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Final Report on EWCI Population/Family Planning

Communication Activities Funded by USAID

1970 - 1977

FINAL REPORT ON EWCI POPULATION/FAMILY PLANNING COMMUNICATION ACTIVITIES FUNDED BY USAID

1970 - 1977

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FINAL REPORT ON EWCI POPULATION/FAMILY PLANNING COMMUNICATION ACTIVITIES FUNDED BY USAID

1970 - 1977

THE EAST-WEST CENTER

The Center for Cultural and Technical Interchange Between East and West, Inc. (East-West Center), established in Hawaii by the United States Congress in 1960, is a national educational institution with multi-national programs. The Center is located in Honolulu, Hawaii and is administered by a public, non-profit, educational corporation with its own autonomous Board of Governors composed of distinguished Americans, Asians, and Pacific Islanders. Its basic purpose is to promote better relations and understanding among the nations and peoples of Asia, the Pacific area, and the United States through their cooperative participation in the design, conduct, and evaluation of the Center's research, study, and training activities.

The Center seeks to achieve its purpose through the cooperative discovery and application of knowledge, and the interchange of knowledge, information, ideas and beliefs in an intercultural atmosphere of academic freedom. In Center programs theory and practice are combined to help current and future leaders generate, develop applications of, and share knowledge about alternative approaches and solutions to important world problems of mutual consequence to people in both East and West.

Each year about 1,500 scholars, leaders, public officials, professionals, and graduate students come to the Center from the United States and more than 60 countries and territories ranging from Korea to Iran on the Asian continent and from

Japan to Easter Island to Australia in the Pacific. For each participant selected from the United States, two are selected from the Asia-Pacific area. For all projects and activities, breadth of geographical and cultural participation is sought.

The East-West Center was awarded a USAID institution building grant (csd-2977) for the Communication Institute in the amount of $1,072,000 on June 22, 1971. The grant, which was for three years, expired after a two-month extension on August 31, 1974. The purpose of the grant was to enhance the Center's ability to serve as an information, education, and communication (IEC) resource for population programs, primarily in the Asian and Pacific region.

On November 17, 1970, seven months before the institution building grant was awarded, the Center received a USAID contract for an Inventory and Analysis of Population/Family Planning IEC (csd-2878) which totaled $442,885. The contract, which was for three years, was extended to August 31, 1974 to run concurrently with the institution building grant.

In 1974 the Center and USAID reached an agreement on a new three-year grant (AID/pha-G-1059) which went into effect July 1, 1974. The grant was completed on September 30, 1977. This second grant totaled $565,453 in the first year, $565,782 in the second year, and $491,700 in the third year, for an overall total of $1,622,935.

Throughout the period of the two grants, International Advisory Committees composed of appropriate representatives of developing countries as well as U.S. specialists met annually at the Center to review the Institute's programs and activities in population/family planning communication and to advise on future operations. Advisory Committee members, by year, are listed in Appendix A.

Brief descriptions of the activities under the two grants and the contract follow, with detailed information on various aspects of the program given in the various appendices to this report. In summary, a statistical overview of the accomplishments show that approximately 600 people participated in workshops, meetings, and conferences; that, in addition to these formal participants, over 650 people visited the Institute during this time, spending from one day to a week (and occasionally even longer) consulting with staff, observing Institute activities, and using its resources; that approximately 100 reports and publications were published; that about 2,500 documents were collected and 13,000 documents requests filled; and that toward the end of the grant period, the IEC Newsletter was reaching 7,000 people around the world, and that approximately 750 individuals, designated as key leaders in the field, received reports, case studies, directories, and other special publications. During the course of the grant, 30 individuals were employed at one time or another in the Institute's Population IEC program. (See Appendix B.)

TRAINING

The Early Workshops

The training program was initiated with a Pilot Workshop in the summer of 1971 during which EWCI staff and invited experts outlined the general design for the Institute's first professional development programs. These early programs consisted primarily of two separate training activities: one for communication specialists who needed population-specific background and communication skills; and one for family planning communication program managers and practitioners. These were called the Specialists Workshops and the Participant Workshops, respectively. Lasting approximately eleven weeks each, four of these workshops (two of each type) were held

between the Spring of 1972 and the Spring of 1973. (Appendix C lists all Institute workshops and conferences funded by USAID.)

Population Education Activities

During 1972 the Institute accepted a grant from five major international organizations (Ford Foundation, Pathfinder Fund, Population Council, UNFPA, and World Education) to conduct a one-year project in school and non-school population education which involved a five-week workshop for 40 population education program development specialists. Teams of participants from four Asian countries developed plans for population education programs. The success of this effort resulted in a continuation of the program through November 1974. During the second phase of the population education program, the Institute sponsored a pilot workshop and then a full-scale workshop on models of instruction for trainers of population education personnel. The concluding population education activity was a large regional conference jointly sponsored by EWCI and the Philippines Department of Education and culture that was held in the Philippines.

The Modular Program

A major program emphasis during Fiscal Year 1973 was a reevaluation of Institute training activities. A review of the two specialist and two participant workshops held during 1972 and 1973 showed that the participants for both programs were essentially the same. To reduce the inefficiency of running two programs for much the same clientele and at the same time provide a program flexible enough to meet a number of professional needs within the IEC field, a new professional development program was designed. The new program offered a number of modules, or learning units, from which a participant could select those most appropriate for him or her.

The program was endorsed by the Institute's International Advisory Committee and USAID. The Modular Program was based on structured learning materials or "modules" developed collaboratively by Asian and American IEC experts. The modules were built around self-instructional texts with specific learning objectives and incorporated group discussion, problem solving, games and simulations, and individual and group application of concepts and skills to IEC problems. The first modular program was held in the Spring of 1974, the second in the Spring of 1975, and the third and final modular workshop in the Fall of 1975. From 1974 through 1977 modules were written, tested, evaluated, and rewritten, leading to the elimination of some titles, the combination of first prototypes into new modules, and the development of additional modules. In all, twelve modules were published in final form. (See Appendix D.)

Following the third modular program in the Fall of 1975, the Institute's work in professional training for family planning communicators entered a new phase. In place of full-length workshops at Honolulu, the program emphasized collaborative work with Asian, Pacific, and American institutions in the adaptation, translation, and utilization of modular materials in their respective countries. Joint projects have been carried out or are in process in Malaysia, the Philippines, Korea, Taiwan, Indonesia, Thailand, and Nepal. Other countries, as well as different agencies in the countries already mentioned, have expressed strong interest in adapting the modules for use in their own training programs. Collaborators in the various modular adaptation projects met as a group in June of 1976 and again, in Taiwan, in April of 1977. As a result, an informal network of institutions interested in innovative approaches to instruction has established itself. (Appendix E is a detailed report on the modular

program, including the adaptation phase. This report also includes suggestions for future activities.)

THE ANNUAL "IDEA" CONFERENCES

The series of annual "idea" conferences was started in 1972 with the Conference on the Application of Commercial Methods to Population and Family Planning Communication. Representatives from six countries, teams of advertising agency people and IEC program administrators, and experts in the fields of communication, advertising, and market research attended. Case studies of successful uses of commercial resources in support of family planning were presented at the conference. Output from the conference included a monograph entitled Using Commercial Resources in Family Planning Communication Programs: The International Experience and a booklet called Questions and Answers about Commercial Resources for Family Planning Communication Programs. (A full report on the planning and execution of this conference can be found in Synthesis Paper No. 3 by R. Lyle Webster, Meetings and Conferences as a Communication Technique.)

The conference for the following year was concerned with the issue of research utilization, and specifically, the role of the communicator in the process. The conference was called Making Population/Family Planning Research Useful: The Communicator's Contribution. A publication of the same title was issued. The meeting focused attention on an issue of concern and interest to the Institute, namely that of sharing the results of research with program administrators and, on the other hand, communicating the research information needs of administrators to researchers and other sources of information.

The 1974 conference was concerned with the broad view of communication for rural development. Participants examined and discussed major elements in the communication for development process. Communication was viewed as an integrating factor in rural development and as a catalyst at the local level for popular participation in integrated development programs. The results of the conference were published in a report entitled Integrated Communication: Bringing People and Rural Development Together. The demand for this report was such that it was reprinted twice.

The fourth "idea" conference was the International Conference on Information, Education, and Communication Strategies: Their Role in Promoting Behavior Change in Family and Population Planning. Its purpose was to generate fresh ideas and explore new communication approaches for family planning programs. Specific examples of how communication had been used in various countries to induce changes in fertility behavior were analyzed in light of social, political, economic, and administrative resources and constraints. A formal conference report was issued, presenting the papers and summarizing the conclusions of the conference.

The final annual conference was designed as a summary conference on population/family planning communications. Its purposes were threefold: to enhance an understanding of the complexity and variety of the field of population communications; to identify and discuss major issues confronting the field and to illuminate areas of consensus and agreement; and to review and assess the accomplishments and current status of communications for population, broadly defined, and to consider what new arrangements and orientations may be needed to meet the challenges of the foreseeable future. Plenary sessions were devoted to presentations of commissioned "synthesis" papers on various aspects of the field. Small group discussions covered

topics such as the role and responsibility of family planning communicators; the advantages and disadvantages of international assistance; advertising; prospects for the uses of fieldworkers; ethical issues such as monetary incentives; integration of population with other types of development programs, etc. The 51 participants included heads of national family planning programs, national IEC specialists, international experts, and representatives of international donor agencies. The Ford Foundation hosted a two-day follow-up meeting during which representatives of donor agencies reviewed recommendations made by the conferees on assistance needs in the area of population communication.

PROFESSIONAL/TECHNICAL INFORMATION SERVICES

The varied information sharing activities which the Institute carried out developed primarily out of the Inventory-Analysis Project (USAID contract csd-2878) which called for a series of reports on: 1) international donor agencies and their programs and services; 2) training, information, and consulting services available from non-grant making institutions such as universities and agencies such as the Population Reference Bureau; and 3) reports on developing country population IEC programs, their experiences with IEC assistance, and their future needs. Accomplishments under the contract included twenty-three reports on donor agencies, nine reports on non-grant making institutions, twenty reports on national programs, and seven reports on regional programs. The reports were issued in binders, the red binder for reports on sources of assistance and the yellow binder for country reports. These were distributed to key population/family planning leaders around the world, but primarily in Asia. (See Appendix F for a summary of the Inventory-Analysis accomplishments and Appendix D for a list of reports).

At the same time these reports were being researched and written, the Institute was developing other information activities including the IEC Newsletter. The Newsletter functioned as a clearing house of information about resources, events, research and action projects of interest to professionals in population IEC. Sources for articles included approximately 50 family planning program newsletters and other relevant periodicals; the Institute's "extended staff" of people who had served as resource participants and who represented key institutions in the population field around the world; and people who had participated in EWCI meetings and workshops. Over the years, the Newsletter increased from 4 to 28 pages and the mailing list from 1,200 names in mid-1972 to more than 6,000 in 1977. It was mailed to recipients in 133 countries--43 percent in Asia, 13 percent in Africa, 9 percent in Latin America, and 35 percent in developed countries.

