts Degree have the option of writing a master's paper or a thesis. The master's paper typically involves either the secondary analysis of material which has been published or the rigorous analysis and evaluation of program or curriculum materials. For those whose responsibilities will be limited to the administration of population education programs, such a learning experience may be more appropriate than the execution of thesis research. The M.A. thesis requires the student to develop objective, valid and reliable procedures and instruments for the collection of data which are essential for the testing of a theoretical hypothesis dealing with teaching and learning; to subject the data to appropriate analytical procedures; to interpret the results; and to prepare both a complete report of the investigation and a shorter article suitable for publication in the Family Planning and Population Education Resumé. The experience of planning, conducting, interpreting and reporting empirical research is intended to develop these skills in students who will have responsibilities for conducting research as a part of their professional duties. Students who anticipate or desire employment exclusively in population education research should pursue doctoral study and should make this intention known at the time they seek admission to the University.

C. Doctoral Study in Communication or Population Education

Students who do outstandingly well in the communication or the population education curricula outlined above may be admitted for doctoral study, either in the Department of Sociology (with a special field in communication) or in the Department of Education (with specialization in adult education). They must, of

course, meet all of the formal requirements for Ph.D. study specified by the department to which they are admitted.

It is believed that no more than one-fifth of those who earn the M.A. will have both the desire and the qualifications to pursue doctoral study. Special financing through one of the international agencies, or via A.I.D. in the home country, should be sought for these persons, who ultimately will become chairmen of programs or take other senior positions in their respective fields, and who will conduct research as well as teach in their home countries.

III

Summer Workshops

For thirteen consecutive summers the CFSC has sponsored a workshop on family planning. For three of those summers the Department of Education has conducted a program of training in population education as one "track" which participants could elect. Despite the willingness of the CFSC to relinquish the responsibility for conducting the summer program to other American universities or to any competent sponsoring group elsewhere in the world, no other institution has attempted to mount an acceptable alternative. No adequate alternative program has been established and none seems likely to be established without the assistance and support of the CFSC.

At the University of Chicago the summer program has evolved from a large-scale activity conducted at a practical and somewhat elementary level to a smaller, more selective program conducted as a set of graduate-level credit courses. After consultation with the International Training Office of A.I.D., the CFSC has decided to continue to offer this program--at least during the first two years of the five-year period of the proposed project. Three considerations led to this decision:

(a) Numerous countries which are establishing or expanding their family planning and population education programs need a place where they can send high level employees for short-term training combining both theoretical and applied aspects. No other organization in the developed or developing nations has made a serious effort to serve this need. None of the major international donor agencies has supported a consistent program to provide this type of training. Because the training need continues and no satisfactory alternative exists, the International Training Office of A.I.D. continues to find the Chicago Summer Workshops a unique resource and sponsors a majority of the participants.

(b) Many foreign students studying at other universities have no opportunity to receive on their own campuses training of the type provided in the Chicago Summer Workshops. Because of the availability and the acceptance of the Chicago Summer Workshops, other universities have been reluctant to attempt to replicate it and prefer to send their students interested in population education and applied family planning to Chicago for this aspect of their graduate program. It seems likely that the interest in graduate study in these areas will continue for at least the next two years and that the Chicago summer program will continue to be regarded as a valued component of graduate training for selected foreign students at other universities.

(c) The workshops constitute an approximate model of short-term practical training which the graduates of the Chicago M.A. and Ph.D. programs are likely to conduct when they return home. The workshops provide an example, which the students study through participation, of curriculum development, instructional leadership methods, and a study project which they can utilize in their own professional work. The use of inquiry-based instructional approaches and the emphasis upon active learner participation in the educational process are especially valuable, since in the developing nations there is a growing awareness of the need to utilize improved instructional methods to replace traditional didactic approaches. Having experienced instructional methods which required their active involvement, the participants are better prepared to utilize such methods in their own teaching.

We propose to offer two training programs in the summers of 1976 and 1977. Each will be treated as a separate "track":

Track A. Workshop in Population Education

Track B. Workshop in Population Communication

As in previous years, the two will be closely integrated. The program proposed for the summer of 1976 is still tentative. Figure 1 outlines the proposed content of Track A; Figure 2 outlines the proposed content of Track B. These outlines are built upon the experience of the summer of 1975, including a rigorous student evaluation at the conclusion of the workshop.

Figure 1. Track A, Population Education Workshop

In Track A, population education is treated as dealing not only with rational decision-making about the personal reproductive behavior of adults but also with their population-related civic, economic, and political attitudes and actions. Accordingly, comprehensive population education programs must include both systematic in-school education for students and their teachers and a variety of informal approaches designed to reach persons of all ages as learners, as volunteer teachers or leaders, and as current and future paid staff of organizations working in population education and family planning. Participants who elect this track will be expected to take the following three courses:

Social Science 313 (Education 509). Application of Adult Education Concepts to Population Education--Dr. William S. Griffith and Staff. This workshop is designed to prepare current and prospective population educators to draw upon the research and experience in the field of adult education to gain skills and insights that will enable them to become more proficient as population educators. The focus is on the process of population education and is intended to increase the ability of the participants to design effective educational programs in informal settings for individuals who are not full-time students in educational institutions. Topics covered include: analysis of performance discrepancies; identification of target audiences; procedures of data gathering; disadvantages, advantages, and application of behavioral objectives; ascribed and felt needs; differences between andragogy and pedagogy; selection of cognitive and affective objectives; varieties of adult learning situations; program planning frameworks; analogous and equivalent practice; formative and summative evaluation; and critique of individual participants' workshop project reports.

Education 510. Curriculum Design and Analysis for In-School Population Education--Dr. John R. Ginther and Staff. This workshop is designed to assist curriculum developers and administrators who are called upon to judge proposed curricula for population education in elementary, secondary, and higher education and in teacher training institutions. The focus is on the design and analysis of population education curricula for the formal educational system and an examination of the problems of implementation. Topics covered include: the Tyler Rationale for curriculum development; the Schwab framework for curriculum development; the Ginther method for curriculum development; selection of content and subject matter; adapting curricula to grade levels; infusion versus modular and separate course approaches; use of audio-visual methods; testing curricula; preparing teachers to use new curricula; models of instruction; and critique of individual participants' workshop curriculum project reports.

Soc. Sci. 316. Foundations of Population Education and Population Communication--Dr. Donald J. Bogue and Staff. This course is designed to enable all of the Summer Workshop participants to acquire or to review the basic body of knowledge which is commonly conveyed in population education and family planning communication programs. Topics covered include: physiology of human reproduction; human sexuality; contraception; abortion; childbearing; women's liberation movements; elementary demography; and basic literature in population education and family planning communication.

Figure 2. Track B, Communication Workshop

Participants who elect this track will be expected to take the following two courses:

Social Science 317 (2 units). Communication Production--Dr. Donald J. Bogue and Staff. This workshop is designed to provide practical production experience to communication students in the Divisional Masters Program who have spent the preceding academic year studying communication theory, adult education, educational psychology, statistics and research methods, and other theory-oriented courses. The focus of the workshop is on the use of their theoretical knowledge to solve actual communication problems of the type that are encountered in programs of modernization--and especially in efforts to induce behavior change in the area of family planning, nutrition, sanitation, health-preserving and illness-preventing practices, adoption of new modes of agricultural production, etc.

Each student is expected to take one particular communication problem as his summer project. He researches it both in the library and by interviewing local experts, and he then prepares an entire education-persuasion campaign intended to induce the intended audience to change its attitude or behavior in ways desired by a socially approved development program of the type mentioned above. (During the previous year the students have been taught the use of basic equipment in a non-credit practicum.) This workshop is intended to produce professional producers of communication. Their teachers are media experts drawn from downtown Chicago radio and TV stations, newspapers, film studios and other media organizations. Numerous guest lecturers are brought to the campus for a single-day or one-session presentation. The staff of CFSC works with the students individually and in groups to help them work out their production problems. For the summer of 1976 it is proposed that for the problem selected, each student complete the following projects (including scriptwriting and full plans for production and diffusion):

1. Produce a thirty-minute radio program.
2. Produce and direct a discussion group session on TV videotape.
3. Make a five-to seven-minute movie suitable for showing to small discussion groups.
4. Write a magazine article.
5. Prepare a protocol for individual counselling.
6. Prepare plans and conduct a discussion group.
7. Prepare a twenty-minute slide show.
8. Make a radio and a television spot announcement.

9. Prepare a poster.
10. Write copy for a newspaper or magazine advertisement.
11. Write a news release.
12. Write a booklet or brochure suitable for mass mailing.

Communication specialists who are already employed in educational or persuasion programs or who are students at other universities are admitted as participants through the Extension Division. American students who have an interest in communication may join the program provided that they select a topic in the population-health-modernization or welfare field and accept the program's strong emphasis on persuasion for family planning.

Soc. Sci. 316 (1 unit). Foundations of Population Education and Population Education--Dr. Donald J. Bogue and staff. This course has been described above as one of the courses in Track A. (Participants of Track A and Track B will take the course together.) Participants of Track B will be required to attend a few additional sessions on the subject of the administration and management of communication and training units within family planning organizations. (These sessions will be open to participants of Track A on a voluntary basis.)

Note. Discussions are now being held with Dr. Benjamin Viel of International Planned Parenthood concerning holding a one-month shortened version of the Track B workshop on the Chicago campus for Spanish-speaking communication experts from Latin America. The sessions would be conducted entirely in Spanish. It is tentatively scheduled for the month of September, 1976, almost immediately after the English version of the workshop closes. Many of the instructors would be drawn from Latin America, and would participate in the English version of the workshop as observers or participants, in order that they could incorporate the experience in presenting the Spanish version. Perhaps in 1977 a similar Spanish version of Track A can be sponsored.

Non-degree Postgraduate Residencies

One of the fastest ways of strengthening the training capability of overseas universities is to bring selected members of their faculties to the United States for a residency of one or two quarters. It is therefore proposed to offer post-graduate (non-degree) residencies to selected scholars from those institutions which UNESCO, AID, and other international donor agencies agree are to become major regional or national training centers. It is expected that the faculty members selected for these residencies will already have at least the M.A. degree and typically be more in need of acquiring a particular body of knowledge or skill than in earning another degree.

Insofar as possible, an effort will be made to make each residency an exchange. At the time a faculty member of a designated institution comes to Chicago, the Community and Family Study Center will sponsor a residency at that university of a highly qualified person with many of the skills which the visiting professor is seeking to acquire. This exchange person may be a regular member of the CFSC staff or a newly-graduated M.A. or doctoral candidate who is sent to the residency before returning home (as an additional training experience). It is recognized, however, that in many cases the faculty person who receives a residency should not or could not be replaced on an exchange basis. It is estimated that the number of exchange arrangements initially will not exceed more than one per year, while the budget submitted calls for three residencies per year.

Each resident will be welcome to observe and participate in all training sessions and will be given responsibilities as his abilities and his program suggest. He will be encouraged to take at least one advanced theoretical course per quarter. Each will have a faculty study in Regenstein Library or will be given working space at the Community and Family Study Center.

One precondition for receiving a residency award will be the arrangement of a specified program of study. Through correspondence or by visiting the scholar in his own country (it is assumed that the population education and population communication staff will have at least annual contact with the institutions being assisted to develop training capabilities), this program will be fixed before the grant is made. This arrangement will assure that the trip to Chicago is a period of serious academic study and that arrangements are made on campus to anticipate

the needs of the visiting scholar. The entire staff will be generous with their time in order to make the residency a profitable and maturing experience for the resident. He will be helped to master special skills, such as computer techniques, survey research techniques, teacher training methods, curriculum development, and related areas which are relevant to his professional responsibilities.

These residencies may include special work in other schools when such work is a relevant and integral part of the program, and is of sufficient length to yield some benefit to the resident. Two-week residencies at a school of social work, public administration, business administration, or medicine, or at a special institute or organization which is doing work related to the student's concerns and which agrees to provide him with an intensive experience may be arranged. Planned Parenthood of Chicago can be one such site. Probably not more than one such residency per quarter will be arranged.

During the time he is here, the resident will be expected to pursue some special objective. This may be the planning of a curriculum for a particular training course or program, design of a research study, analysis of data previously collected and brought here for processing and analysis, writing of course textbooks, etc. The CFSC staff member(s) most appropriate for this project will be assigned to assist as a part of their regular duties.

Sufficient funds are included in the budget to permit the resident to carry out the activities outlined above. Funds for travel, insurance, and other essentials are included. The budget also provides a moderate allowance for the purchase of books to be sent to the library of the organization which sponsors the participant (not his personal library), in order that the training program which he launches may have a stronger working library.

The selection of the regional training centers is dependent upon the establishment of mutually satisfying relationships between the project personnel at the University of Chicago and the responsible officials at the potential cooperating institution. As a means of assessing the likelihood of establishing excellent working relationships with several institutions, it is proposed that Professor Griffith visit the following institutions in February, 1976: University of Ghana, University of Ife, University of Lagos, University of Nairobi, American University in Cairo, Chittagong University, and the University of the Philippines. Professor Bogue will visit several Latin American nations in November and December, 1975, at which time he will explore the possibility of identifying one

Latin American center and will seek to recruit one post-graduate non-degree residency candidate.

V

Research-Evaluation Program: 1976-81

The research and evaluation program proposed for the period 1976-81 has its roots in two traditions:

- (a) Communication research/evaluation
- (b) Educational research/evaluation

Both of these traditions are well established at the University of Chicago. The Community and Family Study Center staff has been developing the first of these during its first five-year program, and now requires a formal course in the subject as a condition for obtaining the M.A. degree in communication. The Department of Education has been a leader in basic research on learning, the testing of alternative educational procedures, and the evaluation of entire educational systems. The CFSC is utilizing this expertise in its current program, and proposes to gain even more active participation by key educational researchers in the future.

Communication research. The field of communication research may be divided into twelve subfields, as follows:

1. Content analysis of communication messages
2. Communication habits and program preferences of potential audiences
3. Pretesting messages and programs intended for particular audiences
4. Measurement of the size and characteristics of actual audiences which receive particular messages
5. Measurement of the immediate or short-term impact upon attitudes or behavior of a single message or short program series
6. Research on informal interpersonal communication and personal influence of peers
7. Research on influences of culture, religion, and community organization upon communication programs
8. Evaluation of the long-term effects of communication campaigns and programs
9. Measuring the cost-effectiveness of communication efforts
10. Research on communication organizations, policies, and the conflict between private interests and public service

11. Experimental studies in persuasion, attitude change, and inducing behavior change
12. Research on communication and social change.

The course in communication research (Sociology 346) is organized around these twelve types of research. All these fields are highly relevant to family planning I-E-C programs, and it is considered imperative that students learn the basic logic and skills associated with each.

However, none of these fields is as yet well developed with regard to applications of family planning programs. In fact, almost nothing systematic has been done in the way of genuinely rigorous I-E-C research for family planning in any of them. The CFSC Communication Laboratory proposes to work industriously and systematically in all of these twelve areas, with explicit reference to family planning, during the next five years. In fact, the program was begun in the second year of the preceding grant and is now well advanced in planning and experimentation. The research and experimentation will be conducted in three ways:

- (a) Student thesis research. Each student who graduates from the M.A. program must prepare a thesis, based upon original research. The staff of the CFSC is guiding the students to take up important topics and helping them to design significant experimental or research projects which will expand knowledge and experience in the field. Such research is now underway, and more will be done. Even more significant research is being done by Ph.D. students with advanced training in theory and research methods. It is expected that during the period of this program the total contribution of students will be very substantial.
- (b) CFSC staff research. The faculty employed by the CFSC is expected to maintain a steady flow of research as a normal part of its activity. Every member holding an academic appointment now has one or more communication projects of substantial scope underway. This will be continued during the next five years. In some instances faculty and students are working on the same problems, but with different experiments.
- (c) Collaboration with overseas researchers. The CFSC proposes to expand its research/evaluation activities in I-E-C to promoting work by researchers in the developing countries. It is believed that as our own graduates return to their homes they will wish to take up projects of the type for which they have

been trained. It should be possible to hold short-term overseas seminars or workshops on I-E-C research/evaluation to train researchers already resident in these countries and to stimulate them to undertake relevant studies. (There are many good sociologists, educators, anthropologists, social psychologists and others who could be quickly prepared for specific projects in I-E-C research/evaluation.) The preferred sites for these sessions will be the centers which have been selected for upgrading as regional training centers, or sites in large nations with extensive programs of family planning.