Documentation and IEC Materials Service

The Institute's Resource Materials Collection carried out a large-scale population IEC materials service which provided documents about IEC to researchers and program administrators around the world. The documents and other materials in the Resource Materials Collection served as a major resource for participants in Institute IEC training programs. Participants in workshops relied on the collection in developing IEC products and in preparing for their Asian field observation. Participants in individualized study programs used the campaign materials collection in their work. Lists of documents available were distributed through each issue of the IEC Newsletter. An average of over 90 citations per issue were listed. In addition, communicative lists were issued listing all documents catalogued in preceding issues. Materials were offered to IEC professionals on an exchange basis or at cost. It was

estimated that the accessions list generated requests for about 3000 documents per year. Approximately 85 percent of the requests for documents came from developing countries with users of the service divided roughly equally among three types of institutions: family planning action programs; research and training institutes; and international organizations and donor agencies. Although most of the document copies distributed were xeroxed, the Institute encouraged the use of microfiche copies. To assist users in the selection of documents, preparation of document annotations were initiated in fiscal year 1973, and a computerized retrieval system was initiated.

The Inventory-Analysis Project, the Newsletter, and the documentation services were manifestations of the Institute's interest in the process of sharing and using professional and technical information in the population field. Other products resulting from this interest were the three editions of the Directory of IEC Assistance and Services; the handbook called Sources of Information on Population/Family Planning: A Handbook for Asia; and Communication and Non-Formal Education in Population/Family Planning: An Index of Materials together with Information on Obtaining these Materials. The population information program of the Institute exemplified a full range of technical information services as provided by an amply funded international clearinghouse. The program was based on the premise that a widespread communication problem within and between countries of East and West (and between researchers and practitioners) is the inadequate sharing of information for problem solving and program planning. Among the objectives of the program at EWCI were: to develop new knowledge about the processes of the exchange and effective use of information; to examine and evaluate how different ways of presenting and transmitting information and of using new communication technology can facilitate

these processes; to develop, pretest, disseminate, and evaluate publications and other products (on population and other aspects of development communication) as a vehicle for studying these processes; and to establish and develop with other institutions continuing, collaborative interaction on the problems of information sharing and utilization. The Institute worked closely with regional and national population information clearinghouses. Convinced that no one organization could cope with the ever expanding flow in informational materials being generated in the population field, the Institute took various steps to encourage the strengthening of relationships between organizations with information resources that could be shared with each other. The process was furthered with a one-week workshop in April 1975, where about 20 representatives of Asian, American, and international information centers met together to discuss ways in which the participating organizations could collaborate to meet the needs of population program personnel and population researchers. Special emphasis was placed on the role of computerization in facilitating the exchange of information within the framework of any network that might be established. The Institute later co-sponsored a smaller working meeting dealing with technical topics associated with networking. Held in April 1976 with the IGCC (Inter-Governmental Coordinating Committee, Southeast Asia Regional Cooperation in Family and Population Planning), the workshop focused on the development of standards for exchanging and describing information in order to facilitate the movement of information within and between countries in Asia. During 1976, for a month, the Institute hosted the Technical Task Force which was conducting a feasibility study on a worldwide computerized bibliographic system, tentatively called POPINS.

Research on Information Use

Until 1976, the Institute had conducted relatively little research on information sharing and utilization. Collaborators in Taiwan produced, as part of the Institute's paper series, a report entitled Knowledge into Action: The Use of Research in Taiwan's Family Planning Program (Cernada and Sun, 1974). In collaboration with the Institute, Lois Bradshaw conducted the research for her dissertation on the Distribution and Utilization of Periodical Technical Population Information in Southeast Asia (Bradshaw, 1974[a]). The Institute supported a doctoral student from the Philippines (under a Joint Doctoral Internship) who was preparing a dissertation for Stanford University on the impact of technical information on the performance of family planning clinical staff.

In the fall of 1976 the Institute initiated a collaborative research project involving the national family planning programs of Indonesia, the Philippines and Thailand, and three international clearinghouses: ESCAP, the Population Information Program of George Washington University, and EWCI. In addition family planning agencies in Korea, Taiwan, Pakistan, and Malaysia assisted in the implementation of the research in their respective countries.

The research focused on the use of EWCI's publications and information services and, for countries conducting their own simultaneous research, the needs and uses of national information services. (See Appendix G for the evaluation of EWCI's publications and information services.)

CASE STUDIES AND OTHER RESEARCH

One of the primary objectives of the Institute under the two USAID grants was to build a resource of knowledge of innovative developmental communication strategies. The case studies research studies developed from the expressed need of development program officials and communication scholars for more useful and timely information about some of the latest ideas and practices that were being applied to solve problems related to population planning. Intensive studies have often proven useful for the creation of new insights into problems, new theories and principles, or new techniques for planned programs of change. A case study was seen as an effective way to show how a program could break outside the bounds of current policies and practices. To be useful for successful application elsewhere, a case study must accurately describe an activity and then analyze its underlying principles so that they can be replicated elsewhere with the appropriate modifications. The objectives of the case study research program were 1) to seek practical answers to questions posed by professionals working in the family planning communication field; 2) to provide materials for the modular training materials; 3) to develop useful hypotheses for future experimental studies which would measure the effects of various communication campaigns and strategies; and 4) to increase institutional cooperation among research institutions and family planning agencies in Asian countries and the United States. Case studies that were carried out by the Institute are as follows:

1. Administrative Organization of Family Planning Programs in the Philippines and Malaysia. Data were obtained by means of structured interviews with 70 administrators in the Philippines and Malaysia, representing three levels of program and policy decision-making in family planning communication. Major topics covered were respondents'

perceptions of the strengths and weaknesses of their country programs, their own communication behavior, and perceptions of their own roles and that of IEC country programs, including interagency relationships.

2. Communication Strategies for Increasing Elite Support of Population Programs in Kenya. Based on interviews with high-level elites in Kenya--cabinet ministers, members of parliament, senior civil servants, and others--this case study focused on what these key policy makers did and did not know about population dynamics in order to guide the development of educational strategies intended to increase their knowledgeability. To balance the information collected through private interviews, the study included a content analysis of public statements by the elite appearing in the daily press over a six-year period.

3. A Model for Professional Development: Testing and Analysis. A study of principles of professional development and their application to the programs of the Institute, including population and family planning IEC. A model was developed and tested in the Workshop for Population Education Program Development Specialists, evaluated and revised for further testing. The model was found to be generalizable to professional development programs where organizational change is the general goal. A number of techniques for implementation were identified.

4. Case Study of Korean Mothers' Clubs. An intensive description and analysis of the mothers' clubs program in Korea. The study was an overall review of the national program and an in-depth look at two successful and one unsuccessful clubs. The research was carried out in collaboration with the School of Public Health, Seoul National University, and with the

assistance of the Planned Parenthood Federation of Korea. Mothers' Clubs and Family Planning in Rural Korea: The Case of Oryu Li resulted from this case study.

5. Getting Research Results into Action Programs. This was a review of how research was initiated and research findings put into action in the Taiwan family planning program. Five major studies and program areas were used to illustrate the process: the Taichung Study, the use of mass media, pricing of contraceptives, use of free offers, and the educational savings incentive scheme. Personal interviews, files, reports, and papers were used to reconstruct the process over a 10-year period. Collaborating organizations were the Committee on Family Planning, Provincial Health Department of Taiwan and The Population Council in Taiwan.

6. Organizational Communication in Two Philippine Family Planning Organizations. An attempt to discover how the internal structures of two Philippine family planning organizations (one governmental and one non-governmental) operate. Three conceptual areas were examined in relationship to program performance: 1) the communication structure of each organization, 2) the quality of available information, and 3) the communication dimensions of supervisory-subordinate relationship. The Institute of Mass Communication at the University of the Philippines was the collaborating institution. Findings from this study were incorporated into the modular materials.

7. Traditional Midwives for Family Planning Communication in Indonesia and Malaysia. This case study reviewed the existing literature on the

utilization of traditional midwives for family planning communication in Asia and examined program experience, especially in Indonesia and Malaysia. Observations and personal interviews were conducted with program officials, trainers, supervisors, and traditional midwives and their clients. Collaborating researchers were from the University of Michigan School of Journalism, the Indonesian Planned Parenthood Association, and the Department of Population Planning at the School of Public Health, University of Michigan. Results were published in Traditional Midwives as Family Planning Communicators in Asia.

8. Communication for Birth Planning in China. This study involved an intensive search of relevant literature including original publications from China. The resulting case study monograph, Planned Birth Campaigns in China, 1949-1976, covers China's population growth and the economic and social implications, the country's population policies from 1949 to the aftermath of the Cultural Revolution, and the organizational features of China's current family planning activities with particular emphasis on the coordination of information campaigns. The contents of planned birth campaigns were analyzed and the effects of the various approaches explored. The monograph concludes with a discussion of the transferability of the Chinese experience. Work on the case study was carried out at the Institute and at the Center for Communication Studies at the Chinese University of Hong Kong.

9. Rural Development Groups, Communication Networks, and Family Planning. This was a two-part research project on the organization and operation of rural development groups and their impact on family planning

and other development goals in rural villages in Korea and in the Philippines. The study in Korea was carried out in collaboration with the Population and Development Studies Center, Seoul National University. Data were collected from the New Village Movement volunteer leaders, the village development councils, and Mothers' Club leaders in twenty-four purposively sampled villages, and by means of a mail survey of a national probability sample of male and female leaders in 206 villages. The study was designed to discover 1) how family planning goal-setting and practice is integrated into other development activities by the villagers themselves, 2) the nature of the relationship between male and female volunteer leaders and their respective development/family planning groups, 3) the role of peer groups on village patterns of communication and decision-making processes, and 4) the nature and impact of outside influence. In September of 1976 a similar study was initiated in the Philippines in collaboration with the Department of Development Communication, University of the Philippines at Los Banos. Part of the Philippine research has focused on the functioning of The Rural Improvement Clubs of the Ministry of Agriculture's Bureau of Agricultural Extension within the family planning communication network of women in four rural barrios in four provinces. The other part of the Philippine study focused on the role of communication networks among village men in the diffusion of the Masagana-99 rice production program. In December 1977 (after the grant period), the Institute hosted a workshop called "Rural Development Groups and Communication Analysis." Seven participants from Indonesia, Korea, Malaysia,

the Philippines, Taiwan, Sri Lanka, and the United States attended. They discussed the results of previous and ongoing research and studied new research designs and methods of analysis for the study of rural development groups, decision-making, and leadership. Plans were made for a joint publication of research results and collaborative arrangements for future research.

THE FINAL YEAR OF THE GRANT: A SYNTHESIS

During the final year of the grant period, five major projects made up the program of the Institute: 1) Social Effects of Communication; 2) Flow of News; 3) Communication Policy and Planning; 4) Process and Context of Communication; and 5) Synthesis of Population Communication Experience. USAID funded activities were under the Synthesis project and, to a lesser extent, the Process and Context of Communication project. A number of activities were undertaken during this final year that were designed to summarize and synthesize the programs and interests that the Institute had been pursuing for six years in the field of population communication.

Dr. Robert P. Worrall, who had been Assistant Director of the Institute and the overall coordinator of the Institute's population communication activities since 1970, resigned in July 1976 to become Vice-President of the Population Reference Bureau. Elizabeth Buck, a Research Associate who had been involved in the population communication program since 1971, became the Synthesis Project Coordinator and Assistant Director for USAID Activities.