Proposed communication research projects. A new program of research in population communication is proposed for 1976-81 which, if carried out, is expected to result in very substantial improvement in public acceptance of family planning in the participating countries. This program calls for the CFSC to establish facilities for conducting communication research at overseas sites in collaboration with local family planning or other organizations which agree to join the program and follow through on the projects which they begin. It is proposed to begin in those countries which are selected for regional training sites and at other favorable spots, and gradually to spread the program to additional countries. Although this program sounds extremely ambitious on paper, in reality it will require comparatively little input from the CFSC to maintain each project once it is launched. Personnel in the respective countries will do a very substantial amount of the work; the data-collection procedures and forms will be very similar in all countries; and the resources of regional and local professionals will be used to translate the research findings into recommendations for program modification.

The Community and Family Study Center is in a position to help support three major activities related to public information and education about family planning. It is proposed that CFSC offer its research and training resources in support of a long-term program to raise the level of awareness and knowledge of the population problem and family planning in selected nations where there is an organization interested in participating. The objective of this program would be to assist the local organizations in the countries to reassess accurately the problems they face, to design an effective and efficient program to deal with those problems, and to monitor their information-education activities in such a way that they can evaluate their I-E-C programs and thereby improve them. The role of the CFSC

(spelled out in more detail below) would be to provide technical and professional backstopping to assure that the programs are methodologically sound and that they progress steadily. In the process of lending this help, a sustained effort would be made to provide training and experience to the professional workers in each country in such a way that they would not only become self-sufficient quickly, but also would become capable of training additional education-information workers in their own countries.

Project A. Diagnosis of the present status of the population with respect to acceptance of family planning. The CFSC has developed a research instrument which, when translated and adapted, is capable of diagnosing the present status of the population vis-a-vis adoption of family planning in any nation. It is not a KAP survey, but a genuine information-education-communication (I-E-C) inventory with a demographic component. By administering this survey to a small but representative sample of only 300-500 households, a valid and reliable assessment can be made of the major obstacles that need to be overcome in a country, or in any specific locality within a country, in order to speed up progress in family planning.

It is proposed that CFSC organize a research staff that is prepared to collaborate, in any selected developing country, with a team of qualified professionals who are interested in systematically carrying out the research and evaluation needed to improve their I-E-C activities. The CFSC will provide the essential technical support, and the in-country organization will provide the local manpower for obtaining the interviews. The CFSC will assist the country in its analysis and interpretation of the data after they have been collected.

The content of this survey will consist of three parts:

- (a) Inventory of family planning behavior--knowledge of methods, attitudes on contraception and toward each method; motivation to use or reject family planning; ever-use and current-use of a method; contact with family planning programs via mass media, home counselling, group meetings; influence of friends and other peers.
- (b) Data on "explanatory variables" that could account for low levels of knowledge, motivation, and adoption, and for negative attitudes toward contraception in general, toward the specific modern methods, or toward the family planning program and its services.
- (c) Demographic data about the reproductive and contraceptive history of the respondents in the sample.

The list of "explanatory variables" for which data must be collected for this program is extremely varied and touches on many key problems in anthropology, economics, social psychology, and family sociology. Although these variables will be used as "independent variables" in accounting for fertility and family planning behavior, they are of great scientific interest in their own right, and the CFSC will accumulate within a very short time a unique body of up-to-date empirical data on some of the most interesting and challenging problems in the social science of modernization and social change. Thus, while striving to help the international family planning program, the CFSC will simultaneously begin amassing a body of data which will be available for secondary analysis by students and faculty both of the sponsoring nation and of the University of Chicago.

In designing the study for a particular country, the standard interview protocol which CFSC has prepared will be modified, of course, to conform to local conditions and local needs. This will involve the deletion of questions which are irrelevant or inappropriate, modification of questions to conform to the particular cultural context, and the addition of questions recommended by local researchers and social scientists (including those in American and European universities) who are experts in that particular culture. The CFSC will be responsible for obtaining the widest possible review and refinement of the data collection instrument for a particular study before it is undertaken.

Serious problems of sampling are not anticipated. In almost all of the developing nations of the world household surveys have been taken within the past five years. In most of these cases, a sampling frame has been established under the guidance of a senior statistician provided by the United Nations, U.S.A.I.D., or other responsible agency. It will be possible to make use of this sampling frame to develop the sample of households to be interviewed for this project.

Using the information yielded by the above diagnosis, the next logical step would be to re-think the communication and education plans for the country and to discuss the messages that need to be diffused to handle the problems which the inventory reveals to be the major ones. It is proposed that the in-country collaborating organization sponsor a major seminar following the release of the research report, in order to help plan long-term strategy. This seminar would

make use of the I-E-C resources in the region. Special efforts would be made to involve representatives of all of the "helping professions" (health, social work, social security, economic development, etc.) and representatives of the media. The seminar would seek to translate the research findings into terms which the participants understand to relate them to the family planning program.

The CFSC in these seminars would act as a resource agency. The CFSC has been developing "media manuals" which discuss the use of each of the media for more effective communication in family planning programs (see section below on publications). These and other relevant materials would be read, discussed, criticized, and used as a stimulus for considering afresh the communication program of the country. CFSC would be able to sponsor the participation at these meetings of experienced media specialists from abroad (elsewhere in Latin America, U.S., Europe, or Asia).

If conscientiously carried out, this project could bring about a dramatic revision and improvement in the I-E-C program of a particular country within a few months.

Project B. Research on high-fertility, hard-to-reach cultural groups. It is believed that it is possible to bring down the birth rates of most populations in developing countries. However, there are certain groups which have pro-natalist policies or other cultural or religious traits which make them especially resistant to family planning. It is proposed that experimental activity be started to work with these high fertility groups in order to find ways of creating awareness, participation, and ultimately acceptance of family planning. Several excellent opportunities exist for work of this kind, and it is already known that several family planning organizations are extremely interested in participating in such a program. Among the possibilities are work in:

- (a) Indigenous and very backward groups (Indians and peasant Ladinos) in central and northern mountainous areas of Latin America--Guatemala, Honduras, El Salvador, Nicaragua, Ecuador, Peru, and Bolivia
- (b) Rural residents in much of Africa, including tribal groups
- (c) Rural peasants in southern Asia (India, Bangladesh, Pakistan, Nepal, Afghanistan)
- (d) Rural peasants in the Middle East and North Africa (Turkey, Egypt, Jordan, Sudan, Libya, Morocco, Algeria).

It is proposed to design special programs of I-E-C-for each group and to work with local family planning organizations to deliver the information, arrange for provision of family planning services, and conduct a rigorous evaluation. Each of these programs would be in the nature of an experiment or pilot project. The CFSC would take a very direct interest in each project and would supply all of the technical training and supplementary work required to carry each one through to completion.

Each project would be taken on only when all the necessary ingredients could be provided. The "essential ingredients" in each case would consist of the following:

- (a) A qualified professional person in each country with an interest in and commitment to assuming leadership and responsibility for the conduct of the experiment for a period of not less than five years. (It is believed that with these hard-to-influence populations it is unrealistic to think in terms of developing effective programs in any shorter period.)
- (b) An effective system for delivering family planning services to the experimental population. This delivery system would probably be a very simple and inexpensive one. However, it must also be firmly committed to operating in a sustained and prolonged way, and to modifying its mode of operation flexibly in response to the feedback gained by research and experience.
- (c) A qualified person or organization committed to collaboration with the CFSC for the purpose of maintaining a research monitoring of the program, assuming responsibility for periodic collections of data, and participating in their analysis, reporting, and interpretation.

Project C. Research and evaluation concerning the effectiveness and efficiency of information-education programs. Client record systems are gradually being improved to a point where they are providing the information needed to evaluate the medical and delivery system aspects of family planning programs. To date, however, only the first steps are being taken to utilize these data in evaluating the effectiveness and the cost-effectiveness of home visiting and media work being done for family planning. CFSC has been developing the methodology and the procedures for making such an evaluation and would collaborate in their application. In selected key emphasis countries from the larger group which is interested, we would seek to carry out such an evaluation in collaboration with researchers from the countries involved.

This program would have several components:

- (a) A content analysis of all communication materials now in use in the country, and a comparison of the content (messages) being diffused with the major adoption problems of the country. This could lead to an assessment of the need for altering message content.
- (b) An "ex post facto" pretesting of all communication materials now in use in the country, in an effort to learn the extent to which they are accomplishing the purposes for which they were intended. Items which fail to measure up to normal standards would be discontinued and replaced with new materials found (by pretest) to be more applicable and effective.
- (c) A routine pretesting of all new materials being produced. The pretest requirements proposed here and in the above item refer not only to mass media programming, but also to the protocol for home visits, group meetings, and other forms of personal contact. Simple, inexpensive, and rapid procedures for making such pretests--which are nevertheless valid and reliable--would be taught to the professionals in each country, and an organization for routine pretesting would be established.
- (d) Studies of the communication and media habits and preferences of the audiences for family planning. This would provide more complete and detailed data about audiences, so that future programming could be more appropriately prepared.
- (e) Follow-up analysis of the long-term impact of family planning Information-Education-Communication programs upon adoption rates, public attitudes, and eventually upon family welfare.

A program of this type calls for the setting up of a small (both in terms of manpower and budget) but continuing I-E-C research and evaluation capability within the country. This could be linked to a university, to a research institute, to the family planning organization itself, or even to a private communication research corporation. The purpose of the research and evaluation would not be to criticize the past efforts of the national family planning programs, but to analyze past efforts as a way of gaining data to use in expanding and improving future efforts. The local research unit must have this outlook as a precondition of its participation.

Avenues for conduct of the above research program. For more than one year the CFSC has been quietly exploring the possibility of launching the program described above. The prospects are very good for its being widely accepted and enthusiastically carried out in several countries.

(a) UNESCO communication project in Asia. UNESCO is sponsoring a major program of I-E-C research and program improvement in six nations of Asia. Discussions have been held with Robert Blake and with the I-E-C people in three of those nations (Bangladesh, Indonesia, and Sri Lanka). The prospects that Project A may be carried out in at least one of them (most probably Bangladesh) are very good. In fact, the CFSC has been invited, beginning with a seminar in March, 1975, to help plan the I-E-C program for Bangladesh, using the Project A approach.

(b) IPPF (Western Hemisphere) affiliates. The research proposal described above was presented to the family planning organizations of Latin America at a conference of I-E-C officers held in San Jose, Costa Rica, September 17-19, 1975. The group voted unanimously that CFSC should undertake this program, should seek financing from A.I.D. to carry it out, and that IPPF (New York) should join the CFSC as a major overall sponsor of the program. CFSC is holding discussions with Dr. Benjamin Viel, executive director of IPPF (Western Hemisphere) to arrange the details of this collaboration. Travel to Latin America is scheduled for November in order to explore specific inquiries about participation received from Brazil, Guatemala, Bolivia, El Salvador, and Venezuela.

(c) UNICEF African modernization program. UNICEF has a very substantial program of modernization in sub-Saharan African nations. In addition to their work in nutrition, maternal and child health, and child care, these programs have a family planning component. Dr. Fred Reed, who has just joined the program at its headquarters office in Addis Ababa and in Nairobi has requested CFSC to consider working with UNICEF in the conduct of one or more of the three research projects described above. The possibilities for such work have not yet been explored, but will be tested in visits there during the coming year.

Thus there is abundant evidence that the proposed international program of I-E-C research contained in this proposal will strike a very responsive chord in several important places around the world, and that it has a good prospect of improving I-E-C in those countries and establishing new examples for neighboring countries.

VI

Technical Overseas Service for Communication Research/Evaluation/Programming

As the various nations of the world establish their own communication units and staff them with better qualified personnel, the task of overseas "technical assistance" is shifting from domination by American professionals and universities (the so-called "counterpart system") to an arrangement which emphasizes "collaboration" and "technical service," an arrangement in which a professional from the developing country is a member of a research team. This arrangement should conform as nearly as conditions permit to that for any other joint research enterprise which involves employees of two organizations. The role of American university personnel in such a case is a specialized one--to supply skills, knowledge, and services which they are uniquely able to provide and to pool them with the professional skills and resources of the collaborators in the developing country. The work proposed below is based upon this philosophy. It is intended that each episode of overseas collaboration will have two beneficial results: (a) the family planning I-E-C program will be improved, and (b) the collaborator and his associates will be strengthened and supported--the experience will leave them more self-sufficient, more skillful, and more able to conduct similar operations in the future with even less dependence on outside help.

The work envisioned here falls into four categories:

- (a) Publications
- (b) Travelling workshop and training seminars
- (c) Communication research advisory service
- (d) Program and production advisory service.

Each of these activities is described briefly.

A. Publications. One of the more effective services the CFSC has performed during the past five years has been the publication of a series of monographs dealing with research, evaluation, communication, and the management of family planning programs. They have been well received, much read, and widely used as on-the-job guides, training materials, and sources of suggestions for improving existing programs or planning new ones. It is proposed to continue this program of publication, improving it where necessary, and modifying it to meet changing needs. During the current year several new items are being added to the series. The plans for the next two years, described below, call for the completion of

work now underway--which will not be completed by July 1, 1976--for publication of additional monographs, and for publication of a second, completely revised edition of past successful monographs which are now going out of print.

The I-E-C publications program of CFSC consists of four series, each with a special purpose and orientation:

- (1) Research monographs with major focus on I-E-C
- (2) Family planning "content" publications
- (3) Media monographs
- (4) Occasional publications

It is proposed to continue these series, and to add items to each one.

- (1) Research monographs. Over the years the CFSC has published several research monographs primarily focused upon I-E-C matters. Among them are,
 - Sociological Contributions to Family Planning Research, D. J. Bogue (ed.)
 - Further Sociological Contributions to Family Planning Research, D. J. Bogue ()
 - Fertility and Family Planning in Metropolitan Latin America, CELADE and CFSC
 - A Social-Psychological Study of Resistance to Family Planning in Rural Alabama,
Jeanne Cairns Siquefield
 - Death of Dogma: The American Catholic Clergy's Views of Contraception,
Maurice J. Moore
 - The Adoption of Innovation in a Developing Country: The Case of Family Planning in Indonesia, Harjono Sujono
 - The Rural South Fertility Experiments, D. J. Bogue (ed.)

These publications have been the products of a sustained research program which the Center has maintained, in which both staff and students have participated. This program is continuing and a new volume is being assembled: Sociological Contributions to Family Planning Research: Volume III, D. J. Bogue (ed.). This is a continuation of the tradition set in the first two items in the above list. Each chapter or section of the volume is a summary of a Ph.D. thesis or research study by a staff member. There are already sufficient projects underway to publish the fourth volume in this series in 1976.

The research/evaluation program, proposed in the preceding section, will continue to feed this series. In addition to the new volumes in the "contributions" series, other reports on specific research projects will be published. Certainly the new program of population education will also generate research items for this publication program. As CFSC collaborates with other research organizations around the world, it will be only a small extension of the previous program to publish the best of these collaborative efforts as a part of this program--.

particularly when the research has implications for many other nations or is of fundamental theoretical importance.

(2) Family planning "content" publications. This series of publications is seeking to bring to the family planning organization of the world a succinct summary and synthesis of the latest and best knowledge about the social science and other non-medical aspects of family planning. The series comprises Family Planning Resumé and the methods readers.

(a) Family Planning Resumé is a new periodical, the first volume of which is now in press. It scans more than thirty periodicals (representing as many professional fields) in the U.S., Europe, and other developing countries to identify key articles that should be brought to the attention of family planners internationally. It summarizes these articles succinctly, including the basic data, so that the reader has a complete statement of the argument. (It is more than an abstract or annotation.) To this are added digests of important books and precis of original articles and reports solicited from the developing countries. Thus the journal will summarize the non-medical literature on family planning, now widely scattered in dozens of journals to which family planning organizations cannot afford to subscribe, and in "fugitive papers" in the many developing countries. If this journal is successful, it is planned to publish it in three languages for the second and subsequent editions--English, Spanish and French.

At the present time, no international periodical is really soliciting research, clinical, and evaluation reports from the family planning organizations themselves. This periodical is designed to undertake this task. A number of "correspondents" have been appointed in all countries with major family planning programs. In each case, the correspondent is a leading academic or research person in the country. These correspondents are asked to identify significant research or evaluation activities and to encourage the preparation of a manuscript to be sent to Resumé for consideration. These will be reviewed, as in any other professional journal, and the best of them published. A panel of referees who will referee original articles submitted for publication is now being selected.

The editor of Family Planning Resumé, Donald J. Bogue, founded and edited the first five volumes of the journal Demography. He is convinced that there is a vast untapped research resource here. The very act of establishing this periodical is stimulating the overseas research organizations to greater and better activity. Until now they have had insufficient outlet for their efforts; many remain as mimeographed papers circulated to a small local audience. The prestige of achieving publication in an international journal will encourage them to renew their efforts and to set their sights higher.

The quality of the items published in this journal must be uncompromisingly high. However, instead of simply rejecting articles which have a good body of data which are clumsily analyzed, the staff of CFSC is sympathetically working with the authors to suggest new improved tabulations, modes of analysis, and supplementary reading to help bring such articles up to publishable standards. This operation therefore contains a large component of technical assistance as well as research reporting. It is believed that five years of this kind of activity will establish the journal firmly as an important publication, one which every family planning organization, every major library, and every academic unit interested in fertility must read regularly.

Since it is proposed to add population education as a fundamental component of the Chicago program, it is proposed to change the title of this publication to Family Planning and Population Education Resumé, and to encourage the preparation of high-quality research articles in the field of population education. Few actions, we believe, could do more to bring coherence, a professional ethos, and an accumulation of knowledge to the field of population education. Beginning with the next issue, it is planned to include population education articles as they can be recruited, refereed, and edited. Prof. William Griffith will be the editor of this segment of the journal. He will establish a board of advisors, referees, and international correspondents for population education to match the one for family planning.

(b) The methods readers undertake to summarize all that is known about the non-medical aspects of each major modern family planning method by reprinting key material that has been published in widely scattered sources. There is one monograph in the series for each method. The function is similar to Resumé, except that there is no emphasis upon the currency of the data, and the material is arranged by single topics. (It is expected that Resumé will keep all the methods readers up-to-date.)

As it is compiled, each reader will be submitted to a panel of about ten internationally recognized experts for review and criticism. It will be revised and edited in conformity with recommendations received from them.

The topics which these monographs cover are: studies of use-effectiveness; reasons for refusal to use a method or for discontinuing its use; the reaction of users to short-term side effects and rumors about long-term effects of use; problems of follow-up care and supplies; and complications that arise because of other health, social or economic problems (malnutrition, frequent illness from infectious or parasitic diseases, emotional stress, abysmal poverty, etc.). As experience with the use of particular methods under a wide variety of social, health and economic conditions accumulates, it is essential to organize this

experience in a single source and report it factually and objectively.

This series of readers will include studies of the demographic impact of the use of particular methods and other technical material, as well as social psychological, cultural, and educational information. Each monograph should provide its readers with a background for planning a more realistic and effective I-E-C program concerning a particular method. The first monograph in the series, the "Pill Reader," is now almost ready for press. The second item in the series, "Vasectomy Reader," is scheduled to begin during the current year and will be published in 1976. It is planned to have a reader on each of the following methods:

Injections

Female sterilization

Condoms

Spermicidals

New experimental methods

This series will receive major emphasis in the new five-year program, and it is hoped to have all items in this series published during the first two years. It is believed that the publication of this series will do much to correct misinformation and to guide organizations to base their programs on solid research and proven experience--rather than on hunches, limited local experience, and the opinions of a few local administrators.

(3) Media monographs. As a service to I-E-C specialists in family planning CFSC launched a series of monographs in 1973 dealing with the use of each of the principal media in promoting family planning. Each of these monographs is prepared by a team of experienced specialists. The research and training experience of the CFSC is also poured into the enterprise. In several cases we are working with specialists from other universities or from overseas organization to produce a monograph. The draft of each monograph is circulated to a dozen or more qualified persons or organizations for review and comment before it is published. The reaction to the monographs published thus far has been highly enthusiastic.

Thus far, three media have been covered:

Mass Mailing Systems (Bjorn Berendtson, Donald Bogue)

Radio Spot Announcements (Bonnie Remsberg, Dan Price)

Posters (Bjorn Berendtson, George McVicker)

At the present time additional monographs are underway on:

Counselling for Family Planning (Katherine Oettinger, formerly of Children's Bureau)

Group Work for Family Planning (April Allison, University of Southern California)

General Radio Programming for Family Planning (Terry Feigh; Don Price; Stanley Bolandi, Costa Rica)

Newspapers and Family Planning (Juan Mercado, Asia Press Foundation)

These are in the process of assembly and writing. It is hoped to have them all completed by July 1, 1976. It is planned to add additional items to the series in 1977. These will include:

Magazines and Family Planning

Television Programming for Family Planning

Movies and Family Planning

Working with Community Organizations for Family Planning

Informal Communication and Family Planning: Rumors versus Satisfied Clients

Folk Media and Family Planning: An Assessment

It is anticipated that when this cycle is completed, each family planning I-E-C organization will have a compact library of ideas which can be used in training program planning, and solving particular problems.

(4) Occasional publications. The CFSC has published other monographs which have had significant impact upon I-E-C around the world. These are:

Mass Communication and Motivation for Family Planning, edited by D. J. Bogue (widely known as "the Bunny Book" because of its illustrated cover)

Information, Education and Communication in Population and Family Planning: A Guide for National Action, W. Bert Johnson, Frank Wilder, and Donald J. Bogue (eds.)

A Textbook for Family Planning Field Workers, April Allison Zawacki

Each of these items has been produced in response to unique circumstances that had not been anticipated. It is expected that similar occasions will arise in the next five years, and CFSC will be ready to respond. Each of these has been a collaborative effort between CFSC and other organizations or persons. In other words, we will be ready to help others bring to fruition a special body of data or a manuscript which merits attention. We also plan to revise and issue second editions of the first and last items on the above list.

When taken in its entirety, the publication program is a fairly large and expensive activity. The manuscript unit of CFSC is a small but very efficient one. By getting many of our collaborators from outside (including overseas) we are able to get high-calibre authors at reasonable cost. The budget requested for 1976-77 and 1977-78 is substantial, since it envisages production and distribution of a considerable number of books. To this cost for new publication must be added the growing cost of reprinting and distributing items already produced which continue to be requested in substantial volume by deserving organizations in the developing countries.

B. Travelling Workshops and Training Seminars. As described above, an insufficient amount of short-term training for I-E-C is taking place both within and cooperatively among developing countries. As the monographs and publications described above accumulate, CFSC is in an excellent position to hold short-term training sessions within individual countries on particular topics. Our publications can be used for training materials, and the staff members or other specialists who prepared them can be used as teachers. It is proposed to send at least one such team each year on a "travelling workshop" circuit. Under this arrangement the team would visit three or four countries within the same region. In order to conserve on air fare and other expenses, the team would spend about one week in each country and then move on to the next. It is planned that there would be up to one hundred participants at each workshop. This means that all the top and intermediate I-E-C personnel in a given country, as well as selected leading specialists of the mass media, could participate.

An experimental travelling workshop of this type is now being organized for the spring of 1976 (March). It is hoped that it will be able to visit Malaysia, Indonesia, the Philippines and Bangladesh. (If one or more of these countries proves not to be appropriate it may be possible to substitute Sri Lanka, Thailand or Pakistan.) The topic of this workshop is scheduled to be, "Improving the Content and Appeal of Family Planning Messages." If possible, the first team will be comprised of Dr. Scott Craig and Prof. Donald J. Bogue. (This trip will also be used to recruit candidates for the M.A. program, to establish the basis for regional training collaboration, and to plan communication research and evaluation.) If this first experiment is successful, it will be followed by additional ones over the two years, 1976-78.

C. Communication Research Advisory Service. Most of the students who are graduated from the communication program at the University of Chicago have been trained in research procedures, and they have been sensitized to the necessity of research and evaluation in I-E-C. It is anticipated that when they return home many of them will undertake these activities. In most cases, they must begin from "ground zero." They will have no budget, little encouragement from their superiors, and few trained personnel available. The international research program, described in Section IV, will selectively capitalize on the resources of University of Chicago graduates in key countries. In other cases, it is proposed that CFSC do all within its power to support small-scale I-E-C research activities in other countries which aspire to do it. This will not consist of large grants of research funds or large investments of CFSC staff time. Instead it will be, as suggested, brief advisory help of the type that can be provided in a single day or two during international travel.

Not all of this advisory service need be provided overseas, however. One of the major deficiencies of the centers selected for training upgrading will be in the area of research, and the non-degree residencies will be used to upgrade the research capabilities wherever possible. All residents who come to Chicago will be expected to study research. While they are here the staff will provide them with advisory services on problems and projects which they are planning.

D. Program and Production Advisory Service. This advisory service will be similar to the research advisory service described above. The CFSC staff has been performing this service for most of the past five years. We have visited our graduates at least once, and on these visits have sought to help them in any possible way with their problems of production and programming. Participants at the summer workshops have received substantial assistance with their problems while in residence here. Other organizations have been assisted, upon request, during international travel.

It is expected that this kind of service can be greatly stepped up during the next five years via the travelling workshops, the non-degree residencies, and the international research/evaluation program. CFSC staff members will be spending more man-months at overseas sites and a larger number of overseas personnel will be spending time in Chicago where they can seek help.

A great deal of the advisory service during the next five years will be in the area of population education, as well as in family planning communication. With the expanded training program and the increased staff anticipated, it will be possible to give much more attention to the individual needs of universities and other organizations seeking to establish or expand their population education programs. At the present moment there are several such organizations, and most of them are in need of short-term services.

Still another facet which will probably be tested in 1976, is the scheduling of a half-day I-E-C seminar in conjunction with major regional or international population and family planning conferences. A large number of senior persons congregate at such times, and a great deal of benefit can accrue from the participation of CFSC personnel in special sessions on population communication and population education.

VII

Personnel Requirements and Organization

The overall dimensions of the work outlines above have been informally specified by A.I.D., with the stipulation that the total size of the request must not exceed \$450,000 for the first year. The work plans described above have tried to specify a "mix" of top-priority projects which would bring the greatest improvement in the international population movement while utilizing to best advantage the available resources of the University of Chicago.

The personnel requirement of the program described is only moderately greater than that of the current program. The only significant expansions are as follows:

- (a) One research associate to be appointed to assist Prof. Griffith in the population education program.
- (b) The equivalent of one additional research associate to be appointed to assist Prof. Bogue in the conduct of the international program of research/evaluation.

The additional funds requested are primarily for additional fellowships, for non-degree residencies, for research funds, for publications and for the additional international travel which the program will require.

Roster of personnel. The personnel that will be needed to carry out this work program are as follows:

Donald J. Bogue	Program Director (Population Communication)
William Griffith	Program Director (Population Education)
John Ginther	Associate Professor
(vacant)	Research Associate (Lecturer or Assistant Professor)-- Communication (replacement for Fred Reed)
(vacant)	Research Associate (Lecturer or Assistant Professor)-- population education
Jane Trowbridge	Research Associate--communication research for international communication research-evaluation program
Scott Craig	Director of Communication Production
Terry Peigh	Assistant Director, communication production
James Crimmins	Assistant Director, communication research
(vacant)	Research Assistant, communication research
Maggie Gibson	Data processing supervisor
(vacant)	Secretary to CFSC (1/2 to Population Education)
Mary Havercamp	Administrative assistant (1/2 time)
Isabel Garcia	Secretary, Communication Lab
Russell Hahn	Supervisor-editor, manuscript unit
Research Assistants	Two students, each 1/4 time; one assigned to Pop. Ed.
Media assistants	Two students, each 1/4 time
Manuscript typists	Four students, each 1/4 time
Robin Kregel	Librarian, 1/4 time

Media specialists (contract as needed)

Scott Craig	Movies
Dan Price	Radio
George McVickers	Graphics
Ed Spray	Television
Joseph Sanders	Scriptwriting
(vacant)	Newspapers

Interviewers--as needed for research and pretesting for thesis and staff research in Chicago. Primarily for interviews in Negro and Spanish-speaking neighborhoods.

STATEMENT TO THE COMMITTEE ON THE PROTECTION OF HUMAN RIGHTS

The purpose of this statement, is to get approval from the Committee on the Protection of Human Rights, for research in general to be conducted as part of the CFSC training program in communication, and secondly, for a specific project to be carried out in the upcoming year under the present communication grant.

The Community and Family Study Center is currently applying for a renewal of the A.I.D. grant: AID/csd 3314(A # 5), for training in communication. In the past few years, this grant has supported numerous activities conducted as part of the Communication Lab. at CFSC. The research component of the program has been relatively small until the past year, but now the focus of the training is increasingly on communications research and methods. In this connection, we are seeking a general approval for anticipated research activities, with the understanding that each individual project would be submitted in detail to the Committee before going to the field.

There will be a dual purpose to these research activities: (1) to provide M.A. candidates in the Divisional Masters program with data for their theses, and (2) to carry out basic research on important communication topics, which will represent a contribution to the communication literature. The topics to be studied over the next five years have yet to be determined and will depend in part on the interests of the participating students. However, the recently submitted project on selective exposure is an indication of the type of problem and approach which might be used. In all probability, the content of future projects will be less sensitive than this year's (which includes four topics related to birth control), since the CFSC is moving beyond family planning alone into the larger area of health in general.

In carrying out this research, the CFSC would follow its customary procedure of guaranteeing complete confidentiality of all information obtained from the respondents. This includes the following points:

1. Interviewers are instructed to obtain only that information which the respondent freely volunteers; questions which he or she chooses not to answer are omitted. This, of course, is in accordance with standard scientific practice, since data obtained under duress are known to be biased and unreliable.

2. Whenever possible, respondents are contacted in advance by mail. They receive a letter from the Director of the CFSC explaining the nature and purpose of the study, how they were selected to participate, the voluntary nature of participation, what the CFSC is, and how confidentiality will be maintained. The letter also tells them that an interviewer, often mentioned by name, will be contacting them shortly to arrange a convenient time for the interview. The letter both motivates cooperation of respondents in the study and informs them of the nature of the undertaking. When it is not possible to contact respondents in advance by mail, due to the nature of the sample, interviewers each carry copies of such a letter with them when they contact respondents. In all cases, interviewers carry letters of introduction from the CFSC which contain similar information as well as the interviewer's name. All interviewers carry identification cards which they are instructed to show when contacting people for surveys.
3. The interview schedules in no way harass, demean, or make any unwarranted invasion of the privacy of the individual. The interview takes place at a time agreed to by the respondent and is generally intended to occur in an atmosphere of maximum rapport and spontaneity for the informant. The importance of his contribution for purposes of scientific research are emphasized to the respondent and he is encouraged to contact the Senior Study Director, should he desire to learn more about the project. He is also told that he may receive a copy of the study report if they he so desires. Throughout the entire interview process, the respondent's role is superordinate; the interviewer functions primarily in the role of "secretary-recorder."
4. The completed interviews are to be kept in the custody of the professional research employees of the Community and Family Study Center at all times. Interviewers mail or hand-deliver them to the office of the Study Director who keeps them in his personal custody until the data are coded and punched onto computer cards. The interview schedules are then placed in labelled boxes, sealed and stored for a period of five years, in case other scholars wish to make secondary analysis of the verbatim information which they contain.
5. All employees are informed of the confidentiality procedures of the Center and warned that the release or discussion of the contents of

any particular interview is grounds for immediate dismissal and refusal to recommend favorably to any future prospective employer.