The USAID funded activities in the final year of the grant included a large summary conference, the synthesis papers series, collaborative research activities in Korea and the Philippines, the publication of the five final modules, the publication of various reports and monographs, a large publication dissemination activity, and the transfer of various activities and materials to new bases of operation.

The Synthesis Papers Series

The Synthesis Papers Series was initiated in Fiscal Year 1976. Institute staff and several U.S. and Asian experts identified key topics and issues in the field of population communication, as well as individuals who were extremely knowledgeable

in these areas and who would be able to summarize what the current "state-of-the-art" was. In June of 1976, the prospective authors of the papers came to Honolulu to discuss the objectives of the Synthesis Papers Series as a whole and to outline their particular topic as a component of an overall review of the population communication field. The Synthesis Papers, as they came to be called, were to cover the various public-oriented components of communication programs -- formal, in-school population education; education for adults and out-of-school youth; public information activities; use of mass media; and field extension programs -- as well as the organizational and administrative concerns of family planning programs including training for family planning communication personnel; the strategies of family planning programs; the conduct and utilization of program - related research; professional and technical information in support of family planning programs and activities; and the integration of family planning with other development sectors. In addition, two of the papers surveyed international and regional activities that have had a significant impact on the overall development of national family planning programs and activities: technical and economic assistance, and international meetings and conferences. The titles and authors of the eleven papers are shown in Appendix D.

The Synthesis Conference

Closely associated with the Synthesis Papers Series was the final annual conference on population IEC. Called Population/Communications: Synthesis and Prospects, the conference provided a forum for the presentation of the synthesis papers and the discussion of topics identified by the authors as well as by other participants in the conference. Prior to the conference, the participants as well as other experts in the field were asked to identify problems and issues facing the field of family planning communication. The suggested topics were organized under broad

subject headings and used as discussion topics in the conference discussion groups. Heads of national family planning programs, international agency experts, and representatives of donor agencies made up the fifty-one formal participants. One of the primary topics of discussion was what, if anything, should replace the institutional base that the East-West Communication Institute had been providing for population communication since 1971. The participants from the developing countries passed a resolution that briefly summarized their needs and interests for some kind of continued assistance for the communication components of national family planning programs. Following the Synthesis Conference, this resolution, as well as related concerns, were discussed further by the representatives of donor agencies at a two-day meeting hosted by the Ford Foundation at the Kuilima Hotel. One of the results of the donor meeting was a joint task force which has been exploring the feasibility of an Asian training service in support of population communication program needs.

Publications

During the final year of the grant a large number of publications were completed and disseminated. The last five modules, several of which were final revisions of earlier versions, were completed and distributed to the modular mailing list. Two case studies were published: one on family planning in rural America (Women's Communication and Family Planning in Rural America: The Case of Bushler Bay) and the other on family planning policy and program development in the People's Republic of China with special emphasis on communication campaigns (Planned Birth Campaign in China 1949-1976). Also published was the report on the Fiscal Year 1976 conference, IEC Strategies: Their Role in Promoting Behavior Change in Family and Population Planning. These were in addition to the eleven synthesis papers described above. A complete set of all Institute publications that had been funded by USAID,

including all of the various parts of the twelve modules, were sent to 65 AID missions around the world. The Synthesis Papers, the Strategies conference report and the two final case studies were sent to 450 individuals on the key leaders list. A brochure describing the synthesis series and listing nine other EWCI population communication publications were sent to everyone on the IEC mailing list. Approximately 600 requests were generated and filled as a result of the brochure.

Transfer of the Population Communication Documents Collection and the IEC Newsletter

During the concluding months of the 1977 fiscal year USAID decided that the IEC Newsletter and the population communication documents that the Institute had collected under the grant should be transferred to the Community and Family Study Center at the University of Chicago. EWCI staff worked closely with four staff members from the University of Chicago who spent several days at various times at the Institute going through Newsletter files, the computerized information retrieval system and mailing lists, the set up of the documents collection, etc. Numerous boxes of materials were packed and sent to Chicago. Prior to this, the Institute informed various organizations around the world of the availability of the entire EWCI population communication documents collection on microfiche. Twenty-two sets of microfiche were subsequently requested and provided. These sets were provided free to developing country organizations and at cost to those in developed countries. The microfiche sets went to the following organizations:

Community and Family Study Center, University of Chicago - two sets

School of Public Health, University of Hawaii

CIACOP

Carolina Population Center

Population Reference Bureau

IPPF, London

UNICEF, New York

AID, Washington, D.C.

National Family Planning Institute, India

Population Center Foundation, Philippines

Korean Institute for Family Planning

National Family Planning Board, Malaysia

ESCAP, Population Division

Ministry of Public Health, Thailand

BKKBN, Indonesia

Population Planning Council, Pakistan

Ford Foundation

Population Information Program, George Washington University

David Radel (World Bank)

Hawaii Planned Parenthood Association

Department of Communication, University of Iberoamerica Mexico

Other USAID-funded activities that were going on in Fiscal Year 1977 have been described in previous sections of this final report. These included the research on rural development groups and family planning in Korea and the Philippines, and the collaborative research on information needs and uses including the evaluation of the Institute's publications and information services program under the USAID grant (see Appendix G).

APPENDIX A

ADVISORY COMMITTEE MEMBERS BY YEA

		1972
Avabai Wadia	-	Family Planning Association of India
Dr. Dae Woe Han	-	Ministry of Health, Korea
Dr. Clifford Lorenzo	-	Population Commission, Philippines
Dr. Clifford Pease	-	Population Council
Lyle Saunders	-	Ford Foundation
Dr. Wilbur Schramm	-	Stanford University
		1973
Peggy Lam	-	Hong Kong Family Planning Association
Dr. Jumroon Meekonon	-	Ministry of Public Health, Thailand
Dr. Park Hyung Jong	-	Seoul National University
Lyle Saunders	-	Ford Foundation
Thomas B. Keehn	-	World Education
Dr. Wilbur Schramm	-	Stanford University
		1974
J. H. Lee	-	Planned Parenthood Federation of Korea
Dr. Haryono Suyono	-	National Family Planning Coordinating Board, Indonesia
George R. Amritmahal	-	World Bank Advisory Group, Indonesia
Dr. Donald Bogue	-	University of Chicago
Lyle Saunders	-	Ford Foundation
Thomas B. Keehn	-	World Education
		1975
Dr. Gelia Castillo	-	University of the Philippines
Dr. Haryono Suyono	-	National Family Planning Coordinating Board, Indonesia
J. H. Lee	-	Planned Parenthood Federation of Korea
Lyle Saunders	-	Ford Foundation
Dr. John Ross	-	Population Council
Jean Fewster	-	Food and Agriculture Organization
Thomas B. Keehn	-	World Education

APPENDIX B

PROFESSIONAL/TECHNICAL STAFF INVOLVED IN USAID ACTIVITIES

Ronny Adhikarya - Research Associate
Carol Arnold - Resource Materials Assistant
Bruce Barnes - Junior Specialist
Elizabeth Buck - Research Associate
Sanford Danziger - Research Associate
Kay Garrett - Publications Officer
Louise Good - Publications Assistant
Virginia Jamieson - Publications Officer
Lawrence Kincaid - Research Associate
Sumiye Konoshima - Resource Materials Specialist
Maggie Lim - Research Associate
John Middleton - Research Associate
Sandra Okubo - Abstr ctor-Annotator
David Radel - Research Associate
Florangel Rosario - Research Associate
Merry Lee San Luis - Program Officer
Lyle Saunders - Visiting Researcher
Cynthia Shklov - Publications Assistant
John Shklov - Audio-Visual Specialist
Carol Takara - Research Assistant
Antonio Ulgado - Visiting Researcher
Henry Hichul Whang - Research Associate
Margaret White - Program Officer
Robert P. Worrall - Research Associate
Barbara Yount - IEC Newsletter Editor

Project Coordinators:

Robert P. Worrall - 1970-76
Elizabeth Buck - 1976-77

Appendix C

USAID FUNDED WORKSHOPS AND CONFERENCES

I. WORKSHOPS AND SEMINARS

Pilot Seminar in Communication for Family Planning
August 8 - 22, 1971
7 Participants - 2 Resource Participants

The purpose of this seminar was to identify and analyze training needs which the Institute's future training programs should address.

First Participant Workshop
April 10 - June 23, 1972
15 Participants - 9 Resource Participants

This was a workshop for administrators and staff of the IEC divisions of population family planning programs. It was designed to help them increase their knowledge about population trends and communication theory and to develop their ability to plan, administer and evaluate IEC activities. The eleven week program included seven weeks at EWCI and four weeks of field observation.

First Specialist Workshop
June 26 - September 8, 1972
7 Participants - 19 Resource Participants

Participants were people who would be serving as advisors on communication programs in support of population family planning programs. Seven weeks were spent at EWCI and four weeks observing programs in selected Asian countries.

Workshop for Population Education Program Development Specialists
July 31 - September 1, 1972
40 Participants - 10 Resource Participants

The workshop focused on techniques of program planning and evaluation for population education programs in school and non-school settings. Funds were contributed by UNFPA, the Ford Foundation, the Population Council, Pathfinder Fund, and World Education, in addition to USAID.

International Experts Meeting for Trainers in Population/Family Planning Communication
October 9 - 13, 1972
15 Participants

This workshop was undertaken at the request of UNESCO which shared in the conference costs. The purpose was to suggest UNESCO action programs in communication training for population family planning programs.

Second Participant Workshop
January 8 - March 23, 1973
13 Participants - 6 Resource Participants

The workshop was similar to the first participant workshop but with increased emphasis on training skills and techniques.

Second Specialist Workshop
February 26 - May 4, 1973
10 Participants - 10 Resource Participants

The workshop emphasized social aspects of population change, organization and management of IEC programs, and sources of technical and financial aid.

UNICEF/Center for Economic and Social Information Seminars
May 1973; June 1973
33 Participants

The two seminars were designed to bring the participants up-to-date on developments in the field of population family planning IEC in preparation for World Population year.

International Conference on Population Education in the Asian Region
January 14 - 21, 1974
65 Participants

The conference was jointly sponsored by the Department of Education and Culture of the Philippines and EWCI. Forty-seven institutions from nine Asian countries and the U.S. were represented at the meeting which was held at the Development Academy of the Philippines.

First Modular Program of Professional Development in Population Information, Education and Communication
February 25 - May 3, 1974
33 Participants

The first of a series of three workshops using innovative approaches based on problem-centered, self-instructional learning modules. Participants were able to select modules appropriate to their professional needs and experience.

Pilot Workshop on Models of Instruction for Teachers of Population Education Personnel
July 8 - 19, 1974
10 Participants

This was a planning session for the workshop held in the following September.

Workshop on Models of Instruction for Trainers of Population Education Personnel
September 9 - October 9, 1974
30 Participants

Asian and American educators analyzed alternative instructional models for application to population education staff development and developed materials suitable for use in their own programs. The first three weeks were spent in Honolulu and the last two in field workshops in Thailand and Korea.

Second Modular Program of Professional Development in Population Information, Education and Communication
February 10 - April 5, 1975
30 Participants

This workshop saw further refinement of the modular approach and materials used in the preceeding workshop. Revision of materials included expansion testing and revision of visual and narrative components.