We would like to bring to the attention of the Committee one final point in connection with the research to be carried out under the communication grant. We have proposed one project under the grant which would involve collection of data overseas. Actually, it would not be the CFSC but rather the International Planned Parenthood Federation - Western Hemisphere, that would undertake the collection of data; the role of the CFSC would be as consultants and data analysts. However, we will plan to submit all materials to be used as part of the overseas research project to the Committee, if this is deemed necessary.

UNIVERSITY OF CHICAGO - COMMUNITY AND FAMILY STUDY CENTER
INT POP COMM & POP ED

Proposed Budget: 7-1-76 Through 6-30-81

<u>I. ACADEMIC SALARIES</u>	<u>1976-77</u>
Project Director, Donald Bogue (33% effort Academic Year)	\$ 9167
--Donald Bogue (100% for 2 summer months figured at 2/9 academic salary)	6111
Project Director, William Griffith (100% for 2 summer months figured at 2/9 academic salary)	4333
--William Griffith (1/9 effort academic year)	2167
Associate Professor, John Ginther (50% for 2 summer months figured at 1/9 academic salary)	2055
Research Associate - Communication (100% effort)	15500
Research Associate - Education (100% effort)	15500
Research Associate-Int'l Communication Research (off-campus)(100% effort)	15500
	<u>\$ 70333</u>
<u>II. NON-ACADEMIC SALARIES</u>	
Production Supervisor (1/4 time)	\$ 2350
Senior Study Directors (2; 1/4 time)	4700
Administrative Assistant (1/2 time)	4175
Secretary, CFSC (1/2 time)	3425
Supervisor Manuscript Unit	8500
Secretary - Communication Laboratory	8250
Research Assistants (2; 1/4 time)	3525
Supervisor Data Processing (1/2 time)	4300
Librarian (1/4 time)	1750
Media Assistants (2; 1/4 time)	3525
Interviewers	3000
Secretary - Education (1/2 time)	3425
Manuscript Typists (4; 1/4 time)	6925
	<u>\$ 57850</u>
<u>III. STUDENT AID</u>	
Fellowships	\$ 84900
--Ten tuition grants @ 1200/qtr. - 4 quarters*	(48900)
--Ten stipends @ 900/qtr. - 4 quarters**	(36000)
Non-degree postgraduate residencies [^] (Stipends, residencies, tuition where necessary)	20000
	<u>\$ 104900</u>

* This includes a fee of \$22.50/quarter/student for insurance costs (cost included for all five years) and an increase of \$70 per quarter per year in tuition fees.

** The stipend is increased yearly at the rate of \$/5/quarter per student.

<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
9500	9833	10167	10500
6333	6556	6778	7000
4556	4778	5000	5222
2278	2389	2500	2611
2166	2277	2388	2499
16500	17500	18500	19500
16300	17500	18500	19500
16500	17500	18500	19500
<u>74333</u>	<u>78333</u>	<u>82333</u>	<u>86332</u>

2525	2700	2900	3100
5050	5400	5775	6200
4475	4800	5150	5525
3675	3950	4225	4525
9100	9750	10450	11200
8825	9450	10125	10850
3775	4050	4350	4650
4600	4925	5275	5650
1875	2000	2150	2300
3775	4050	4350	4650
3225	3450	3700	3975
3675	3950	4225	4525
7425	7950	8525	9125
<u>62000</u>	<u>66425</u>	<u>71200</u>	<u>76275</u>

90700	96500	102300	108100
(51700)	(54500)	(57300)	(60100)
(39000)	(42000)	(45000)	(48000)
21400	22900	24500	26225
<u>112100</u>	<u>119400</u>	<u>126800</u>	<u>134325</u>

IV. <u>SUMMER WORKSHOP</u>		
Fellowships (8 at \$1500)	\$	12000
Expenses (field trips, etc.)		3000
	\$	<u>15000</u>
V. <u>RESEARCH AND PRODUCTION EXPENSES</u>		
Honoraria for commercial media experts (includes overseas Summer Workshop experts)	\$	33000
Overseas data collection		25000
Computer processing, IBM rental, tapes, cards, etc.		4000
Communication Laboratory equipment -- replacement, repair		3300
Maintenance of office machines		825
Rental of duplicating machines for training materials		1800
	\$	<u>67925</u>
I. <u>PUBLICATION EXPENSES</u>		
Production of new publications, distribution of those already published	\$	12000
Postage		2500
	\$	<u>14500</u>
VII. <u>OFFICE AND GENERAL EXPENSE</u>		
Telephones, cables, postage	\$	1100
Office supplies/lab supplies		1200
Printing and duplicating of reports, CFSC		3450
Media materials		2500
Library reference		600
	\$	<u>8850</u>
VIII. <u>TRAVEL</u>		
International	\$	12000
Domestic		2000
	\$	<u>14000</u>
IX. <u>MEDIA TRAINING EQUIPMENT</u>	\$	<u>4861</u>
X. <u>INDIRECT COSTS</u>		
On-campus -- 65%	\$	73244
Off-campus -- 28% (Research Assoc -- ICR)	\$	4340
	\$	<u>77584</u>

1977-781978-791979-801980-81

13000
3150
16150

14000
3300
17300

15000
3475
18475

16000
3650
19650

34000
25000
4200
3465
875
1900
69440

35700
26250
4410
3640
925
2000
72925

37500
27575
4630
3825
975
2100
76605

39375
28950
4875
4025
1025
2200
80450

14000
2625
16625

14700
2750
17450

15450
2900
18350

16225
3050
19275

1150
1275
3625
2625
650
9325

1200
1350
3800
2750
700
9890

1275
1425
3990
2900
750
10340

1350
1500
4190
3050
800
10890

18000
3000
21000

5105

18900
3150
22050

5375

19850
3300
23150

5650

20850
3475
24325

5950

77892
4600
82492

82718
4900
87618

87772
5180
92952

93020
5460
98480

XI. EMPLOYEE BENEFITS

Academic (non-summer) -- 17%
Non-Academic -- 13% *
Other -- 6.5% (interviewers)

\$ 9832
4170
105
\$ 14197

TOTAL --

\$ 450,000

*Administrative Assistant
Secretary (3 -- CFSC, Communications Lab, Education)
Supervisor Manuscript Unit
Supervisor Data Processing

1977-78

1978-79

1979-80

1980-81

10418
4466
210
15094

11003
4788
225
16016

11589
5129
240
16958

12174
5496
258
17928

483,664

512,692

542,813

573,880

GRAND TOTAL -- \$2,563,049.00

APPENDIX B - Excerpt on "Phase II of the Program" from "Evaluation Report on Training and Research Activities in Population Communication and Education" August 18, 1976

EVALUATION REPORT
ON TRAINING AND RESEARCH ACTIVITIES IN
POPULATION COMMUNICATION AND EDUCATION
(AID/csd/3314)

A Report Prepared By:

GLORIA FELICIANO, Ph.D.
HAIFAA SHANAWANY, Ph.D.
ROBERT CRAWFORD, Ph.D.

During the Period:

AUGUST 3 THROUGH AUGUST 18, 1976

Under The Auspices Of:

AMERICAN PUBLIC HEALTH ASSOCIATION

In Agreement With The:

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

AUTHORIZATION:
AID/pba/C-1100
Ltr. PHA/POP: 7/13/76
APHA Assgn. No. 1100-039

ACKNOWLEDGMENT

The consultant team was closely and continuously assisted by Mr. Griffith Davis, AID coordinator of the project, throughout its assignment. They are very appreciative of his tact and neutral stand. They equally appreciate the lengthy conversations they have had with Professor Donald Bogue, Director of the program, his patience and tolerance in clarifying many aspects of the program, and his kind assistance in looking after their accommodations and providing secretarial help. Due appreciation also goes to Professor William Griffith, Director, Population Education Program, with whom the team had several group and individual conversations. Last but not least, the cooperation of the CFSC staff and the warm smile of Mrs. Garcia provided the necessary touches for a most enjoyable mission, and the assistance of Robert Gamage and David Shields in typing this draft report in spite of time pressure was a most valuable contribution.

Gloria Feliciano, Ph.D., Dean, Communication
Institute, University of Philippines

Haifaa Shanawany, Ph.D., Technical Adviser on
Population and Education, UNICEF, Cairo Area
Office

Robert Crawford, Ph.D., Associate Professor in
Communication Arts, Cornell University

X. PHASE II OF THE PROGRAM

A. RATIONALE FOR EXTENDING THE PROGRAM

The University of Chicago CFSC/IEC program has served the world family planning movement by training more than 1100 family planning leaders since 1963. Conducted on an international level, involving representatives from more than 80 developing countries, it succeeded in promoting a new international language in the field of communication labelled Population IEC. It stood against the challenge of strong criticism and various competitors because it was able to feed the world family planning movement by high quality academic research. On the other hand, it kept changing its theories, emphasis, and approaches by continuously opening up to the unfolding experience of family planning action programs.

The Team strongly concurs with the last paragraph in the Five-Year Report that the participation of an academic institution in this program (in this case the University of Chicago) proved to have benefits on both the practical and the theoretical sides. During the first five years the gap between the two has gradually narrowed. This process of interaction and mutual assistance is only now in midstream. Within the next three to five years rapid strides toward a more complete synthesis and reconciliation of the two may be expected; the payoff to each may be even bigger in the immediate future than in the past.

B. NEW EMPHASES

The plans for Phase II emphasize expansion of the newly added dimensions of the program started in 1975. Priority order of the planned expansion activities certainly differ in the two components of population communication and population education. They are cited hereby in priority order of the communication component as stated in the CFSC work plan for Phase II. These include:

1. Collaboration in research and evaluation. As provided for in the draft Work Plan for Phase II prepared by CFSC, the first of the activities lined up for implementation the first year after AID approval has to do with joint research between CFSC and selected DCs with partial IPPF support, in addition to that of AID, for the purpose of improving and/or designing new programs wherever necessary and feasible. CFSC plans to meet this objective by administering a cooperative fertility and IEC survey with three to four DCs a year. The Team contends that, in view of the multitude of problems attendant to cross-cultural research, and in order to do the job adequately and well, the fertility and IEC research should be carried out in a maximum of two countries a year. This will give ample time for research team to interpret the findings for effective use in improving or planning new IEC programs in the DCs concerned. The Team also believes that the questions can be cut down to exclude questions which are part of national demographic surveys conducted periodically in countries where such studies are done.

On the other types of studies that the CFSC is planning to do overseas, the Team is of the opinion that evaluative studies, e.g., cost-effectiveness studies of communication programs, impact of IEC campaigns and pretesting of communication materials should be undertaken with and in countries which ask for or are receptive to these types of studies.

2. Joint training programs. For the projected joint training programs with DCs, the Team suggests that, in addition to the criteria laid down in the Work Plan, the following be seriously considered: (a) willingness and readiness of the participant-DC to shoulder some necessary counterpart funding; and (b) availability of local expertise in population IEC and population education as well as other manpower resources and physical facilities called for by the training.

Furthermore, agreements should be drawn in clear-cut terms which provide for real collaboration or partnership in all phases of the joint endeavor, from planning to implementation of the training program. Past experience in collaborative international training in the DCs has shown that this procedure reduces inevitable irritants which arise from cross-cultural considerations to a minimum.

3. Reinforcing the development of country institutions and the establishment of regional training centers. One of the most vigorous aspects of Phase II is to reinforce the development of country institutions and the establishment of regional centers within the universities to allow the countries to reach a stage of "maturity" and "self-sufficiency" and be able, in due time, to undertake national training of their IEC and Population Education personnel on national and local levels. This will eventually lead, in the long run, to limiting international training to high calibre professionals in influential positions and university faculty members.

4. Dialogues between population communication and population education professionals. The plan of CFSC to encourage convenors of seminars and conferences at the national and international levels to include in their agenda topics, presentations, and discussion sessions which would result in the desired exchanges and interactions between professionals in population communication and population education is viewed by the Team as a sound one. This also applies to the projected meeting of representatives of some 20 donor agencies for the two subject-fields which would also include representatives of the universities both in the U.S. and abroad which undertake activities in the two areas. However, the Team suggests that as many representatives from DCs as are qualified to participate be invited to this significant conference. This approach hopefully might result in a more balanced planning for IEC and population education.

5. Traveling workshops. These workshops involve a two-person team which would hold three to five day workshops in selected countries on a prearranged basis on pre-chosen topics with selected professionals in selected DCs. The CFSC intends to hold these in at least 12 countries in a year. The Team concurs to the great merits of this activity but suggests two things: (a) that the number of workshops be reduced from 12 to 6 to allow more time for planning and assessing their effectiveness, and

(b) that the country or regional expert recruited for dealing with the topic be chosen from a list of qualified IEC and population education specialists in the DCs.

6. Travel of CFSC personnel. The policy of overseas travel by the CFSC senior staff and other faculty members if planned systematically and well in advance of the trips, as is evident in the Work Plan, is highly recommended. They are especially valuable as they provide first-hand knowledge and realistic insights derived from such knowledge on the IEC and population education problems and needs of the DCs visited. This is only one among the many advantages already cited in the Work Plan. The Team commends the CFSC for its policy of linking these trips to other overseas activities.

(ACTIVITIES ON THE CHICAGO CAMPUS)

7. Degree training in Population Communication and Population Education. The plans to establish close linkages with selected universities in DCs which provide specialized training in population communication and education and to make admission requirements more rigorous are most essential. It's also important to further upgrade the faculty handling the advanced communication courses. In this connection, the Team reiterates previous suggestions made in this report that senior professional staff in nearby universities be considered for visiting assignments.

8. Summer workshops. The Team strongly disagrees with the CFSC that, in view of the many difficulties expressed by the Center in conducting this year's summer workshop due to participant deficiencies, shortage of staff, notwithstanding the problem related to the cost effective factor, that these summer workshops be cancelled. Greater efforts should be made, in collaboration with AID and other sponsoring agencies, to recruit higher calibre of participants even if the total number be reduced. It is the contention of the Team that summer workshops will continue to serve a most needed function for at least three to five more years.

The Team equally strongly disagrees with the suggestion of stopping the workshops altogether by 1978 because of the possibility of competing with regional centers for two major reasons: 1.) it will take some time before regional centers become well established and develop the necessary resource people and avail themselves of minimal training facilities and equipment; and 2.) the international "climate" of training cannot be substituted by any regional training. The Team, though, concurs with the idea that it may be a new kind of workshop and for a different audience maximizing the unique Chicago resources and setting.

The Population Education track will be modified according to a memorandum prepared for the team by Professor Griffith. The curriculum design course will be offered as an elective. The population education track will be continued with increasing participation by visiting guests.

Because of the interest in administration which has come to the fore each year, the Director of the program sees the necessity of adding a course in educational administration to be taught at an applied rather than a theoretical level. He proposes that a visiting professor may be engaged to conduct this course in as much as there is no appropriate faculty member at the University of Chicago who would be available to lead such a course.

9. Postgraduate residencies for Population Communication and Population Education. Postdoctorate individuals will be encouraged and assisted to spend several academic quarters at the University of Chicago to fill in the gaps they perceive in their preparation and expertise in population communication and population education. The presence of such visitors will enrich the program and add valuable insights to it from DC situations.

10. Publications. The plans to expand and improve the publications program of the CFSC are excellent. The Team considers it most essential to increase the number of media monographs to be published as well as the range of topics for these publications. The idea of recasting the publication of Family Planning Resume as Family Planning and Population Education Resume reinforces attempts for more integration between the communication and education components. The Team favors the constitution of a board of referees to review the articles before publication, provided it should not be confined to members of the American Society of Population Educators. The Team recommends a DC bias in the media monograph content as well as in the membership of the board of referees to insure relevancy to the end-users in the DCs.

In relation to the distribution system, the Team suggests that in addition to AID, other international population funding agencies be requested to assist CFSC in updating and expanding its list of recipients. The Team further suggests that, in the matter of deciding what publications to translate, the guiding principle should be relevancy of content to the problems and needs of the DCs.

C. FINANCIAL ISSUES

Provision should be made in the budget for appointing two fulltime assistants in the Population Education program to reinforce it and to allow the Associate Director of the program to give attention to overseas activities. (Appendix I and J)

The Team concurs with the CFSC Work Plan for Phase II that arrangements should be made by AID to permit fellowship funds awarded to the CFSC to be used to supplement the stipends of United Nations organizations in order to bring them up to the amount that would permit training within the U.S. Students attending this summer workshop complained of the disparity in their financial allowances between various sponsoring agencies.

Some administrative problems have arisen during the early overseas workshops in paying for certain services in the host country through the University of Chicago Bursar's Office. Because of the distance involved

and local conditions and customs it is often difficult to ensure compliance with all of the University regulations for disbursement of funds. This problem may be resolved by always working in collaboration with a host country institution which will be responsible for local hiring and other arrangements, including compliance with host country regulations. The collaborating institution will then bill the University of Chicago for its share of the expenses and have the bill certified by the local USAID population officer.

XI. SOME GENERAL CONSIDERATIONS

An issue that must be frankly faced is that the international climate is not yet fully receptive to graduate degree training for population/family planning IEC workers. The need for effort in this area is widespread and growing, but the grasp of the dimensions of the problem is still incomplete. Too often it is assumed that a short course or a few methods manuals will be enough to enable an intelligent person to operate effectively in this area. It is the same in the area of advanced planning, where elaborate projections are made for needs in the area of supplies and equipment but it is assumed that whatever may be required for education and communication can readily be pulled together on short notice. Often there is insufficient recognition of the need for professional analysis of the communication aspects of the problem, the development of a long range plan, and the creation of the communication tools and resources that will be required. This task is the domain of the communication specialist, and calls for a degree of professionalism that cannot be obtained through short term training.

Some of the problems of finding qualified applicants for the CFSC program may stem from reluctance on the part of some program officials to allocate scarce training funds for this area, which indicates that a part of the IEC task is to reach decision makers with the importance of this aspect of the work and the dimensions of the task. Means should be explored for encouraging training sponsorship from other agencies. One possibility would be cooperative funding, in which more than one agency participates in the funding of a given individual.

Another issue that must be dealt with over and above others is one that has been echoed and re-echoed in earlier sections of this report; that is, the absence of a mechanism that would start integrating the many and diverse allied fields in communication now existing at the University of Chicago in its various schools and departments which offer communication and communication-related courses. These schools and departments and some of their relevant course offerings include the following:

- a) School of Business: Bus. 396, Social Psychology of Communication and Attitudes; Bus. Market Communication;
- b) Library School and Department of Behavioral Science: Lib. Sc. 406, Information Storage and Retrieval; Lib. Sc., Audio-Visual Communication; Beh. Sc. 303, Non-Verbal Communication;
- c) School of Education: Ed. 339, The Acquisition of Values; Ed. 443, Dynamics of Behavioral Change; Ed. 382, Adult Education;
- d) Department of Sociology: Soc. 344 & 345, Principles of Communication I & II; Soc. 349, Techniques of Communication Research; Soc. 501, Seminar in Communication Research;
- e) Department of Anthropology: Anth. 272, Language in Culture; Anth. 375, Linguistic Theory; etc.

All of the above offerings, which are listed in the Division of Social Sciences Announcements, are as many or even more than what are available in some communication programs in other schools in the United States. Further, some of the faculty offering them enjoy international reputations. And more importantly, these courses are existent and are offered regularly by the above units mentioned. When interviewed about the matter, the Chairman of the Divisional M.A. Program categorically

stated that the formation of a Committee that would start the task of giving more than individual, ad hoc counselling to graduate students in communication as well as give advice toward a greater integration of the different courses above, is possible and will not require deliberation of authority higher than that lodged in the Divisional M.A. Program of which he is head. The University of Chicago Provost himself hinted that while the formation of such a committee is difficult, it could be done informally if the interested faculty would do it. The Divisional M.A. Program chairman who supported this view stated that the initiative needs to come from CFSC as it offers the graduate degree in communication and social development. This is an IEC task that belongs and is a challenge to CFSC leadership.

A third issue involves the consideration of the formation of an international advisory board composed of persons with long experience in communication, family planning, development sociology, and education, all with special attention to the DC context. Such a board might be organized by the CFSC, or it might be set up by AID independent of the CFSC. Indeed, it might be called upon to consider broader issues than this particular training program if the members are selected with appropriate qualifications. Membership should be largely drawn from DC institutions or individuals with extensive DC professional experience. Such a group could be appointed on a one-time-only basis, with a new group every year or so, or it could be set up on a continuing arrangement with rotating terms to provide for a constant flow of new thinking as well as some continuity.

Consideration should be given to going along "within limits" with the post-Bucharest world trend of attempting to tie some IEC overseas research to demonstration action programs related to the development process. According to the AID report on U.S. Population Related Assistance (April 1976, p. 26), developing countries have to find the pressure points of the development process that most encourage lower fertility and focus on them. It is "purely" family planning IEC in some countries or else it will be viewed as "conventional." Research can be geared in some countries to test approaches of IEC family planning programs only versus a combination of development efforts and IEC starting with AID development programs themselves. Without jeopardizing the primary purpose of a given development program of AID; like health, education, nutrition, agriculture, etc., Chicago IEC programs in connection with these efforts may be able to gain a secondary but significant impact on fertility through reasonable and feasible changes in program design and implementation.

XIII. GENERAL COMMENTS ON THE UNIQUENESS OF THE PROGRAM

In general, the Team views with satisfaction the accomplishments of the Five-Year Program of International Training and Research in Family Planning IEC and Population Education of the CFSC of the University of Chicago. After five years of operation, the Program appears to have accomplished most of the tasks it originally set out to do under the AID grant. Some deficiencies and difficulties faced by the Program cited earlier in this report in no way diminish the significance of the accomplishments thus far achieved, as well as the high levels of satisfaction generated by it which have been brought out in the information obtained by the Team from interviews with various key officials of the University of Chicago and the CFSC, Ford Foundation, Planned Parenthood of Chicago, etc., and students in residence enrolled in the summer workshops and degree programs of CFSC. These accomplishments have also been documented in letters, reports and publications provided the Team by the program sponsor, the AID. A close look at these accomplishments helped the Team distinguish the features which give the Program some uniqueness not found in other programs. These include:

(1) The vast amount of knowledge and experience generated and disseminated by the Program, much of it still to be documented, which, in the opinion of the Team, can potentially contribute to and can be drawn upon in Phase II by the various participating national family planning programs in the DCs toward making the IEC component of their programs more efficient and effective.

(2) The integration of training and research and, to a certain extent, the development of communication materials in the Program itself so that those components support one another. The integration of these three components remains to be fully realized in Phase II of the project.

(3) An important aspect which accounts for the uniqueness of the Program is the integration of the "Project" itself in the regular graduate program of the University of Chicago. The setting of the program in the University itself provides the opportunity to "train" by interaction more students than those currently enrolled in both the workshops and the degree programs. This feature is of particular significance because not too many universities in the United States have a graduate program linked specifically to population communication and education. The rule is the linkage of population to the general area of social and economic development.

(4) The DCs generally place a high premium on education. Universities are equated with intellectuality, integrity, dignity and general credibility linked to trustworthiness and hence, acceptability. The setting of the program in the University of Chicago therefore can be viewed in this light insofar as the DCs are concerned. True, there usually exists a practitioner bias against academia but this attitude has been slowly changing. This change has, in part, been due to the changing character of many universities too, particularly in some of the DCs. Professors have started to descend from their ivory towers and have become not merely more problem-oriented but also people-oriented. The CFSC, as

previously discussed in this report, has paved the way for this change through its research program.

(5) The unique character of the CFSC program also lies in the multifaceted IEC activities undertaken by the staff and students--research, evaluation and experimentation, development of supportive communication materials, training on both the short-term and the longer-term levels and providing IEC consultation services in this country and in selected DCs. In addition, it has expanded its IEC program and launched a new component and this is the emerging field of population education. As far as the Team knows, there is only one other program similar to CFSC's and it is located in Asia. This program, which has international funding and which also started in 1971, performs all the above functions too, in one program, except the population education component. This is the UNFPA-funded UP-IMC/UNESCO/POPCOM Project in Research, Development and Training in Population Communication based at the University of the Philippines in Diliman, Quezon City, Philippines.

(6) The present and expanding future unique contributions of the Program in Phase II can be viewed from three vantage points, namely: a) reinforcing interdisciplinary collaboration within the University of Chicago; b) continuing feedback within the U.S., with the U.N. and other international agencies to avoid duplicating what others are doing and maintain the uniqueness of the program; and c) more importantly (as related to Program goals) making the IEC and Population Education components of family planning programs in the DCs in the various continents of the world more effective. It is in this third role where the uniqueness of the Program can find full fruition.

XIII. SPECIFIC RECOMMENDATIONS

Based upon a study of the accomplishments, problems and prospects of the Program of CFSC on Training and Research in Population Communication and Population Education and the Work Plan for Phase II, and taking into account the severe time limitation under which the Team did its work, the following specific recommendations are made for the consideration of AID and the University of Chicago.

1. Considering that there is no department of communication at the University of Chicago, in spite of the fact that the University offers a graduate degree program in communication and social development, it is recommended that a communication committee be formed without delay composed of interested faculty presently teaching communication and allied social science and humanities courses under the Divisional M.A. Program.

2. Considering the extreme shortage of educated personnel in population education in most regions of the world and the large number expected to be trained in the future by the program, it is recommended that the program should be strengthened in all aspects particularly in staffing and funding.

3. Considering that CFSC country consultations in many DCs revealed that there is a greater need for training in the short-term workshop basis than there is for the Master's and the Ph.D. levels, and that there appears to be a trend that this would continue for some time, it is recommended that the summer workshops in population communication and population education at the University of Chicago be continued for at least three more years, and strengthened.

4. Considering the scarce budgetary resources in the DCs and the resulting apparent reluctance of decision-makers to spend for the professional training of their personnel in population IEC and population education, it is recommended that AID accelerate efforts toward increasing the number of joint fellowships with international funding agencies for the above programs.

5. Considering the many advantages offered by overseas workshops and seminars in terms of expanding awareness and knowledge of international family planning IEC and population education programs, identifying IEC research and training gaps needed for redirecting family planning programs, modifying strategies and pointing the way to closer collaboration between countries, it is recommended that provision for adequate funding be made to ensure periodic holding of such meetings.

6. Considering the many purposes that travel by CFSC staff for consultation and feedback serves--obtaining feedback to make the CFSC program more responsive to DCs, following up CFSC graduates, arranging for joint seminars, assisting in establishing/strengthening regional centers for IEC research and training--it is recommended that this activity likewise be supported and strengthened and that these centers be acknowledged as of international prestige.

7. Considering the great demand for and need to conduct joint research and training activities with DC sponsoring institutions as well as the many difficulties attendant to such joint endeavors, it is recommended that adequate funding be provided for such joint activities and that definitive criteria and clear-cut agreements be mutually agreed upon to minimize such difficulties.
8. Considering the articulated need by participating countries to make CFSC publications more relevant to the needs of the DCs, it is recommended that these monographs cater to these needs and that a Publication Advisory Board be formed to plan and monitor this aspect of the Program. It is further recommended that a board of referees with membership from the DCs be formed to review the manuscripts.
9. Considering the difficulties of the degree programs in population IEC and population education resulting from the low academic and language calibre of some students, it is recommended that appropriate admissions requirements be adhered to.
10. Considering the small number of students seeking admission to the summer workshops and the degree training programs in population IEC and population education, it is recommended that CFSC increase efforts to reach decision-makers and convince them of the necessity for supporting professional training in these study areas.
11. Considering that research findings and consultations with DCs have shown that interpersonal communication, counselling and group work are most effective and supportive to mass communication and considering the proven effectiveness of the multi-media approach to family planning, it is recommended that interpersonal communication and counselling be given greater emphasis in the CFSC program.
12. Considering the need for more integrated multi-media approach to make family planning programs more effective, it is recommended that the program interweave more closely the population communication and population education components of the program.
13. Considering the projected emphasis on overseas activity in Phase II as well as the continuing responsibility for training and research in CFSC, it is recommended that the leadership base of the program be broadened and strengthened by appointing senior associates.
14. Considering the need for continuing liaison among national and international organizations to follow trends in the population communication and education fields, it is recommended that an international advisory board be set up by CFSC or AID (FHA/POP/IEC) composed of persons with long experience in communication, family planning, development sociology and education, all with special attention to the DC context.
15. Finally, taking into consideration all the findings of the Team based on the discussions with various key officials of the University of Chicago, the program staff and participants and on an exhaustive review of all the documents relating to the five-year work of the program as

well as the proposed Work Plan for Phase II, the Team is of the conviction that there is a strong case for the continuation of the Project for an additional three to five years beyond 1976.

NOTE: Following a review of the Team's recommendations with officials of the program at the University of Chicago, Dr. Bogue prepared a Response which appears as Appendix X of this report. The Team was debriefed in AID/Washington on August 18, 1976, and a list of attendees appears as Appendix L.

RESPONSE TO REPORT OF THE EVALUATION OF CPSC
PROGRAM IN POPULATION COMMUNICATION AND POPULATION EDUCATION

by
D. J. Bogue
University of Chicago

The purpose of this note is to acknowledge the validity of the recommendations made by this working committee and to indicate concrete actions planned to implement them.

As a preface to this, we would like to extend our profound thanks to the committee for its conscientiousness and complete dedication to its work. Your thoroughness in learning the nature of the problems and viewing them from the perspectives both of LDC needs and of a training-research organization is a gift which is deeply appreciated. Every penny invested by AID in this evaluation is repaid, in my estimation, by the recommendations made. You have given us insight and help which otherwise we could never afford. If we are funded for continuation, your report will be read and studied many times by the entire staff.

A. Recommendations in which there is full concurrence.

The following recommendations are based on genuine weaknesses or needs for improvement in our past performance. The committee's suggestions will be implemented with all possible speed and thoroughness. (For ease of identification, the page numbers of the report where the recommendation is made is cited.)