Agricultural Information Workshop
July 8 - 18, 1975
14 Participants

As an adjunct to the annual meeting of the American Association of Agricultural College Editors which was held in Honolulu, the Institute organized this workshop and invited Asian and Pacific Agricultural information specialists to facilitate the development of relations between Asian and American institutions.

Third Modular Program of Professional Development in Population Information, Education and Communication
October 20 - December 13, 1975
36 Participants

The final modular workshop benefitted significantly from the evaluations of and the experience gained in the first two workshops. Six modules had been published and six more were in the final stages of revision.

Consultative Meeting on Innovation in Instructional Development in Communication
June 7 - 12, 1976
18 Participants

Participants were primarily representatives of institutions collaborating with EWCI in modular adaptations. Plans for further collaborative instructional development activities were proposed, discussed and planned.

Modular Materials Adaptation Workshop with the American Home Economics Association
August 1 - September 10, 1976
10 Participants

Jointly funded by AHEA, the workshop was for participants who developed 17 village lessons and a modular, two-week training course. The materials were field tested in Thailand and published and disseminated by AHEA.

Modular Materials Adaptation Workshop
August 1 - September 10, 1976
5 Participants

During this twelve-week workshop trainers from the Indonesian Agency for Agricultural Education, Training and Extension Department; from the Philippine Rural Reconstruction Movement; and from the Afghanistan Ministry of Health worked on modular adaptations for use in their institution's training programs.

Workshop on Systems Interconnection: Standardization, Uniformity and Coordination in Population/Family Planning Information Networking
April 12 - 16, 1976
7 Participants

This workshop was held in Kuala Lumpur and jointly sponsored by the Inter-Governmental Coordinating Committee in Family and Population Planning, EWCI and ESCAP.

Workshop on National - International Population Information Network Linkages
April 19 - 23, 1976
9 Participants

Selected participants from the preceeding workshop met in Honolulu to discuss a proposed international population information network with the members of the Technical Task Force described below.

Technical Task Force for an International Population Information System
March 31 - April 30, 1976
6 Participants

This activity was funded by EWCI, UNFPA, UN Department of Economic and Social Affairs, the Ford Foundation and IDRC of Canada. The task force studied the feasibility of a worldwide information system and prepared a report for the UN Population Commission.

Workshop on the Synthesis of International Population Communication Experience
June 14 - July 2, 1976
10 Participants

The purpose of this workshop was to plan the scope and format of the synthesis papers series on various aspects of population communication. Priority topics were identified and research initiated.

Workshop on Assessing Information Needs and Uses
September 26 - October 2, 1976
9 Participants

Representatives from international clearinghouses (EWCI, ESCAP, George Washington University) and national family planning programs (Indonesia, Thailand, the Philippines) planned collaborative research which was implemented in FY 1977.

Workshop on Innovation in Instructional Development in Communication
April 12 - 19, 1977
12 Participants

The workshop was a follow-up to the June 1976 meeting of institutions involved in modular adaptations and instructional innovations. The workshop was hosted by the Chinese Center for International Training in Family Planning.

II. ANNUAL "IDEA" CONFERENCES

The Application of Commercial Methods to Population and Family Planning Communication
December 4 - 8, 1972
17 Participants

Participants included representatives of six national family planning programs, teams of advertising agency executives/IEC administrators who had collaborated successfully in commercial applications, and experts in IEC, advertising and market research.

Making Population/Family Planning Research Useful: The Communicator's Contribution
December 3 - 7, 1973
34 Participants

The participants discussed research utilization as a communication process and explored ways to apply findings and insights from the field of communication to further the utilization of research results in population/family planning programs.

Integrated Communication for Rural Development
December 2 - 6, 1974
18 Participants

The conference focused its attention on the role of communication as an integrating factor in development programs, using innovative cases as the basis for discussions.

Information, Education, and Communication Strategies: Their Role in Promoting Behavior Change in Family and Population Planning
December 1 - 5, 1975
18 Participants

The participants were key family planning administrators or individuals who had developed, implemented and studied communication strategies in population programs. Attention was focused on specific examples of how communication has been used in various countries to affect fertility behavior.

Population Communications: Synthesis and Prospects
February 27 - March 5, 1977
51 Participants

The final conference funded under the USAID grant was attended by national family planning program leaders, international experts, and donor agency representatives. Wide-ranging discussions were held on the "state-of-the art" in the field of population communication and on issues and problems which must be resolved in the future.

separate bib

APPENDIX D

USAID FUNDED PUBLICATIONS AND REPORTS

Professional Development Modules

Fundamental Human Communication. D. Lawrence Kincaid with Wilbur Schramm. (Text, Case Study)

Planning Communication for Family Planning. John Middleton with Yvonne Hsu Lin. (Text, Workbook, Guide)

People and Population. James R. Echols. (Text, Workbook, Guide)

Helping People Learn: A Module for Trainers. Francine J. Hickerson and John Middleton. (Text, Exercisebook, Guide)

Organizational Communication and Coordination in Family Planning Programs. George Beal and John Middleton. (Text, Workbook, Guide)

Strangers and Changers: Consulting Roles in Social Development. Ellwood B. Carter, Jr. (Text, Databook, Guide)

Role of Communication in Programs that Extend Beyond Family Planning. Robert P. Worrall and Oliver D. Finnigan III. (Text/Guide, Exercisebook)

Using the Media for Family Planning. Mary-jane Snyder, Jane Clark, and Margaret White with Merry Lee San Luis. (Text/Guide, Workbook)

Clinic Education. Sanford Danziger, Victor Valbuena, and Jan Brittain-LaBrie. (Text/Guide)

Communication and Education for Rural Development. David Kline and Robert P. Worrall with Syed A. Rahim. (Text/Guide, Casebook)

Pretesting Communication for Family Planning Programs. Iqbal Qureshi and D. Lawrence Kincaid. (Text/Guide)

Using Information for Problem Solving. Sumiye Konoshima, David Radel, Generoso Gil, and Elizabeth Buck. (Text/Guide, Case Study)

Conference Publications

Using Commercial Resources in Family Planning Communication Programs: The International Experience. Michael McMillan (ed.), 1973, 144 pp.

Making Population-Family Planning Research Useful--The Communicator's Contribution (Conference Summary Report). James R. Echols (ed.), 1974, 64 pp.

Integrated Communication--Bringing People and Rural Development Together. R. Lyle Webster (ed.), (International Conference on Integrated Communication for Rural Development), 1975, 185 pp.

IEC Strategies: Their Role in Promoting Behavior Change in Family and Population Planning. Lyle Saunders (ed.), 1977, 297 pp.

Population Education in the Asian Region: A Conference on Needs and Directions. John Middleton (ed.), 1974, 297 pp.

Case Studies

Traditional Midwives as Family Planning Communicators in Asia. Everett M. Rogers and Douglas S. Solomon, 1975, 143 pp.

Mothers' Clubs and Family Planning in Rural Korea: The Case of Oryu Li. D. Lawrence Kincaid, Hyung-Jong Park, Kyung-Kyoon Chung, and Chin-Chuan Lee, 1975, 76 pp.

Communication and Rural Development in Bangladesh. Syed A. Rahim, 1976, 60 pp.

Women's Communication and Family Planning in Rural America: The Case of Bushler Bay. Carol J. Pierce Colfer, 1977, 91 pp.

Planned Birth Campaigns in China, 1949-1976. Leonard L. Chu, 1977, 142 pp.

Synthesis Papers

Population Education in Asia: A Synthesis. R. P. Alberto, Maria J.A. Ledesma, 1977, 33 pp.

Training in Communication for Family Planning: Retrospect and Prospects. G. R. Amritmahal, 1977, 148 pp.

Conferences and Meetings as a Communication Technique. R. Lyle Webster, 1977, 84 pp.

The Great Tabu: A Half Century of Population and Family Planning Communication. J. Mayone Stycos, 1977, 25 pp.

Management and Utilization of Population Communication Research. Snehendu B. Kar, 1977, 66 pp.

Professional and Technical Information for Population Programs. D. J. Radel and S. Konoshima, 1977, 114 pp.

Interpersonal Communication. S. M. Keeny, Sr., 1977, 48 pp.

Population and Development: Requirements for Rural Communication Strategy. S. M. Barghouti, 1977, 51 pp.

Donors and Developers in Population Communication. J. R. Echols, 1977, 88 pp.

Public Information and Mass Media in Population Communication Programs. J. Glattbach, 1977, 85 pp.

Population Family Planning Media Communications in 25 Countries. W. O'Neill Sweeney, 1977, 76 pp.

Inventory-Analysis Reports

1. Information, Education, Communication in Population: Reports on Country Programs and Future Needs for International Assistance in Population/Family Planning IEC. (Arab Republic of Egypt, Columbia, Ecuador, Hong Kong, Indonesia, Iran, Jamaica, Korea, Malaysia, Mexico, Morocco, Nepal, Philippines, Singapore, Sri Lanka, Taiwan, Thailand, Tunisia, Turkey)

2. Information, Education, Communication in Population: Reports on International Assistance Agencies' Programs/Services. (USAID, Asia Foundation, Church World Service, ESCAP, FAO, Ford Foundation, FPIA, ILO, Overseas Development Administration, PAHO, Pathfinder Fund, Population Council, Population Crisis Committee, Rockefeller Foundation, SIDA, UNESCO, UNFPA, UNICEF, WHO, World Education, World Neighbors)

3. Information, Education, Communication in Population: Reports on Organizations Providing Training/Information/Consulting Services. (Chinese Center for Training in Family Planning; Columbia University, Teachers College; Cornell University; DSCS; East-West Center; Harvard University; JOICFP; Population Reference Bureau; University of California, Berkeley; University of Chicago; University of Michigan; University of North Carolina)

Directories, Bibliographies, Etc.

Directory of IEC Assistance and Services. Elizabeth Buck and David Radel. 1st Edition, 1972, 24 pp.; 2nd Edition, 1973, 92 pp.; 3rd Edition, 1976, 214 pp.

Sources of Information on Population/Family Planning: A Handbook for Asia. S. Konoshima, D. Radel, and E. B. Buck, 1975, 263 pp.

Communication and Non-Formal Education in Population/Family Planning: An Index of Materials. David J. Radel and Sumiye Konoshima, 1976, 301 pp.

Miscellaneous Publications and Reports

An Approach to Training in Population. H. W. Ellingsworth, T. Welden, and F. Rosario, 1972, 25 pp. (EWCI Paper No. 1)

A Researcher's Guide to Social-Psychological-Communication Variables in Family Planning Research. F. Z. Rosario, 1973, 32 pp. (EWCI Paper No. 5)

Knowledge into Action: The Use of Research in Taiwan's Family Planning Program. G. Cernada and T. H. Sun, 1974, 37 pp. (EWCI Paper No. 10)

An Inventory of International Clearing House Services in Population/Family Planning. David Radel, 20 pp.

Administrators' Perceptions of Programs for Information, Education and Communication Concerning Family Planning in the Philippines and Malaysia. Huber W. Ellingsworth and Florangel Z. Rosario, 21 pp.

Communication and Decision-Making Behavior of IEC Administrators in the Philippines and Malaysia. Huber W. Ellingsworth and Florangel Z. Rosario, 23 pp.

Administrators' Perceptions of Inter-Agency Communication among Family Planning IEC Programs in the Philippines and Malaysia. F. Z. Rosario, 23 pp.