1. Establishment of a Communication Working Committee. We will begin immediately to pursue this goal. We will do our best to involve all relevant departments and to work out a context which will promote communication as a professional field of teaching and research on the campus. Establishment of this committee will facilitate the implementation of several recommendations:
 - (a) A more comprehensive approach to communication training (pages 2,3)
 - (b) Greater synthesis of all faculties on the campus in communication training (pages 3, 32, 40)
 - (c) Hold campus-wide seminars on communication-related topics (page 9)
 - (d) Establish postgraduate residency program for visiting scholars that will be meaningful and mutually enriching (page 19)
 - (e) Greater advantage be taken of the strong humanities program on this campus and its resources integrated into the program (page 9)
 - (f) Expand the flexibility of the program and enlarge the elective courses available (page 40)

2. A comprehensive and fresh look at our staffing needs. If the Phase II work is to be done well, a key ingredient to success will be staffing. Until the visit of this committee, we had not been sufficiently aware of the degree and amount of change that would be required. We concur in the recommendations that we:

- (a) Employ a staff member with a degree in communication from a recognized school of communication (pages 8, 32). In our previous cycles of communication we have sought recommendations from schools of communication but have not succeeded in finding a candidate who would be willing to spend a great deal of time overseas. (However, see our partial lack of concurrence in item B-1, below.)
- (b) Recruit and maintain in residence one visiting communicator from an LDC country (pages 59, 32). We regard this as an essential part of Phase II work. Having such a person here to work with students, to co-teach, and to share planning of workshops, research, and seminars will enrich the program and ease manpower shortages. We hope to be able to call upon the committee in helping us recruit and keep filled these residencies.
- (c) Expand the faculty on the population education side (page 31). This is a top priority item. We need nominees of candidates from LDC's as well as from the U.S.
- (d) Make arrangement for greater use of faculty of nearby institutions (page 37).

3. Integration of population activities. For more than a decade the population activities on the Chicago campus have been somewhat fragmented between demography and family planning. Meanwhile, several scholars have pursued the topic independently. The Committee Report diplomatically did not mention this openly, but its recommendations are pointedly correct in advising a greater synthesis (page 13). We will try to:

- (a) Establish a population advisory committee. This includes the possibility both of an on-campus committee and an international advisory committee (page 41). We favor both committees, and will push for their formation. We would like for the international advisory committee to function at least in part for several universities, including those in the LDC's if possible, to help tie the programs together. Our on-campus committee would try to integrate the very substantial work in population now going on in the CFSC, the Population Education program of the Department of Education, the Population Research Center, the Department of Economics, the School of Medicine, the Geography Department, Planned Parenthood of Chicago, and others.

4. Strengthen the Communication Training Program on campus. Several specific recommendations for strengthening the communication program will be implemented:

- (a) Promote closer integration and interaction with population education (page 5).
- (b) Maintain an emphasis upon training communication managers, as well as shifting toward training of communication faculty (page 9).
- (c) Make thesis work more flexible, to permit use of more varied projects, data brought from the home country, and problems of a less abstract nature (pages 9, 24).
- (d) Strengthen the training (both theoretical and practical) in personal contact and group work. The criticism that the CFSC has not implemented its own recommendation of a previous conference is absolutely valid (page 28). We will work hard on this immediately.
- (e) Maintain emphasis on the M.A. program (page 9). We may have been drifting too strongly toward emphasis on Ph.D. work and will maintain a balance.
- (f) Broaden the content of the program to include environmental concerns, individual human welfare, and enrichment of family and community life-- as well as the aggregate problems of population pressure, national welfare, and the population aspects of marriage, migration, health, and nutrition.
- (g) Integrate and better organize the production facilities of the Communication Laboratory (pages 16-17). It is true that our Communication Laboratory possesses most basic equipment, and that the students have easy access to it and are helped to use it. Yet much needs to be done in organizing this into a planned and orderly program of acquiring skills. While our media experts, hired from full-time jobs downtown, bring top professional skills and close contacts with the outside world, this arrangement has tended to give our training an episodic and disconnected flavor. Bringing in a graduate of a communication program will help, but we must also employ a Laboratory Production Manager to help coordinate the Laboratory.
- (h) Bring a greater balance among the media, to give students a choice. Because of the American television explosion, we have perhaps over-emphasized films and television in our Laboratory, to the neglect of radio and print (page 16). We will cease to demand experience in all

media, but emphasize acquiring a higher level of skill in particular media.

- (i) Maintain emphasis on research training, but broaden it and make it more flexible and adaptable to current practical needs in LDC's.

Help students to apply research to their own country (page 24, 45).

5. Completely re-think and re-plan the Track B Summer Workshop. The recommendation of the committee that the summer workshops be continued, and that this include track B, is accepted as valid, and we will try to plan a workshop for 1977 that meets the recommendations:

- (a) We will begin recruiting immediately, trying to raise standards, reduce heterogeneity, and be more selective (page 10).
- (b) Seek to work out an entirely new training format, which will accommodate a wider range of interests. This will consist of dividing the training up into smaller segments, with the possibility of electing a unique combination of segments to match the level of previous training and interests.
- (c) Reduce the amount of time spent on media skills, and increase the time spent on theory, on communication planning, and on management of I-E-C units (pages 16, 17).
- (d) Increase the amount of time spent on acquiring content for population, and family planning (pages 12, 14).
- (e) More emphasis on group work and counselling (page 25).
- (f) More time provided for independent study and individual work (page 17).
- (g) Try to provide more individual attention to the work of participants and to encourage work on problems of central concern to the sponsor of the participant.

In making this re-planning, we will take into account evaluation of the present participants and recommendations received from the population officers in their evaluation reports.

6. Overseas research and evaluation. We are still learning how to do this phase of the work, and must continue to proceed cautiously. We concur in the recommendations that:

- (a) We focus on practical current operational research of a specific nature and that we not rush too hastily into comprehensive program evaluation (page 25).
- (b) That overseas research represent genuine collaboration, rather than the pattern being followed in Guatemala, which is dictated by necessity. (page 25.)

(c) Students be helped to prepare for research in their home countries, and that they be helped to analyze data from their own countries (pages 24, 25).

(d) A program of research in population education, and especially in cross-cultural aspects of population education, should be launched as quickly as possible and that this should be done in close collaboration with overseas universities working in the same area (pages 12, 25).

7. Publications. The "vote of confidence" in the basic policy underlying our publication program is received with thanks. However, we will try to improve performance by implementing your specific recommendations:

- (a) Establishment of a publication advisory board, (page 22), membership to include representatives of DC s.
- (b) Do a systematic evaluation study of our publications program--who is using what, what is not used, and needed items (page 22).
- (c) Stop the present policy of unilateral work on manuals, training materials, etc. and begin trying to do them in close collaboration with overseas persons and organizations (page 22).
- (d) Work at identifying items that are in need of translation and arrange for translation. We have been especially neglectful of translation into Arabic, French, and local languages.
- (e) Develop the Family Planning Resume project fully, and expand it to include population education. This includes establishing a board of referees to referee items to be published, to help recruit articles, etc. The membership of this board will be truly international (page 22).
- (f) Explore ways of getting free publications distributed more generously and to a wider variety of organizations. This includes exploration of additional sources of funding for publications.
- (g) Documentation of seminars should be prepared and more widely distributed. This includes documentation of overseas seminars (page 20).
- (h) Publication of many more article-length "working papers" that will be immediately useful, as well as book-length monographs (recommended by the committee but not in the final report).

8. Overseas travel and seminars. The committee finds that our plans for overseas travel, workshops, and seminars will be "trying to do too much with too few bodies." We concur, and think that the recommendations are valid.

To implement the recommendations we plan to:

- (a) Hold fewer seminars, better planned, and more intimately involving local DC persons--both in planning and in conduct (page 36).
- (b) Pay more attention to countries which as yet do not have a population policy or a strong family planning program. Give especially strong emphasis to population education, rather than family planning communication, in such countries (page 30).
- (c) Seminars and conferences aimed at integrating population education and family planning I-E-C should not be confined to donor agencies but should be arranged to include DC organizations (page 29).
- (d) The post-Bucharest philosophy of population needs to be injected into the overseas travel and workshops; we have perhaps been too insistent on family planning to the exclusion of other components.
- (e) Place overseas I-E-C organizations on mailing lists for catalogues, news letters, and other periodical items released (page 26).

B. Recommendations on which there is not full concurrence.

1. Language proficiency. We have had great difficulty in getting students who are fully proficient in English. Every year we lose the opportunity to train some very intelligent and talented people because of their inability to speak English. (This often discriminates against people who have climbed from low status families and benefits children of high status families which are bilingual.) These people have a difficult time acquiring true proficiency while in their home country. We therefore prefer to lower the admissible TOEFL score from 550 (the standard) to about 500, and to get the students onto the Chicago campus as quickly as possible, to get them into intensive language instruction, and to "gamble" a bit on their being weak in English for their first quarter or two. In the several cases where we have done this, it has paid off handsomely. However, in order for it to work we must maintain a continuous program of supplementary instruction in English. We have done this in the past, and we believe that in the Phase II program of intensive interaction with overseas organizations we must be prepared to go a bit more than half-way in recruiting good students and then helping them build up strong skills in English after they arrive. In taking this stand, we are in partial disagreement with our own University. In actual practice, we will do our best to work effectively on a case-by-case basis.

2. Use of off-campus media experts for communication training. At points throughout the report it is noted that the CFSC program has no full-time graduate of a communication school in residence. Implicit in this is the hint that the skills that would be contributed by such a person are not available to us. This is only partially true. In our downtown media experts we have a tremendous array of high-level professional training in communication backed up by years of practical production experience. Although we are not able to boast the talent of most communication schools, we believe we are clearly adequate. Following is a list of our media experts:

Scott Craig--Ph.D. degree in drama, University of Illinois (teaches documentary movies, plans communication production).

Terry Peigh--B.A. degree in Communication from Northwestern, M.A. degree in Business Administration. Currently employed by Foote, Cone and Belding as production assistant for a large account (movie editing).

Ed Spray--Executive producer for CBS (we do not know his degrees; he is in the second or third echelon of management in Chicago).

George McVicker--Graphic artist, graduate of Chicago Art Academy. A

well-known local artist who exhibits regularly in art shows and is an established commercial artist.

Bonnie Rensberg--M.A. degree in communication, Northwestern University.

Instructs in magazine feature stories.

Don Price--M.A. degree in speech. (Radio instructor).

Robert Higgins--M.B.A. degree in business administration. Senior communication expert for Young, Rubicom. Teaches at Columbia School of Communication in Chicago area, as well as for us.

Walter Maloney--Ph.D. degree.: Department of Speech and Communication Northwestern University. Teaches radio drama.

Gerald Crimmins--senior night editor of the Chicago Tribune, a local metropolitan daily.

Brian Copp--Ph.D. student (still photography).

In addition we have a superb movie and audio production and editing crew in Saul Weingarten and Walter Olden, two free-lance producers who work on our Cook County videotape project. They also help in student instruction. It is our opinion that these practitioners bring to their teaching a realism and practicality which is often lacking in more conventional courses offered in schools of communication.

However, we do concur that there is need to organize and supplement these diverse efforts and to make them seem less like a jumble of unrelated experiences. By getting a coordinator on the staff (hopefully someone from an LDC) we can do this in a way that will give us the best of both the teaching and the production worlds.

Conclusion: a personal note.

If Phase II is funded and CFSC is given the privilege of continuing in this area, I am not only willing but anxious to make this the principal focus of my time for the next several years. The objectives of the Population Communication and the Population Education programs are of central professional concern to me. The CFSC will continue to be a ^{an} organization which takes as its principal mission collaboration with overseas centers of population communication and population education.

APPENDIX C - 70 Participants from 19
countries attending Summer '77 Workshop
June 20 - August 18, 1977

LIST OF PARTICIPANTS (CLASSIFIED BY COUNTRY)

in the

SUMMER WORKSHOP

on

COMMUNICATION-EDUCATION-RESEARCH-EVALUATION-ADMINISTRATION

for

SOCIAL DEVELOPMENT AND FAMILY PLANNING

.

Community and Family Study Center

Division of the Social Sciences

University of Chicago

June 20 to August 18, 1977

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Bangladesh.	15	Pakistan	7
Cameroon.	1	Philippines.	4
Chile	1	Sierra Leone	1
Egypt	8	South Africa	1
Ghana	2	Sri Lanka.	3
India	1	Sudan.	2
Indonesia	2	Surinam.	1
Kenya	7	Thailand	2
Mexico.	6	U. S. A.	<u>3</u>
Nigeria	3		70

Note: This workshop is comprised of three distinct study groups. each focusing on a particular area of work, as follows:

Track A. POPULATION EDUCATION

Track B. COMMUNICATION FOR SOCIAL DEVELOPMENT AND FAMILY PLANNING

Track C. RESEARCH-EVALUATION-ADMINISTRATION OF SOCIAL DEVELOPMENT AND FAMILY PLANNING PROGRAMS

LIST OF PARTICIPANTS SUMMER WORKSHOP 1977

Classified by country

BANGLADESH

Ashraf Uddin Ahmed

Lecturer in Statistics at the University of Dacca. Received M.A. in Statistics from the University of Rajshahi. Track C.

Khondker Quamrul Ahsan

Program Officer for the United Nations Family Planning Association in Dacca. Received M.A. in Economics from the University of Dacca. Track C.

M.R. Ali

Associate Professor of Psychology at the University of Dacca. Received Ph.D. in Psychology from the University of London in 1967. Track A.

Khondker Md. Rezaul Haque

Educator for Paramedica and Senior Medical Officer. M.B.B.S. (Bachelor of Medicine and Surgery) and diploma in Journalism. Track A.

Sarker Abdul Hai

Additional Deputy Commissioner in Dacca; directs the Zero Population Growth Project at D.N.D. Elaka. Received M.A. from Dacca University. Track B.

A.T.M. Fazlur Rahman Khan

District Technical Officer, Ministry of Population Control and Family Planning. Received M.B.B.S. from University of Dacca. Track A.

Muhammad Abdul Mannan

Curriculum Development Officer, Population Project, Ministry of Education. Received M. Ed. from University of the Philippines. Track A.

Sved Marghub Murshed

Deputy Secretary for the Ministry of Health in Dacca; supervises Rural Health Centers. Received M.A. from the University of Dacca. Track B.

Q.A.I.M. Nuruddin

Associate Professor of Journalism at Dacca University. Received M.A. in History and Journalism from Dacca University. Track B.

A.S.M. Moshahidur Rahman

Lecturer in the Department of Management at the University of Chittagong. Received M. Com. from Dacca University. Track C.

Mujibur Md. Rahman

Research Officer at the Population Planning Section of the Planning Commission in Dacca. Received M.A. from the University of Karachi. Track C.

BANGLADESH (continued)

Syed Siddiqur Rahman

Deputy Director of Personnel for the Directorate of Population Control and Family Planning in Dacca. Received LL.B. from Dacca University. Track B.

Md. Tabibur Rahman

District Population Control and Family Planning Officer. Received B.A. in English, Economics, and Political Science. Track A.

Md. Sayef Uddin

Private Secretary to the Advisor for Population Control and Family Planning in Dacca. Received M. Com. (Management) from the University of Dacca. Track C.

Maung Kyaw Zaw

Thana Population Control and Family Planning Officer in Rangamati. Received B.A. from Dacca College. Track B.

CAMEROON

Francois Nouthe

Social Work Administrator for the Ministry of Social Affairs. Received M.A. from the University of Cameroon. Track B.

CHILE

Guillermo Gonzalez Osorio

Scientific Television Writer for the National Television of Chile in Santiago. Received degree in Journalism from the University of Chile. Track B.

EGYPT

Ahmed M.I. Abdelfattah

Director of the Communication, Population Education, and Training Department of the Population and Family Planning Board in Cairo. Has done graduate work in Mass Communication at the American University of Cairo. Track B.

Mohamed Hamed Mohamed Daoud

Statistician for the Egyptian Family Planning Association in Cairo. Has degrees in Sociology and Education; recently received degree in Statistics from Cairo University. Track C.

Farag El Kamel

Instructor for the Department of Mass Communication at Cairo University. Received B.A. from Cairo University. Track B.

EGYPT (continued)

Mohamed Amin El-Wafaey

Teaching Assistant for the Department of Mass Communication at Cairo University. Received B.A. from Cairo University. Track B.

Mohamed El Sayed Gamal

Teacher of Geography in secondary schools. Received B.A. in Geography, diploma in Education, and higher diploma in Education. Track A.

Hind Khattab

Assistant Professor and Research Assistant, American University in Cairo. Received Ph.D. in Population Anthropology. Track A.

Nazek K. Nosseir

Assistant Professor and Research Associate for the Social Research Center of the American University in Cairo. Received Ph.D. from Princeton University. Post graduate resident instructor in Track C.

Salwa Emam Aly Mohamed

Teaching and Laboratory Assistant, Department of Communication, University of Cairo. Presently enrolled in the M.A. program in Communication, University of Chicago. Track B.

GHANA

Sylvester Kwackye

Director of Communication, Family Planning Program of Ghana. Ph.D. candidate in Sociology, University of Chicago. Is observing Track B. in preparation for workshop on communication in East Africa.

Lawrence Adi Okraku

Senior Organizer, Institute of Adult Education. Received certificate in Adult Education, Teacher Training Certificate. Track A.

INDIA

Krishna Rao

Regional director of Family Planning, Family Planning Association of India. Formerly Deputy Director of National Family Planning Program of India. Track C.

INDONESIA

Tjipta Lesmana

Member of faculty, Institute of Mass Communication, Jakarta. Enrolled in the M.A. program in Communication, University of Chicago. Is applying for Ph.D. study. Track C.

INDONESIA (continued)

Bar Suharto

Head of Documentation Unit, Indonesian National Family Planning Organization (BKKBN). Completed M.A. in Communication at the University of Chicago and is currently studying for Ph.D. degree in Population Education. Track A.

KENYA

Jacob Kipketer Chumba

Assistant Information and Education Officer for the Family Planning Association of Kenya in Nairobi. Received degree in Journalism from the University of Nairobi. Track B.

Linus Ikapel A. Etyang

Research Assistant in PRFL/FAO, now graduate student in Population Education at the University of Chicago. Received B.A. in Sociology. Track A.

Nguru Kanyua

Information and Education Officer. Received B.A. in Economics from Wellesley College. Track A.

Charles Karuno Kariuki, M.D.

Medical Officer of Health for the Ministry of Health in Nairobi. Received M.D. from Agra University and M.P.H. from the University of Minnesota. Track C.

Walter Onanda Ochieng, M.D.

Medical Officer for the Ministry of Health in Nairobi. Received M.D. in Bulgaria and M.P.H. degree from University of Minnesota. Track C.

Louis Were Okombo, M.D.

District Medical Officer of Health for the Ministry of Health in Nairobi. Received M.D. from the Rostov State Medical School and M.P.H. from the University of Minnesota. Track C.

Ojure Ogoye Omondi

Physician in the Kericho District Hospital in Kericho. Received M.P.H. at the University of Minnesota. Track C.

MEXICO

Carlos Brambila Paz

Researcher in Mexico City. Is currently student at the Universidad Ibero-Americana. Entering M.A. program at the University of Chicago. Track B.

Sadi Chaban Macias

Nurse working in medical education, Mexican Institute of Social Security. Track A.

MEXICO (continued)

Gracilazo Flores MaLuisa, M.D.

Family Planning Physician at the Mexican Institute of Social Security.
Received M.D. from the University of Mexico. Track A.

Carlos Luna Perez

In charge of Communication Laboratories, Universidad Ibero-Americana,
Mexico's only university with graduate training in communication. Track B.

Jorge Gabriel Rodriguez Rayes

University Teacher in Sociology. Received B.A. in Journalism, M.A. in
Human Development. Track A.

Ricardo Vernon Carter

Researcher for Mexico's largest radio-television network, professor in the
Department of Communication of Universidad Ibero-Americana. Received B.A.
degree in Communication from Universidad Ibero-Americana and in Business
from Universidad Nacional de Mexico. Track B.

NIGERIA

Augustus Olumuyiwa Alebiosu

Information and Education Officer for the Family Planning Council of
Nigeria. Received diploma in Journalism from the Nigerian Institute
of Journalism. Track B.

Ezekiel Olufemi Ewumi

Deputy Research and Evaluation Officer for the Family Planning Council of
Nigeria in Lagos. Received degrees : Business and Computer Programming.
Track C.

S. Adefemi Sonaike

Lecturer in the Department of Mass Communication at the University of Lagos.
Received Ph.D. from Michigan State University. Track B.

PAKISTAN

Nur Akbar Afridi

Senior Population Planning Officer. Received M.A. in Political Science.
Track A.

Zeenat Ara Begum

Principal of the Regional Training Institute in Lyallpur. Received DMEH from
the Institute of Hygiene and Preventative Medicine. Track C.

Begun Akhtar Akhlague Husain

Deputy Director of Population Planning (in charge of communication and
publicity) for the Population Planning Office in Lahore. Received M.A.
degrees in Social Work, History, and Journalism. Track B.

PAKISTAN (continued)

Shamin Ahmad Khan

Assistant Director of Communication and Publicity in Lahore. Received M.A. in Fine Arts. Track B.

Aijaz Ali Shah

Deputy Director of Administration of the Population Planning Division of the National Institute for Advanced Training in Hyderabad. Received M.Sc. from Karachi University. Track C.

Muntaz Shaikh

Principal of the Regional Training Institute of Population Planning in Hyderabad. Received M.B.B.S. from Liaquat Medical College. Track B.

Ghulam Yasin Soomro

Demographer in the Pakistan Institute of Development Economics in Islamabad. Received M.S. in Population Planning from a University of Michigan. Track C.

PHILIPPINES

Penelope V. Flores

Formerly Assistant Professor in Education, College of Education, University of the Philippines. Ph.D. candidate, Comparative Education, University of Chicago. Track A.

Trinidad Flores

Faculty member, Department of Education, University of Philippines. Candidate for M.A. degree in Education, University of Chicago. Track C.

Evelina Mejillano

Assistant Professor of Adult Education, College of Education, University of Philippines. Participating as an observer in preparation for workshop to be held in Manila, April 1978. Track A.

Josefa L. Quirante

Assistant Professor in Social Studies at the College of Education, University of Philippines. Received M.A.T. in Social Studies. Track A.

SIERRA LEONE

Arnold Awoonor Gordon

Principal Information Officer in Government and Ministry of Informational Broadcasting, member of Planned Parenthood Association of Freetown, and a member of the new Population Council of Sierra Leone. Track B.

SOUTH AFRICA

Songani Augustine Khumalo

Media Consultant for the Media Education and Resources Center; coordinates courses in media use and development, produces educational materials. Attended the University of South Africa. Track B.

SRI LANKA

Sarddha Coorey

Regional Information Officer for the International Planned Parenthood Federation of Colombo. Received B.A. in Sociology from the University of Sri Lanka. Track B.

Mahamendige Anthony Camillus Lakdasa Mendis

Project Assistant in charge of the Estates and Rural Expansion Program of the Family Planning Association of Sri Lanka. Received a Bachelor of Philosophy from the National Theological College. Track C.

Cisira Bandara Wijeratne

Project Assistant with the Family Planning Association in Colombo. Received degree in Economics/Commerce from the University of Sri Lanka. Track C.

SUDAN

Ali Mohamed Yousif Ahmed

Head of Science Department in Bakht Er Ruda. Received M.Sc. from the University of Khartoum. Track A.

Nimir Sulayman Saad-Sulayman

Head of the Geography Department at the Bakht Er Ruda Institute of Education. Received M.A. in Education from The American University of Beirut. Track A.

SURINAM

Cynthia N. Rozenblad

Employee in the Planning Department of the Ministry of Health. M.A. in Sociology. Track A.

THAILAND

Supatra Masdit

Instructor at Thammasat University in Bangkok. Received B.A. in Mass Communication from Chulalongkorn University; is enrolled in M.A. program in Communication at the University of Hawaii. Track B.

THAILAND (continued)

Uthai Sirivathanant

Statistician for the Family Planning Division of the Ministry of Public Health in Bangkok. Received B.A. from NIDA. Track C.

U.S.A.

Patricia Anthony MacClarence

Student for M.A. Degree in Communication, University of Chicago. Received B.A. in Political Science, University of Oregon. Formerly counsellor in teen and family planning program, Oregon. Track B.

Mei Mei Rosemary Burke

Field Representative for CARE, INC in Tunisia, formerly worked in India and Indonesia. Received M.A. from the University of Pennsylvania. Track C.

John E. Deegan, Jr.

State Certified Teacher. Received B.A. from I.B.C. in Lisle. Track B.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

APPENDIX B

Life of Project:
From FY 77/4 to FY 82
Total U. S. Funding \$3.4
Date Prepared: May 20, 1977

Project Title & Number: STRENGTHENING INTERNATIONAL POPULATION COMMUNICATION AND TRAINING (932-0638)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes: Assist LDC's to develop or strengthen systems for generating and delivering P/FP information and education to: 1. foster population awareness, 2. help bring about attitudinal change, 3. stimulate reproductive behavior change, 4. support clinical and non-clinical family planning service delivery systems.</p>	<p>Measures of Goal Achievement: 1. LDC national leaders include impact population growth rates in Development Plans. 2. FP service delivery programs include integral IEC component. 3. Individual families possess knowledge of modern methods and services available for limiting number of children.</p>	<ol style="list-style-type: none"> 1. Evaluation of statistics from various developing countries. 2. Records of donor organizations. 3. Periodic evaluations. 4. Development plans of LDC's. 5. Public pronouncements in local media. 	<p>Assumptions for achieving goal targets: 1. FP program IEC components can be improved by professional leadership, application of existing knowledge, operational research and evaluation. 2. LDC education and communication institutions ready to support national FP programs. 3. LDCs provide funding support. 4. IEC messages can be understood by people and related to their situation.</p>
<p>Project Purpose: To equip country P/FP programs with IEC professionals qualified to plan, adapt, test, evaluate and manage the generation and use of the many messages required to support such programs, to provide technical assistance to selected country programs, and develop regional and country ability to supply IEC professional training.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status. 1. Many FP programs have professionally trained IEC officer leaders. 2. Country IEC strategies improved through technical assistance. 3. Communication barriers to FP identified by field research and method widely understood. 4. Ten country communication training institutions P/FP capability upgraded. 5. Curriculum and other materials were distributed.</p>	<ol style="list-style-type: none"> 1. LDC national statistics, project reports, evaluations and data from donors and outside sources. 2. Interviews with former participants. 3. Site visits. 	<p>Assumptions for achieving purpose: 1. LDC private and public FP program managers knowledgeable about IEC role in support FP delivery services. 2. U.S. and regional IEC training centers known to LDC FP program directors and donor agencies. 3. Communication barriers to FP identified through IEC research and evaluation methodologies. 4. FP and adult education curricula and teaching materials available and kept in orderly manner.</p>
<p>Outputs: 1. Technical assistance to LDC country IEC operating programs. 2. Strengthen P/FP IEC training capabilities of Communications Depts. in selected LDC institutions. 3. Provide flow of specialized publications and other materials which will improve IEC leaders, operating organizations and training centers. 4. Assist in fostering cooperation and coordination among agencies engaged in population IEC activities. 5. On campus educational and research support activities.</p>	<p>Magnitude of Outputs: 1. Assist 20 countries; 4-one-week workshops of 400 students per year; 4 research and evaluation demonstrations per year. 2. Assist at least 10 communications training institutions with post-grad residencies and degree programs for faculty, joint incountry training session. 3. 10 Media Manuals, publish "Family Planning Resume", IEC News Letter, curriculum materials, service 2,000 doc. requests. 4. Contacts and info. bank on IEC Donors, hosts meetings. 5. Degree professional education, 7 fellowships per year, summer workshops for 50 part. per year. IEC Research by-product of field service and degree education.</p>	<ol style="list-style-type: none"> 1. Field reports. 2. Annual reports. 3. Field visits. 4. Conference proceedings. 5. USAID population officer reports. 	<p>Assumptions for achieving outputs: 1. Regional institutions exist desirous providing long-term IEC leadership and training. 2. AID/W and LDC USAID's collaborate in recruitment training candidates. 3. Adequate funding from other donors. 4. Participation international and regional organizations. 5. Grantee provides good management and technical inputs. 6. Grantee receives travel clearances visit target countries. 7. AID interregional and/or local funds available support principal activities locally. 8. LDCs provide trainees and utilize upon return home. 9. LDCs prepared fund expanded IEC components of FP programs.</p>
<p>Inputs: CFSC: Project directors, institutional prestige and leadership, established departments, established working relations with LDC FP programs, proven training competence, physical space. LDCs: Selection and support of IEC managers of FP programs and participants. AID/W: Cooperation of field training and population officers, followup resource allocation, evaluation. Other Donors: Participant sponsorship.</p>	<p>Implementation Target (Type and Quantity) AID/W: (\$000) \$600 per year over five-year period beginning FY 77/4, totalling \$3.4 million through FY 82. (See Appendix G for details.)</p>	<ol style="list-style-type: none"> 1. Annual budgets and workplans of Grantee. 2. Expenditure data and voucher submissions of Grantee. 3. Audits. 4. Evaluations. <p>Assumptions (cont'd.) 3. Grantee maintains advisory capacity recommend resource allocations to AID and other donors to priority activity areas. 4. LDCs request technical assistance and training.</p>	<p>Assumptions for providing inputs: 1. Cooperation local LDCs and national FP coordinating boards in training workshops, IEC research and evaluation projects, etc. 2. Grantee serves as consultant resource to international FP community. (cont'd.)</p>

ENVIRONMENTAL THRESHOLD DETERMINATION

TO: Acting, AA/PHA, Mr. Sander Levin
 FROM: PHA/POP/DIR, R.T. Ravenholt, M.D.
 SUBJECT: Environmental Threshold Determination

Project Title: Strengthening International Population Communication and Training

Project #: 932-0638

Specific Activity (if applicable) _____

REFERENCE: Initial Environmental/Examination (IEE) contained in attached paper dated April 25, 1977

I recommend that you make the following determination:

- X 1. The proposed agency action is not a major Federal action which will have a significant effect on the human environment.
- _____ 2. The proposed agency action is a major Federal action which will have a significant effect on the human environment, and
- _____ a. An Environmental Assessment is required; or
- _____ b. An Environmental Impact Statement is required.

The cost of a schedule for this requirement is fully described in the referenced document.

- _____ 3. Our environmental examination is not complete. We will submit the analysis no later than _____ with our recommendation for an environmental threshold decision.

Approved: Eligible King/Max/Janis

Disapproved: _____

Date: August 23, 72

INITIAL ENVIRONMENTAL EXAMINATION

Project Location: Interregional

Project Title: Strengthening International Population Communication and Training

Funding: Population Planning and Health

IEE Prepared by: Griffith J. Davis

Date: April 25, 197

Environmental Action Recommended:

Environmental Action Recommendation: It is recommended that this project receive a negative determination and that no additional environmental examination be carried out on this project.

Assistant Administrator's Decision:

Date:

Contents of the Initial Environmental Examination

I. Examination of the Nature, Scope and Magnitude of Environmental Impacts

Description of Project

The project purpose is to develop a cadre of trained family planning population communication managers/instructors for and provide technical assistance to selected key institutions in priority LDC's which will be capable of providing FP communication management training on a continuing basis. This inter-regional project's implementation plan envisages the training of LDC FP population communication and education managers and instructors in the U.S. and the utilization of these newly acquired skills upon their return to their country FP institutions. Regional and in-country FP training workshops also will be held with teaching staff made up from personnel who previously have attended the contractor's training workshops. In support of these overseas training workshops, the contractor will provide resource personnel, curricula guides and training materials. During the life of this five year project, US based workshops as well as overseas training sessions will be conducted. Countries in which training sessions are held will be selected following consultation with the USAID/POP Officer, AID/W Regional Bureaus, PHA/POP and host country personnel.