Staff Preparation for Family Planning Communication Roles in the Philippines and Malaysia. Huber W. Ellingsworth and Florangel Z. Rosario, 10 pp.

Country Programs and Future Needs for International Assistance: Summary Report. Ronny Adhikarya and David Radel, 1975, 13 pp.

Questions and Answers about Commercial Resources for Family Planning Communication Programs. D. S. Solomon, 1973, (brochure)

APPENDIX E-1

Modular Professional Development in Family Planning Information, Education and Communication: The Record and the Future

John Middleton with
Antonio V. Ulgado
East-West Communication Institute
May, 1977

INTRODUCTION

From 1973 to 1975, the East-West Communication Institute, with support from the U.S. Agency for International Development, developed a series of professional training modules, and provided "modular" training in family planning information education and communication (IEC) to 100 mid-career Asian and American professionals. By 1977, modular materials in adapted/translated form in seven languages and eight countries had been used for training at least an additional 1,000 trainers and field staff and some 500 college students. Plans for continued use (and further refinement) of these adaptations indicate that somewhat over a quarter of a million first line workers (teachers, extension personnel, health educators) will be trained in the next several years. A cooperative network of agencies engaged together in the task of adapting, using, evaluating CI modules, and increasingly in developing new materials, has emerged. Individuals in the network have, over the last two years, begun to evolve a modified and improved version of the "modular" approach to professional training which offers great promise for improved training and teaching in Asia and the U.S. Inquiries in hand from Latin America suggest that even wider scope is possible. The network has expressed strong desires to continue this cooperative work, and is presently

developing proposals for funding. These accomplishments grow out of a cooperative approach to mutual problems.

As of this writing, in May, 1977, the Communication Institute is four months away from the end of its large scale effort in family planning communication. Given the accomplishments above, it seems useful to set forth at least the bare bones of how this has been done, the lessons learned in the process, and suggestions for the future--including some comments on the emerging idea of an Asian Regional IEC Training Center.

We hope to be very brief, emphasizing the basics of our experience.[1] Support for our statements may be found in referenced documents or in appendices. We will cover three broad topics. In the first we will review the broad goals, strategies and instructional approaches of the modular program. The second section will review accomplishments over three phases of activity. The third section suggests alternative actions which might best capitalize on progress to date.

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[1] We are currently developing a book-length publication which ought to provide all the details.

THE MODULAR PROGRAM: GOALS, STRATEGIES, APPROACHES

The intellectual history of the modular program has been documented at three different points in time. For full details readers are urged to study these documents.[2] A brief summary of main concepts should suffice here.

GOALS

In developing these materials and programs we wanted to accomplish several things. First, we wanted to develop a training program design and materials which would enable us to provide a first class educational experience for Asian and American mid-career professionals at the East-West Center. We wanted this experience to be practical and stimulating. We wanted it to deal with real--and mutual--problems facing these professionals in their jobs. We wanted it to emphasize the equality of participants in the process, breaking down more traditional, authoritarian teacher-student relationships.

Secondly, we wanted to find out if--and how--the modules which formed the basis for these East-West Center professional development programs could be adapted and translated for use in other institutions.

Third, we were curious to see if the processes of human learning on which our materials and programs were developed were transferable and useful in different cultural settings. Equally importantly, we wanted to see how these processes might be changed and improved.

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2 See John Middleton, "Thoughts on Modular Professional Development," Honolulu: EWCI, 6/73.
John Middleton, "Modular Professional Development at the East-West Communication Institute: A Case Analysis of Program Design," Paper presented at the EWCI Conference on Innovation in Instruction in Communication, 6/76.
John Middleton, "Trans-national Instructional Development: Models for Planning and Management," in Brown and Thiagarajan (eds.) Management of Instructional Development. National Society for Performance Instruction, forthcoming.

STRATEGIES

At the beginning of the effort we had only a general strategy. We would develop materials through Asian and American teams, test and revise the materials in the course of several East-West Center professional development programs, publish and distribute the materials widely, and encourage and assist other institutions to adapt, translate and use the materials freely. We would try to stay as close to such efforts as time, distance and money permitted in order to get as much feedback on the materials and processes as possible.

The task before us appeared too complex for rigid timetables and detailed blueprints for action. Our general approach was to be flexible and experimental. We would try a variety of specific activities to reach our goals, relying heavily on accumulating experience and feedback from collaborators in the field. Our approach would emphasize the equality of participants on the process, multi-cultural working groups, and the establishment of an atmosphere of mutual inquiry into the ongoing process.

INSTRUCTIONAL APPROACHES

Much of what has been done rests on the particular instructional approach on which our modules have been built. The heart of this approach has been an attempt to wed systematic approaches to instructional design (with their attendant "idea technology" of task analysis, behavioral objectives, application of behaviorist learning principles, communication technique, and emphasis on formative evaluation) with process-oriented, group dynamics techniques for interaction in the learning process. If we could succeed in this endeavor, we would be able to provide tested instructional materials which could carry the burden of transfer of information and skills, designed

in such a way as to fit with process principles of adult learning--such as the equality of learner with teacher, the independence of the learner, the need for active involvement in the learning process.

It also seemed clear to us that higher-order skills were needed to improve IEC programs, skills such as planning, strategy development, organizational coordination, and consultancy. These are process skills, helping the individual deal with a complex reality. Our modules do not provide people with lists of things they ought to do. Instead, they seek to show alternate ways in which people can decide what to do in their own context. We have come to think of the content of the modules as a "technology of ideas."

The observable result of this approach is a series of twelve instructional modules,[3] which require in total somewhat more than 800 learner hours to complete. Each module has a self-instructional text which carries the information and exercises necessary for skill development. A dynamic, active, learner-centered instructional process for using the text is contained in accompanying module manager's guides. This process incorporates a variety of learning activities, including games, simulations, group exercises of various sorts, learner development of products of various kinds, and a great deal of small group discussion. Module manager's guides suggest how these methods can be used, with the text, to create a varied and interesting learning program. While short talks or lecturettes may occasionally be used with these more active processes, they are held to a bare minimum. In many modules they are not used at all.

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[3] See Appendix I for titles.

ACCOMPLISHMENTS

The modular experience at EWCI has fallen into three rather distinct, though interrelated, phases. Beginning with materials development, testing and implementation of professional development courses at Honolulu, we moved to a period of collaborative projects with Asian and American institutions for the adaptation/translation/use of CI modules. This second phase has, in turn, begun to give way to the third phase of collaborative evolution of basic approaches to training and instruction, building from earlier, module-based efforts. Each phase, together with major results, is discussed below.

Phase One: Materials Development and Testing

We began developing modules in the Summer and Fall of 1973. First versions of fourteen modules were tested during the First Modular Program in the Spring of 1974. Based on the formative evaluation of the first program,[4] some modules were dropped and others combined. All materials began to undergo extensive revision. These efforts continued through the Fall of 1974, and five modules were published in relatively final form in January, 1975. These, plus others undergoing revision, were tested again in the Second Modular Program in the Spring of 1975, and the Third Program in the Fall of 1975. Revision and publication has been a more or less continuous activity. In addition to the five modules published in 1975, one was published in 1976 and six are appearing in 1977.

Delay in publication of some modules appears, in retrospect, to have been the result of a combination of factors. For some modules, more than one test was needed. For others, authors simply had difficulty finding the time to revise. And others were developed late in the program in response to new developments and approaches in the field of population. Prototype versions of modules were available throughout for training and adaptation purposes.

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[4] John Middleton, "Report on the First Modular Program," Honolulu: EWCI, 1974 (xerox

During this phase 100 participants from more than twenty countries participated in three Honolulu Modular programs. Follow-up evaluation of participants in the field found satisfaction with the materials and the program, and provided additional feedback useful in revising and improving both.[5] We conducted a special, module-based course for Population Planning Officers from Bangladesh sponsored by the World Bank. Numerous short-term visitors, many on UN and USAID study tours, spent periods ranging from a few days to several weeks in residence in Honolulu, working with modules and CI staff.

A total of 5,700 copies of modules will have been distributed worldwide as of August, 1977, both through initial mailings to key IEC leaders and in response to numerous requests. A breakdown of unsolicited requests by module titles may be found in Appendix II.

Phase Two: Collaborative Adaptation and Use of Modules

By early 1975, interest in adapting and translating CI modules for local use was rising. Early inquiries from the Planned Parenthood Federation of Korea and the Universiti Sains Malaysia became the bases for joint projects to adapt, translate and test modules for local use. A similar proposal was received from the Chinese Center for International Training in Family Planning, resulting in a third project. A somewhat different proposal was received from the Population Education Program of the Philippine Department of Education. Rather than adapting existing modules, this proposal envisaged development of new population modules, based on the CI modular approach, for use in training teachers. This proposal also resulted in a joint project. Each of these four projects was jointly funded by the Institute and the cooperating agency, with work carried out locally with CI participation, but with a great deal of independence.

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5 Mary-jane Snyder, "One Year Later: A Report on In-Depth Interviews With Eighteen Participants in the First Modular Program," Honolulu: EWCI, 1975 (xerox)

By late 1975, with these four projects underway, a number of other adaptations and uses of modules and modular approaches developed, but without formal joint projects. Examples are found in the Ministry of Health in Turkey, Harvard Graduate School of Education, and the MEDEX medical technician training program of the University of Hawaii. The Thai Ministry of Health has translated Helping People Learn as the basic trainer-training material in an effort to train a projected 52,000 field-level health educators.

In early 1976, CI was invited to participate in a regional meeting on training in family planning sponsored by FAO. This meeting led to cooperation between the Institute and the Indonesian Ministry of Agriculture to adapt CI modules for training in integrated family planning/agricultural extension in Indonesia. This arrangement was the first of a somewhat different model of modular adaptation. Under this approach staff from the cooperating institution came to Honolulu to carry out materials adaptation and development, returning to their own country for testing and use. This model also resulted in adaptation and use of materials for literacy training/family life education materials for Nepal, clinic education training materials at the Institute for Maternal and Child Health in the Philippines, the development of prototype training materials for maternal and child health in Afghanistan, and work at the Philippine Rural Reconstruction Movement center in Nueva Ecija.

Yet another ongoing cooperative effort to develop modules began in July, 1976. After reviewing a variety of approaches to management training, the Asian Centre for Development Administration (ACDA) in Kuala Lumpur approached the Institute for cooperation in the development of modules for managers of family planning programs. John Middleton has served as principal design consultant to this

effort, which is funded by UNFPA. The modules (on planning, coordination, IEC management, financial management, clinic management, and research and training) are being developed with a base of research information generated by ACDA, and with heavy adaptations of CI modules. They will be tested and revised in the Fall of 1977, will be a part of ACDA's middle level management training courses, and will be disseminated throughout Asia.

At about the same time, and in a sense bridging phases two and three, was a joint project between CI and the American Home Economics Association (AHEA). In response to a proposal from AHEA, the Institute agreed to jointly develop and test integrated family planning/home economics extension materials for world-wide use. These materials were completed in a six-week workshop in Honolulu, largely funded by AHEA, and tested in Thailand in cooperation with the Community Development Department in January, 1977. A full report of this project, with emphasis on the field test results, is available from AHEA.[6] Results were quite positive. This project was particularly important in that it demonstrated that many of the basic instructional processes of the modules could be applied at village levels.