IMPACT IDENTIFICATION AND EVALUATION FORM

Impact Identification and Evaluation 2/

Impact Areas and Sub-areas 1/

A. LAND USE

- 1. Changing the character of the land through:
a. Increasing the population ----- N
b. Extracting natural resources ----- N
c. Land clearing ----- N
d. Changing soil productive capacity ----- N
2. Altering natural defenses ----- N
3. Foreclosing important uses ----- N
4. Jeopardizing man or his works ----- N
5. Other factors

B. WATER QUALITY

- 1. Physical state of water ----- N
2. Chemical and biological states ----- N
3. Ecological balance ----- N
4. Other factors

1/ See Explanatory Notes for this form.

2/ Use the following symbols: N - No environmental impact
L - Little environmental impact
M - Moderate environmental impact
H - High environmental impact
U - Unknown environmental impact

IMPACT IDENTIFICATION AND EVALUATION FORM

C. ATMOSPHERIC

- 1. Air additives ----- N
- 2. Air Pollution ----- N
- 3. Noise pollution ----- N
- 4. Other factors
- _____
- _____

D. NATURAL RESOURCES

- 1. Diversion, altered use of water ----- N
- 2. Irreversible ----- N
- 3. Other factors
- _____
- _____

E. CULTURAL

- 1. Altering physical symbols ----- N
- 2. Change of cultural traditions ----- L
- 3. Changes in cultural patterns ----- L
- 4. Other factors
- _____
- _____

F. SOCIOECONOMIC

- 1. Changes in economic/employment patterns ----- N
- 2. Changes in population ----- L
- 3. Other factors
- _____
- _____

IMPACT IDENTIFICATION AND EVALUATION FORM

G. HEALTH

- | | |
|---|------------------------------|
| 1. Changing a natural environment ----- | <u> N </u> |
| 2. Eliminating an ecosystem element ----- | <u> N </u> |
| 3. Other factors | |
| <u>Improved infant health care</u> | <u> L </u> |
| _____ | _____ |

H. GENERAL

- | | |
|---------------------------------|-----------------------------------|
| 1. International impacts ----- | <u> N </u> |
| 2. Controversial impacts ----- | <u> N </u> |
| 3. Larger program impacts ----- | <u> </u> |
| 4. Other factors | |
| _____ | _____ |
| _____ | _____ |

I. OTHER POSSIBLE IMPACTS (not listed above)

_____	_____
_____	_____
_____	_____

See attached Discussion of Impacts.

COMMENTS WITH REGARD TO IMPACT IDENTIFICATION

E. CULTURAL

2. Change of cultural traditions.
3. Change of cultural patterns.

F. SOCIOECONOMIC

2. Changes in population

In identifying local communication barriers to the widespread acceptance of family planning delivery services, indigenous cultural factors sometimes are found to inhibit program growth. These include a distinctly pro-natalist outlook wherein the relationship between size and family socio-economic problems may not be associated in the people's minds and therefore overlooked, low awareness that child spacing is possible, limited knowledge of contraceptive methods, low levels of husband-wife communication, etc. This project seeks through field operational research to identify all communication barriers - social, economic and cultural - and develop positive family planning strategies for imparting knowledge to fertile-aged couples about family planning within the cultural limitations of the local situation with the objective of changing those attitudes and practices which inhibit family planning program expansion.

This project, to the extent that its application will result in a more effective family planning delivery system, should contribute to a decline in the LDC's birth rate.

G. HEALTH

3. Improved infant health care.

Reduced birthrate and reduced infant mortality/morbidity will be a positive accomplishment of this project insofar as an effective FP delivery system placing contraceptive devices, as well as information on how to use them, in Maternal and Child Health Clinics will assure the presence of contraceptive devices at the clinics when requested and, bring mothers and their children into the MCH clinics for preventive/curative medical attention and care.

II. Recommendation for Environmental Action

This project should receive a "Negative Determination" because it is only one of a series of action which, taken together, will result in an effective LDC FP system. The end result of all the inter-related actions will reduce the LDC's population growth. Changes where they occur will come gradually and be of benefit to the LDC inhabitants by reducing both the demands upon the LDC's limited resources and permitting an improvement in the quality of life of each individual family. This project involves training, education, and information activities which are not designed to result in activities directly affecting the environment. Thus, this project is within the general classes of activities which do not normally require the preparation of an environmental impact statement.

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APPENDIX F

Department of State

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F.O. 11652: N/A
SURJ: REPORT ON ROGUE/CRAIG SEMINAR ON MULTI-MEDIA CAMPAIGN
ON FAMILY PLANNING EDUCATION

1. DR. DONALD ROGUE, DIRECTOR, UNIVERSITY OF CHICAGO COMMUNITY AND FAMILY CENTER, AND DR. SCOTT CRAIG, PRODUCTION DIRECTOR, COMMUNICATIONS LABORATORY, UNIVERSITY OF CHICAGO, CONDUCTED SEMINAR ON MULTI-MEDIA CAMPAIGN FOR FAMILY PLANNING EDUCATION, APRIL 9-14, 1977.

2. GP-VG, ED-VG, AR-VG.

3. THE FIVE-DAY WORKSHOP (25 PARTICIPANTS) WAS HELD UNDER THE JOINT SPONSORSHIP OF THE SUPREME COUNCIL FOR FAMILY PLANNING, USAID, USTS AND COMMUNITY STUDY CENTER, UNIVERSITY OF CHICAGO, AS FOLLOW-UP TO LAST YEAR'S WORKSHOP ON "COMMUNICATIONS TO OVERCOME FAMILY PLANNING OBSTACLES IN EGYPT" LED BY SAME TEAM.

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4. ON FIRST TWO DAYS OF WORKSHOP SPENT REVIEWING IMPEDIMENTS TO FAMILY PLANNING PROGRAMS IN EGYPT AND LAST THREE DAYS IN FORMULATING SPECIFIC PROGRAM APPROACHES TO IMPROVE COMMUNICATION, EDUCATION AND TRAINING FOR FAMILY PLANNING. CULMINATED IN SERIES OF ACTION PROPOSALS AND CONCRETE SOLUTIONS TO SPECIFIC LOCAL COMMUNICATIONS PROBLEMS.

FOUR GROUPS REPRESENTED: RADIO; TV/CINEMA; PRESS/PUBLICATIONS; SOCIOLOGISTS. MAKE-UP OF STUDY GROUPS AS FOLLOWS WITH PROGRAM RESULTS: (A) RADIO: SCRIPT WRITERS, REPORTERS FROM CAIRO RADIO. GROUP DEVELOPED ROUGH SKETCHES FOR RADIO DRAMAS AIMED BOTH AT DECISION MAKERS AND AT GENERAL AUDIENCE.

(B) TV/CINEMA: WRITERS, REPORTERS, DIRECTORS. DEVELOPED OUTLINES FOR DRAMA, ANIMATION AND SPOT ANNOUNCEMENTS TO BE PRODUCED FOR USE ON EGYPTIAN TELEVISION.

(C) PRESS/PUBLICATION: MAGAZINE, NEWSPAPER WRITERS AND TEACHERS FROM JOURNALISM DEPARTMENTS OF EGYPTIAN UNIVERSITIES. EFFORT SPENT DEVELOPING PROGRAMS FOR PRINT MEDIA OF ALL TYPES. GROUP DESIGNED THREE-DAY NEWSPAPER CAMPAIGN TO BE USED IMMEDIATELY IN EGYPTIAN PRESS.

(D) SOCIOLOGISTS: ACADEMICS, RESEARCHERS, HEALTH CENTER WORKERS. GROUP DEVELOPED SPECIFIC PROGRAMS FOR USE BY SOME 3,000 BABY-CARE AND HEALTH CENTERS THROUGHOUT EGYPT WHICH SERVE SOME 2.5 MILLION MOTHERS ANNUALLY.

5. BOGUE'S WRAP-UP REPORT TO FOLLOW.

|| A. POST ESPECIALLY PLEASED AT POSITIVE RESULTS THIS WORKSHOP. FAMILY PLANNING BOARD BELIEVED MOST IMPORTANT RESULT THIS TWO-YEAR EFFORT WAS ||

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660-1

100-0

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150

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TO BRING TOGETHER SEVERAL ORGANIZATIONS AND
SPECIALISTS DEALING WITH VARIOUS ASPECTS OF
FAMILY PLANNING. SEMINAR PARTICIPANTS HAD NOT
PREVIOUSLY WORKED TOGETHER, IN SEVERAL CASES
INTRODUCED FOR FIRST TIME AT USIS CENTER.
BOARD PLANS TO FOLLOW-UP WITH REGULAR MEETINGS
OF THIS CARE GROUP SO THAT MOMENT NOT LOST.
POST BELIEVES EFFORT PROVIDED IMPORTANT IMPETUS
TO FLEDGLING PROGRAM, PROVES VALUE OF INTENSIVE
WORKSHOP AND CAREFUL FOLLOW-UP.
RUCH

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UNIVERSITY OF CHICAGO - COMMUNITY AND FAMILY STUDY CENTER
STRENGTHENING INTERNATIONAL POPULATION COMMUNICATION AND TRAINING PROJECT

APPENDIX G

Proposed Budget Breakdown - FY 77 through FY 82		9/1/77				
		to				
I. ACADEMIC SALARIES		12/31/77	FY 1978	FY 1979	FY 1980	FY 1981
Project Director (½ Summer Q.).....	\$ 937		\$ 2,832	\$ 2,968	\$ 3,105	\$ 3,241
Project Director (10%, released time).....	---		3,115	3,265	3,415	3,565
Project Director - Education (Summer).....	683		4,105	4,377	4,650	4,923
Project Director - Education (10%, released time).....	---		2,258	2,408	2,558	2,708
Research Associate - Communication (2, ½ time).....	5,000		15,000	15,900	16,854	17,865
Research Associate - Education.....	6,000		18,000	19,080	20,225	21,439
Research Associate - International.....	5,667		17,000	18,020	19,101	20,247
	<u>\$18,287</u>		<u>62,310</u>	<u>66,018</u>	<u>69,908</u>	<u>73,988</u>
II. NON-ACADEMIC SALARIES						
Senior Study Director (2, ½ time).....	\$ 4,667		7,000	6,000	5,000	4,000
Administrative Assistant (½ time).....	1,587		5,000	5,300	5,618	5,955
Production Supervisor (full time).....	2,450		7,700	8,162	8,652	9,171
Secretary, Communication Lab. (full time).....	2,750		8,750	9,275	9,832	10,422
Supervisor, Manuscript Unit (full time).....	2,667		8,400	8,400	8,400	8,400
Senior Editors (2, ½ time).....	2,400		4,560	4,560	4,560	4,560
Librarian (3/4 time).....	2,000		6,300	6,678	7,079	7,504
Documentation Technician (3/4 time).....	2,000		6,300	6,678	7,079	7,504
Data Processing Supervisor, Key punch.....	1,433		5,000	5,300	5,618	5,955
Research Assistants (3, ½ time).....	1,800		5,670	5,500	5,000	4,500
Media Assistants (3, ½ time) print, radio, photo.....	2,100		4,400	4,400	4,400	4,400
Media Assistants (3, ½ time) film, TV, art.....	2,500		5,250	5,250	5,250	5,250
Secretary, Education.....	1,300		3,670	3,890	4,123	4,370
Manuscript Typist.....	5,413		12,750	12,000	11,500	11,000
Interviewers (Part Time).....	1,500		3,000	3,000	2,800	2,600
Student Cataloguers (3, ½ time).....	1,667		4,000	4,240	4,494	4,764
	<u>\$38,234</u>		<u>97,750</u>	<u>98,633</u>	<u>99,405</u>	<u>100,355</u>
III. STUDENT AID, ON CAMPUS						
Fellowships - Tuition.....	\$ 25,000		45,000	40,000	37,000	32,000
Fellowships - Stipend.....	15,667		53,000	45,000	42,500	36,000

9/1/77
to
12/31/77

APPENDIX G

	FY 1978	FY 1979	FY 1980	FY 1981
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Non Degree Post-Graduate Residencies.....	\$ 10,000	20,000	22,500	25,000	27,500
	<u>40,667</u>	<u>118,000</u>	<u>107,500</u>	<u>104,500</u>	<u>95,500</u>

IV. CAMPUS AND FIELD WORKSHOPS

Fellowships, Overseas.....	\$ 12,000	26,000	29,000	32,000	34,000
Expenses, Campus.....	---	4,000	4,000	4,000	3,000
Expenses, Overseas.....	10,000	12,000	13,000	14,000	15,000
	<u>\$ 22,000</u>	<u>42,000</u>	<u>46,000</u>	<u>50,000</u>	<u>52,000</u>

V. RESEARCH AND PRODUCTION EXPENSES

Honoraria for commercial media experts (including Summer Workshop and consultants).....	\$ 15,027	28,000	28,000	25,000	25,000
Overseas data collection.....	12,333	39,500	35,000	28,000	25,000
Computer processing, IBM rental, tapes, cards, etc. ...	4,000	7,000	7,000	6,000	6,000
Communication laboratory equipment-replacement, repair.	3,667	2,500	2,500	2,500	2,500
Maintenance of office machines.....	567	1,700	1,700	1,700	1,700
Rental of duplicating machines for training materials..	1,000	3,000	3,000	3,000	3,000
	<u>\$ 36,594</u>	<u>81,700</u>	<u>77,200</u>	<u>66,200</u>	<u>63,200</u>

VI. PUBLICATION EXPENSES

Printing of Newsletters, Documentation lists, production of new monographs.....	\$ 2,000	5,000	5,000	5,000	5,000
Free distribution of monographs, publications.....	6,000	14,000	14,000	14,000	14,000
Postage (Newsletters, Documentation, Monographs).....	4,333	13,000	13,000	13,000	13,000
	<u>\$ 12,333</u>	<u>32,000</u>	<u>32,000</u>	<u>32,000</u>	<u>32,000</u>

VII. OFFICE AND GENERAL EXPENSE

Telephones, cables, postage.....	\$ 1,075	2,000	2,100	2,205	2,315
Office supplies/lab supplies.....	1,075	2,308	2,625	2,756	2,844
Printing and duplication of reports, CFSC.....	1,667	2,500	2,625	2,756	2,844
Media Materials (tape, films, papers, etc.).....	2,667	5,000	5,250	5,513	5,762
Library reference books.....	733	1,000	1,050	1,051	1,051
	<u>7,217</u>	<u>12,808</u>	<u>13,650</u>	<u>14,281</u>	<u>14,816</u>

APPENDIX G

	9/1/77 to 12/31/77	FY 1978	FY 1979	FY 1980	FY 1981
VIII. TRAVEL					
International.....	\$ 11,333	20,000	22,000	23,700	25,000
Domestic.....	1,333	4,000	4,500	5,000	5,500
	<u>\$ 12,666</u>	<u>24,000</u>	<u>26,500</u>	<u>28,700</u>	<u>30,500</u>
IX. MEDIA TRAINING AND DOCUMENTATION EQUIPMENT.....					
	\$ 12,169	8,000	7,332	6,000	4,500
	<u>\$ 12,169</u>	<u>8,000</u>	<u>7,332</u>	<u>6,000</u>	<u>4,500</u>
X. INDIRECT COSTS					
On Campus (65%).....	\$ 32,340	102,089	105,073	108,233	111,633
Off Campus (56%).....	2,427	1,680	1,680	1,568	1,456
	<u>\$ 34,767</u>	<u>103,769</u>	<u>106,753</u>	<u>109,801</u>	<u>113,089</u>
XI. EMPLOYEE BENEFITS					
Academic (18%).....	\$ 292	9,000	9,540	10,112	10,719
Non-academic (13.5%).....	4,674	8,462	8,673	8,905	9,159
Other (6.7%).....	100	201	201	188	174
	<u>\$ 5,066</u>	<u>17,663</u>	<u>18,414</u>	<u>19,205</u>	<u>20,052</u>
TOTAL	<u>\$240,000</u>	<u>600,000</u>	<u>600,000</u>	<u>600,000</u>	<u>600,000</u>
GRAND TOTAL	\$2,640,000				