The quantitative results of these various models of cooperative materials development and use are summarized in Appendix III. A sense of the qualitative aspects may be found in the reports attached (as examples) in Appendix IV.

In mid-1976 the Institute sponsored the first meeting of individuals and institutions participating in the various joint efforts. This meeting resulted in important insights into the adaptation process and reaffirmed the value of our general strategy of mutual exploration of the utility of the modular approach to professional training. The Chinese Center for International Training in

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6 John Middleton and Antonio V. Ulgado, "The Development and Testing of Integrated Family Planning/Home Economics Extension Materials," Washington, D.C.: American Home Economics Association, 1977

Family Planning offered to co-host a second meeting the following year. The enthusiasm of the participants at this second meeting marks the beginning of the third broad phase of modular activity.

Phase Three: Collaborative Development of Basic Approaches

A preliminary report on the second meeting of cooperating institutions in Taichung is attached as Appendix V. This report reflects the movement of cooperating institutions towards more fundamental issues in the training process. Of particular importance is the fact that a new approach to training, based on positive experiences with the CI modules, is evolving. The approach is described in some detail in the report. It is enough to say here that it moves away from traditional didactic approaches, and shows much promise.

The fact of the Institute's phase out of family planning communication work on a large scale raises a critical issue for continuation of this development. The situation can be likened to a wheel: the Asian and American agencies have been the spokes; CI has formed the hub. With the CI withdrawal, a host institution to continue as the hub and, equally important, to expand the range of activities becomes a first priority--wheels without hubs often collapse. CI has promised to help (we are currently helping prepare proposals for continued funding for the network of collaborating institutions), but with the phase out of the AID grant will find it difficult to provide much more than long distance moral and technical support.

Lessons from the Three Phases

The sheer numbers of people being reached with modules, in original and adapted form, is, to us, evidence of considerable achievement. The reports of our collaborators, and their increasing involvement in and commitment to continued cooperative work to further improve this somewhat radical departure from

traditional teaching models, indicate that the modular program and materials have stimulated the beginnings of what can become a significant trend toward improved professional training in the region. We recognize that in making these statements we risk overstating what has been done by the network institutions. Yet our judgment is that the accomplishment is real, and the potential great.

We feel that there have been a number of factors in our evolving strategy which have been crucial:

1. We have not imposed a model on others; rather we developed an approach to instruction, demonstrated it in our own programs, responded to requests for collaborative testing of the approach in other institutions, encouraged evaluation and the sharing of experience among institutions involved. Our willingness to modify our model based on lessons learned by collaborators has been, we think, a key element in achieving a true feeling of multi-lateral participation in a joint project.

2. Further modification of the modular approach (and materials) is out of our hands. Our participation in first efforts, while substantial, has never been controlling. In recognizing the capacity and self-reliance of our cooperating institutions, we think we have helped build trust and openness in the giving and receiving of feedback.

3. The instructional approaches of the modules do work in different countries at different levels. Reports from collaborators always indicate ways in which the approach can be strengthened and the need to modify content of individual modules further to adjust to different levels of learners. Findings of this type are to be expected and highly valued in adaptation and/or development of materials, a process which relies heavily on formative evaluation and continued revision over time to achieve success. What is important is that the approach is accepted, and is being improved, by the institutions which hold the primary responsibility for the training effort.

4. In bringing individuals together to share their experiences, and to collaborate on the improvement of basic approaches, we have provided a multi-national forum in which exchange flows among the many members of the network. This creates a collegial atmosphere, avoiding the dependency tendency inherent in bi-lateral technical assistance models.

5. On the surface the adaptation and utilization of the CI modular instructional materials appear to be just a successful example of research utilization and knowledge dissemination. This makes it easy to overlook the fact that it is also very much a process of knowledge generation. In fact, the opportunity and freedom to experiment and to create new applications of previously tested approaches to learning has helped to make it a successful case of knowledge utilization. This point is almost always overlooked in discussions about the problems of research utilization. It can be argued that most successful cases of research utilization require a creative application and adaptation in new situations, resulting in a net increase in what is known. This creative process is more likely to occur when those who attempt to use new knowledge can clearly see from the beginning what kind of effort is required. The unique opportunity for CI materials development participants to work in multi-national teams at the Center rather than just on a bi-lateral basis with CI staff is one of the main reasons that they have put so much extra work into the adaptation/utilization process.

All of these lessons have implications for the future. At the EWCI, they will guide our continuing work in our own instructional programs in broad areas of communication. We think they have value for other international training and development institutions, and that brings us to the next section of our paper.

ALTERNATIVE FUTURES

The future of the family planning IEC modules and the cooperative adaptation and development work begun at the Institute is uncertain. Several courses of action appear feasible and desirable with respect to 1) continued printing and distribution of existing modules; 2) more projects for adaptation/translation and use; 3) continued cooperative evolution of new approaches to training. Each of these components must also be evaluated against the possibility of the development of an Asian Regional IEC Training Center discussed at the CI Population Communications Conference in February, 1977.

Printing and Distribution of Modular Materials

Case A: No Regional Center

The Institute will be financially unable to continue to print and distribute modules at no cost. It is conceivable that we could continue to do so if 1) this were supported by USAID or other donor agencies; or 2) we could charge costs to requestors. The latter option would undoubtedly restrict flow of materials to less developed countries which would not be desirable. The former option, while feasible, puts CI in the publications distribution business which is not one of its major functions. We would be willing to do this, however, if funded.

A second range of alternatives involves printing and distribution at some other USAID grantee institution. The Institute would be pleased to cooperate in such an endeavor. We would, of course, retain credit as the developers of the materials.

Case B: A Regional Center

Should a Regional Center develop, it would serve as a natural home for continued distribution of modules. CI would provide the camera-ready copy for photo offset duplication.

More Adaptation Projects

Case A: No Regional Center

Additional adaptation projects could well go forward without CI funding or formal participation. Considerable expertise in this process now exists among network institutions. Local agencies might well draw on their Asian colleagues for assistance. Funding for such efforts might come from AID missions or other sources. CI staff could provide assistance to such projects as consultant, provided costs were met externally.

Not incidentally, adaptation and translation is likely to go forward in any case. As materials circulate, we will probably encounter more unilateral action of the type taken by the Thai Ministry of Health. We have had strong interest, for example, from the FAO population coordinator for Latin America, who is now reviewing the modules for translation into Spanish.

Case B: A Regional Center

A regional training center could fulfill the same role in adaptation/translation/use of modules (and other training materials as well) that CI has taken. In fact, our experience indicates that such a Center would do well to consider the general strategy followed with success in our modular work--joint development of material, in-house training, cooperative projects for local adaptation and use, continued cooperative improvement of processes--for all their training work.

We also note that adaptation to date has focused on four modules published early in the project: Helping People Learn, Planning Communication for Family Planning, Fundamental Human Communication, and People and Population. Great potential exists for adaptation of later titles, notably Pre-testing, Strangers and Changers (the consultancy skills module), Clinic Education, Using the Media for Family Planning, and Communication for Integrated Rural Development.

Evolution of New Approaches to Training

Case A: No Regional Center

Here the absence of a central coordinating institution becomes the most problematic. The sharing of experience which lies at the heart of cooperative development needs the focus of an annual working meeting. Some agency must organize this. Other services are necessary to help a network of collaborators function, not the least of which is copying and distribution services for materials.

In 1976 CI submitted tentative proposals to USAID to continue this aspect of our IEC work. At this point, we would still be interested in sponsoring an annual meeting of agencies and individuals active in innovative approaches to training in Asia and the U.S., should funds become available. However, we would want to do so only if our funding partner supported a broad, integrated approach to the population/family planning problem. Better still, we would like to have support for such activity across the development sectors.

In any case, we will continue to analyze and report on our experience through August, 1978, using East-West Center resources. One or two trips to Asia will be made for further coordination and assistance.

Case B: A Regional Center

Clearly a regional IEC training center could pick up the task of assisting and coordinating the existing network effort to evolve new training approaches. In many ways, this would be an ideal solution, particularly if one of the key Asian individuals associated with the modular network were to be associated with such a Center.

In fact, the existence of the modular network might help give a focus and structure which would enable the IEC Center to begin its work with a strong base of cooperative relationships. The wide range of materials developed through CI coordinated modular activity (material in a number of languages), the original modules, and other high quality IEC training materials (such as the useful and practical manuals developed at the University of Chicago, IPPF materials, and so on), should also be of great help.

But now we are beginning to diverge into our new topic--general comments on the [illegible] raining center.

A REGIONAL IEC TRAINING CENTER: SOME SUGGESTIONS

Having functioned in this role for some six years, we were gratified by the many comments at our February 1977 Population Communications Conference on the need for continued training, and by the interest expressed in the work we have been doing. Based on our experience, we would like to make some general comments on the idea of an Asian Regional IEC Training Center.

We think the statement of training needs developed by participants in our Conference is of great significance.[7] Here are the four areas of training which were identified as being of highest priority: a) strategy development and planning; 2) use of communication technology; 3) management; 4) training skills. While area 2 is a bit vague (it could mean slide/tape production, satellite broadcast television--or both), the other three areas are quite clear. They are also areas to which both CI and ACDA have given high priority, and consequently areas where there are well developed training materials. Depending on a more precise definition, the communication technology area is probably not so well developed. However, if audio-visual design and production skills are what is needed, the Development Support Communication Service in Bangkok is very good at this (as well as on DSC planning and other needed training areas). Thus a base of expertise and materials exists to help meet these needs, though the new Center ought to do a great deal of re-development (adaptation) and new development in cooperation with local agencies.

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7 See Appendix VI.

We also note that, with the exception of communication technology, the training needs identified are general to all aspects of family planning programs. Moreover, there is a trend toward integration of family planning with development programs in a number of sectors. All of this suggests to us that population/family planning IEC may be too narrow a focus for the proposed Center.

There are two other options. One is a more general program of training in development communication. The other is a more general program of training in all areas of planning and management of family planning programs. Both options would include training in training skills. Both have much to recommend them in terms of economy of scale. Perhaps most importantly, either option would be a concrete way of integrating ideas, techniques and people across some dimension larger than family planning IEC. A development communication strategy would integrate communicators across sectors; a broad family planning approach would help draw communicators and people from other program divisions together. In either case, we believe a broader approach would attract a larger clientele, and be of more persisting value. Within the program of the Center, of course, specialized courses could easily be assembled from the wide variety of materials and expertise currently available in Asia.

Finally, we think it might be useful to use the term "Center" broadly. While there are advantages to a single institution handling this important task, there are also costs, particularly in start-up time. It seems at least possible that a consortium of a few existing agencies, given additional funding, could work well and harmoniously with each other. We are thinking specifically of ACDA, DSCS and the Asian Institute for Management. The complementary

resources and materials of these three could well be jointly organized to meet needs. The three agencies are not so far apart (Bangkok, Manila, Kuala Lumpur) that participants could not study at two or three for a given period. Other potential agencies include the Asian Institute of Broadcasting in Kuala Lumpur, and the Institute of Mass Communication in the Philippines.

One agency would have to assume the coordinating role, and we recognize that tension and an occasional bureaucratic fight among the agencies is inevitable. But the value of pooling the expertise and existing physical and administrative infra-structures of these agencies seems worth such effort.

Whatever organizational structure emerges, consideration ought to be given to the cooperative approach to professional training which has evolved through our experience. And here we speak not of self-instructional modules, but of the broader--and more important--strategy: cooperative development, testing, and use of programs and materials. In multi-national, multi-cultural action, our experience has proven that how you do it is as important as what you do.

APPENDIX E-2

MODULE TITLES:

Fundamental Human Communication, D. Lawrence Kincaid with Wilbur Schramm.

Planning Communication for Family Planning, John Middleton with Yvonne Hsu Lin.

People and Population, James R. Echols.

Helping People Learn: A Module for Trainers, Francine J. Hickerson and John Middleton.

Organizational Communication and Coordination in Family Planning Programs, George Beal and John Middleton.

Strangers and Changers: Consulting Roles in Social Development, Ellwood B. Carter, Jr.

The Role of Communication in Programs that Extend Beyond Family Planning, Robert P. Worrall and Oliver D. Finnigan III.

Using the Media for Family Planning, Mary-Jane Snyder, Jane Clark, and Margaret White with Merry Lee San Luis.

Clinic Education, Sanford Danziger, Victor Valbuena, and Jan Brittain-La Brie.

Communication and Education for Rural Development, David Kline and Robert P. Worrall with Syed A. Rahim.

Pretesting Communication for Family Planning Programs, Iqbal Qureshi and D. Lawrence Kincaid.

Using Information for Problem Solving, Sumiye Konoshima, David Radel, Generoso Gil, and Elizabeth Buck.

APPENDIX E-3

UNSOLICITED REQUESTS FOR MODULES:

Title	U.S.	Asia	Europe	Others	Total
Planning Communication for Family Planning	47	76	7	South & Central America - 8 Middle East - 1 Australia - 3	142
Fundamental Human Communication	49	76	6	Africa - 1 South & Central America - 8 Middle East - 1 Australia - 3	144
People and Population	34	68	4	Africa - 1 South & Central America - 4 Middle East - 1 Australia - 3	115
Organizational Communication and Coordination in Family Planning Programs	35	60	6	Africa - 1 South & Central America - 6 Middle East - 1 Australia - 3	112
Helping People Learn: A Module for Trainers	65	83	84	Africa - 2 South & Central America - 6 Middle East - 1 Australia - 3	244

Title	U.S.A.	Asia	Europe	Others	Total
Strangers and Changers: Consulting Roles in Social Development	60	26	4	South and Central America - 5 Middle East - 1	96
The Role of Communication in Programs that Extend Beyond Family Planning	25	18	1	South and Central America - 2	46
Clinic Education (prototype form)	4	3	1	South and Central America - 1	9
Using Existing (prototype form)	4	4	1		9
Media Production (prototype form)	1	2	1		4
Pretesting Communication for FP programs (Prototype form)	1	1	1		3

APPENDIX E-4

UTILIZATION OF EWCI MODULES

ry/Agency	Field-tested on Users	Level of Work	Potential Users	Level of Work
onesia BPLPP (Agency for Agricultural Education and Extension)	25	Trainers in charge of 21 BPLPP Training Centers all over Indonesia	(within the next 2/3 years) BPLPP personnel:	
			1,000 PPS's	Subject matter specialistr (senior level)
Helping People Learn			5,000 PPM's	Middle level extension workers (mid-career profesisonals)
			10,000 PPL's	Field extension workers (lower level profes- sionals)
			200,000 Kontak Tani	Key farmers (rural lay leaders)
IESREI (Institute for Economic and Social Research, Education and Information)			3,000	University students in Indonesia
Fundamental Human Communication				
rea PPFK (Planned Parenthood Federation of Korea)	40	Mothers' Clubs supervisors		
Helping People Learn; Planning Communication for Family Planning; People and Population;				

UTILIZATION OF EWCI MODULES

try/Agency	Field-tested on Users	Level of Work	Potential Users	Level of Work
hilippines				
1 PEP/DEC (Population Education Program) New Population modules based on People and Population	532	Elementary school teachers in five provinces	55,450	Elementary school teachers throughout the Philippines
.2 PWU (Philippine Women's University) Fundamental Human Communication; Helping People Learn;	72	College teachers handling 2,160 college students	576	Professors, college teachers, secondary school teachers handling 8,750 students
1.3 University of the Philippines/Los Banos	10	Staff trainers for the Philippine Training Center for Rural Development		Key farmer leaders in integrated rural development programs
Republic of China				
CCITFP (Chinese Center for International Training in Family Planning)	201	Nurse supervisors, family planning supervisors, health educators, nurses, family planning field workers, and midwives	Personnel at the Joint Commission on Rural Reconstruction	

UTILIZATION OF EWCI MODULES

Country/Agency	Field-tested on Users	Level of Work	Potential Users	Level of Work
People and Population; Clinic Education; Using Existing Media; Fundamental Human Communication				
5. Thailand				
5.1 AHEA/Ministry of Interior of Thailand (American Home Economics Association/EWCI)	10	Trainers from the Community Development Department, Ministry of Interior, Thailand		
Jointly developed integrated home economics/family planning extension materials	18	Fieldworkers from six provinces in Thailand	Fieldworkers from the other provinces of Thailand	
5.2 Ministry of Health		Trainers in Regional Health Centers	50,000	Paramedical workers at village levels
Helping People Learn				
6. Turkey				
UNDP	38	Village groups	2,680	Male field health educators in Turkey
Helping People Learn				

UTILIZATION OF EWCI MODULES

ntry/Agency	Field-tested on Users	Level of Work	Potential Users	Level of Work
U.S.A.				
1 MEDEX/UHawaii	12 Micronesians	Trainers of health education		
Helping People Learn	3 Thai	"		
	25 Pakistans	"		
	3 Liberians	"		
	8 Guyanans	"		
2 Harvard Graduate School of Education				
Newly developed modules in Educational Research	140	Graduate students (M.A.'s and Ph.D.'s)		
3 University of North Carolina	156	Doctors, nurses and midwives		
Malaysia				
1 Universiti Sains, Malaysia	500	College students		
Fundamental Human Communication				
2 Asian Centre for Development Administration	20	Program managers (11/77)		Managers throughout Asia as materials are disseminated
New modules on various planning and management problem areas in family planning				

UTILIZATION OF EWCI MODULES

Note:

The following agencies/institutions are utilizing the EWCI modular approach in one way or another, but more detailed data have not as yet been furnished to the Institute:

1) Agricultural Training Institute, Peradeniya, Kandy, Sri Lanka
2) Institute of Maternal and Child Health, Philippines
3) Bureau of Agrarian Reform Extension Division, Dept. of Agrarian Reform, Philippines
4) Population Center Foundation, Philippines
5) Philippine Rural Reconstruction Movement, Philippines
6) Philippine Business for Social Progress, Philippines
7) Council of Churches, Nepal
8) Ministry of Health, Afghanistan
9) Planned Parenthood Association of Chicago, U.S.A.

APPENDIX E-5

REPORTS ON COOPERATIVE FIELD PROJECTS

The EAST-WEST CENTER

EAST-WEST COMMUNICATION INSTITUTE

1777 EAST-WEST ROAD
HONOLULU, HAWAII 96822

COPY

April 7, 1977

Annotate & combine these final reports. Skip

MEMORANDUM

TO: Dr. Jack Lyle, Director and Dr. John Middleton, Assistant Director

FROM: A. V. Ulgado

SUBJECT: Summary Progress Report on the Collaborative Project of EWCI and BPLPP (Agency for Agricultural Education, Training and Extension) of Indonesia, as of March 26, 1977

The following are the highlights of the progress being made on the EWCI-BPLPP/Indonesia collaborative project:

First Activity

As specified in the Memorandum of Agreement between EWCI and BPLPP, the first activity was the adaptation and translation into the Indonesian language of the EWCI modular training materials and the setting up of a model for an experimental training workshop in Indonesia. This activity took place during the Professional Interns' Workshop on Modular Materials Adaptation, October 1 to December 17, 1976. Attachment No. 1 are periodic progress reports prepared by the Indonesian participants, with the help of their Indonesian consultant. On file, in my room, also are the various drafts of the different stages of the adaptation/translation process that these Indonesians went through to produce their first complete initial Bahasa Indonesia version of the module, Helping People Learn, and the manager's guide.

Second Activity

The second activity was the First Experimental Live-In Training Workshop where the adapted materials were field-tested, March 14-26, 1977. The training site was one of the thirteen Agricultural Training Centers of the Ministry of Agriculture (Pusat Latihan Pertanian - PLP), in Lembang/Bandung, two hundred kilometers to the south east of Jakarta. Of the twenty-four participants in this workshop, fourteen were directors of the Ministry of Agriculture's Regional Training Centers for extension workers (PPL), three were senior training staff members from the Forestry Training Institutes, one was a training staff member from the Estate Crops (Tea/Sugar) Training Institute, two, the Director himself and a senior staff member, from the National Agricultural Training Institute for Ministry senior officials, and four staff members of the training division of the central office of BPLPP in Jakarta.

The geographical distribution of these participants were as follows:

4 from the BPLPP central office in Jakarta

2 from the National Training Institute for the Ministry of Agriculture senior officials in Ciawi (approximately 70 kilometers south east of Jakarta

4 from West Java

4 from Central Java

2 from East Java

2 from North Sumatra

1 from West Sumatra

1 from South Sumatra

1 from East Kalimantan (Borneo)

1 from South Kalimantan

1 from Bali

The age range of these participants was 31-53 years. Eleven had university degrees, five had bachelor's degrees, and nine had Senior High School Certificates (12 years of schooling). Eighteen of them had had formal teachers' training courses, and all were required to attend in-service training courses or workshops at least once every two years. All participants were currently engaged in conducting various types of training courses.

March 10 (the day I arrived in Jakarta) to March 12 were devoted to the workshop final planning sessions at the offices of the Agency in Jakarta. The team of workshop facilitators was composed of EWCI alumni: Chaidir Adenil, Arifien Moekaddas, Achmad Soedradjat Martasmidjaja, Abdurrazak Ajar, and Bahrin Samad. From their needs assessment profile the participants perceived four major problems they encountered in designing and implementing their training courses:

1. How to determine the professional needs of their trainees;

2. How to design more effective learning activities for their training courses;

3. How to evaluate the effectiveness of these training courses; and

4. How to integrate the Ministry's new thrust: population education.

On the second day of these final planning discussions, the final listing of the workshop's participants was released to the staff. The entire staff immediately became apprehensive, and after some moments of hesitation they decided to articulate their reasons for their feelings. The first was the fact that many of the participants were veteran trainers in their own right with from three to thirty-seven years of professional experience. But it was the inclusion of M. Tjoehaja, the Director of the National Training Institute for the Ministry's senior officials, as one of the participants that most upset them. The second fact was that with the list was a query from the participants: why are they getting a "double-dose" of training this time? The usual length of these workshops was three to five days. They were not at all happy about the prospect of staying away from their offices for two weeks, and they had no hesitation in expressing their negative feelings about this. The third fact was also another question from almost half of the participants: they had had exposure to the "modules" at a FAO-sponsored workshop in Malang, East Java, a year earlier, and their evaluation of this experience was generally negative. Why another "modular" workshop?

The Workshop's Strategy

Thus, the workshop team was fully aware of the very real obstacles they had to overcome to get maximum objectivity from the participants in their evaluation of the EWCI training materials and the training model they were to be exposed to during this workshop. It was decided then to concentrate on the process strategy that the team should use. It was agreed that the team should work on the following points:

1) It should be clearly put across to the participants that the two weeks ahead of them was not a training, but rather an evaluation workshop. They were being asked to help the BPLPP to study experientially a new set of materials and a new model for training where these materials would be used. These materials they would be reviewing were put together by a team from the Agency itself with the help of the East-West Communication Institute's staff in Honolulu, Hawaii. And that, precisely because they were to go over these materials in the light of their own wealth of experience in training and of their familiarity with the Indonesian rural situation, their input would be most helpful to the Agency in answering the following questions:

a. Do these materials, as presented to them in the workshop, really meet their training needs in the manner they perceive these needs?

b. Could these materials be adaptable and translatable into simpler forms for the use of trainees at lower levels of the Ministry's organizational structure?

c. Could the process or methodology advocated in these materials be easily adaptable in the various content areas, such as food crops, animal husbandry, fisheries, vegetable farming, etc.?

d. Within the context of their own experience in training, what possible problems could they foresee in adapting the materials and the methods advocated by the EWCI version of the "modular approach" in their "back-home" situation?

2) In order to help the participants formulate their answers to the above questions, it would be suggested very earnestly that although this was not a training workshop they would still play the role of "trainees" during the two weeks, and study the materials and the workshop process "experientially." They would be asked to make a very explicit and sustained effort to act as if they were really trainees so that they could fully experience both the content and the process of the workshop. They would be asked to play an extended "simulation game" for the next two weeks.

3) The materials were to be distributed in installments as the workshop schedule called for them, and no general schedule of the entire workshop would be released. This was intended to forestall any premature evaluation of the workshop based on a cursory perusal of the entire set of materials and a superficial review of the workshop program schedule.

4) At the close of each day's work, some participants or a representative from one of the sub-groups would be invited for a dialogue with the workshop staff to review the day's proceedings and to help make the needed changes for the next day's content and/or schedule of activities.

5) All the participants would be asked to take part in every workshop activity, including a day-long series of field interviews for task analysis case study. They were to be instructed to put aside their "already proven from experience" ideas about what the rural field worker's tasks should be and what his needs were. The workshop staff would make it clear to them that the purpose of this interview exercise was to gather as much insight as possible into the field worker's own perceptions of what his job really demanded from him, how he determined his successes or failures in his work, what problems or constraints prevented him from succeeding better, and what further skills did he need to do his job better.

Workshop Process Overview

Since most of the participants knew each other from previous conferences, workshops, etc., the atmosphere was most informal from the very first day. As the staff team got the workshop going with the first activity for the day, there was the very obvious bantering among the participants about "here we go again . . . especially when the first written pre-test was being administered. But when this pre-test was immediately followed by a general discussion of their responses to the pre-test items, both the participants and the staff were pleasantly surprised to discover how much more supplementary data could be obtained through this follow-up activity. In the same manner, the post-test was followed by a general discussion of the group's responses. Again, more insights were generated and analysis of post-test results was greatly facilitated and easily shared with the entire group. It was then agreed that a general discussion of pre- and post-test items of each unit would always follow, even before the scores of these tests were known.

Attachment no. 2 contains the pre- and post-test scores for all the four units Module I, and for Module II. On paper, it can easily be seen what measure

of success the entire workshop had. What this set of data has not shown are the additional valuable insights shared by the participants with one another during the general sessions that followed the written pre- and post-tests. After some rather lengthy, but very open, discussions in general sessions, they arrived at a consensus on the following points:

1) The pre- and post-test scores could not be adequate indicators of the new learning that has been acquired by the participants, since these tests were primarily cognitive in content. Moreover, the translation of technical terms into another language which may not have their exact equivalent served as one of the constraints in giving the "correct" answers. Finally, these tests could not possibly have made provisions for some time needed to "internalize and operationalize" the new learning acquired. "We need more time to digest this new knowledge, not only in our minds, but also in our feelings, and in our work," as one of the participants summarized this portion of the discussion.

2) After completing the four units of the first module, representatives from the sub-groups articulated in the general session, their group's reflections on why they found the EWCI version of the modular approach most acceptable, and why they were willing to experiment with it further in their own training programs. They did this by making a visual comparison on the board between the conventional method of training at BPLPP and the EWCI modular approach as they had just experienced it. The listing on the next page is an abbreviated translation made by Mr. Bahrin from the more lengthy Indonesian version.

3) But the participants were not satisfied with what they put together. They still wanted to get at the more difficult questions: What is the "heart of the modular approach?" What makes the EWCI-BPLPP version of the modular approach different from other modular training programs, programmed instruction, learning packages, etc.? After a really lengthy discussion, they came up with their own answer: at the very core the EWCI-BPLPP version of the modular approach is the full partnership, the continuing open dialogue throughout all the various stages of the training process between stimulator (facilitator) of new learning and the learner, and among the learners (trainees) themselves. Although the modular package (module text, manager's guide, programmed instruction kits, and other packaged instructional materials) are important tools to the training process, they are inadequate unless an effective two-way communication process is functioning between the training staff and the trainees and among the trainees themselves. It was at this point of the workshop discussions that the participants articulated their desire to further explore the possibility of developing their own "area" modules for their different needs. However, they were all agreed that some basic skills were essential for helping the agricultural field workers and the key farmers learn new ways of doing things. Thus, some "basic modules" were necessary such as:

a. Effective Communication for Helping People Learn New Things (for all Ministry personnel at all levels and for the key farmers).

b. How to Integrate Population Education in Agricultural Extension Work.

c. Interpersonal Skills for Rural Community Development Workers.

After having experienced Modular Instruction through Modul I, in the gathering of opinions from participants (P), they express their views as follows:

COMPARISON BETWEEN MODULAR INSTRUCTION
AND CONVENTIONAL TEACHING

EWCI Modular Instruction	Conventional Teaching At BPLPP
* 1. P more active	1. less
* 2. Use of many senses	2. not multi-sensory
3. Individualization	3. mass
* 4. Use of many methods	4. less
5. More problem solving	5. less
6. Experiential learning	6. less
* 7. Pragmatic	7. idealistic
* 8. Clear objectives	8. not so clear
* 9. Trainer as guide/stimulator	9. trainer as dispenser of knowledge and skill
10. Stresses skill	10. stresses cognitive domain
*11. Learning atmosphere more relax and friendly	11. more formal
*12. Opportunity to evaluate	12. less
*13. Much interaction between trainer and participant, and between participant and participant	13. less
*14. More democratic	14. less
15. Participant as centre	15. trainer/teacher as centre
16. More self-learning and self solving of problems	16. less
*17. Less lecturing	17. more
*18. Reinforcement	18. less
19. Needs more time	19. less

* Outstanding

Lembang, March 23, 1977

Impressions and Recommendations on the Modules Reviewed

The Collaborative Materials Development participants from Indonesia and the Philippines came up with the following impressions and recommendations as regards the practicability of the modular adaptations reviewed.

The group felt that in general, the module is applicable because of the following reasons:

(1) Practicability/functionality in the sense that learners are not just end receivers but active participants in the learning process.

(2) Economical in the long run in terms of men, money and materials.

(3) This innovation in education will enable our trainors to effectively and systematically facilitate learning, especially the field extension workers in Indonesia and the Philippines.

(4) The modular approach in learning will generate new and strong interests in both the in- and out-of-school learners in the acquisition of relevant education needed for their survival because the approach provides learners the chance to acquire skills along communication, problem-solving and decision-making.

(5) Another important feature of the modular approach is the fact that learners are treated individually, specifically in their individual capacity to learn without sacrificing their choices of specific areas/topics relevant to their immediate needs, especially true of the out-of-school learners.

(6) The group has agreed that three modules will be applicable in our situation with the necessary adaptation, revision and simplification. The three modules are: Helping People Learn, Fundamental Human Communication, and Strangers and Changers. The first module (Helping

People Learn) is considered the most basic and the more applicable to serve the immediate needs, specifically of the Indonesian trainors.

The group feels that in order to make these modules the "scientific know-how of the scientists and the practical do-how of the end users" the following points must be underscored:

(1) Simplification of the format, which means that the Module Text, Workbook, Databook and Exercise book be incorporated in every unit of a module. The Manager's Guide can be a separate component.

(2) Contents and presentation of the module seem to be too academic and far from the expectations of practitioners in development. The continuous training of people involved in module development will be necessary and appropriate.

(3) Greater emphasis should be given in the discussion of behavioral objectives by the inclusion of some suggested references or bibliography.

(4) More illustrations should be included in the units of every module.

(5) The contents of the module must definitely go beyond family planning.

MODULAR ADAPTATION PROJECT : FINAL REPORT

C. M. WANG

I. SUMMARY

THE East-West Communication Institute, the Taiwan Provincial Institute of Family Planning, and the Chinese Center for International Training in Family Planning signed a contract in October 1975 to participate in a joint effort to adapt some of the modular training materials developed by the EWCI for use in Taiwan's population/family planning training program. This project was for one year. The actual work, however, started in February 1976 because of the delay in funding by the EWCI.

The purposes of the project are:

1. to adapt some of the IEC (information, education, and communication) training modules developed by the EWCI for use in Taiwan;

2. to improve understanding of the process of adapting training materials in a different culture; and

3. to identify problems in cross-culture adaptation of training materials.

Four modules have been adapted, viz. People and Population, Fundamental Human Communication, Using Existing Media, and Clinic Education. They were translated, edited in Chinese, and 500 copies each have been printed.

The four modules have been tested with the following groups:

People and Population - with two groups; the first group, 26 middle-level staff members of the National Health Administration, the Taipei Family Planning Promotion Center, and the Taiwan Provincial Institute of Family Planning; the second group, 38 county-level family planning supervisors.

Fundamental Human Communication - with a group of 33 middle-level health educators of various health institutions.

Using Existing Media - with a group of 31 village health education nurses.

Clinic Education - with two groups; the first group, 42 nurses and midwives of the local health stations; the second group, 31 family planning field workers.

The project has been found successful. The materials and the process of developing and using the materials in the training programs are quite adequate, and meet our training needs. These modules will continue to be used in the current training programs, and may also be used for the training of other community workers. Adaptation of other modular materials is being considered.

II. THE RATIONALE

This adaptation project came out basically of two reasons: the recommendations of those individuals who have been involved in the past in the EWCI modular projects as resource persons and as workshop participants; and the desire to strengthen the current training programs in family planning in order to meet the needs of the new program directions.

The population/family planning program in Taiwan has been operating for 13 years since 1964. It is estimated that about 62% of the two million married women aged 20 to 44 are currently practicing contraception. The continuation rate of contraceptive practice, however, remains somewhat lower than expected, and needs improvement.

With a large number of young marriageable and relatively highly fertile women in the population as a result of the post-World War II baby boom, the program faces more difficulties than ever in convincing them to postpone marriage, and to practice family planning earlier after their marriage. The worst of all is that the number of children considered ideal and preferable though had dropped from 4 in 1965 to 3 in 1976, it is still too high. This is so because many couples wish to have at least one son, preferably two. The insertion of IUD and the distribution of pills and condoms alone will not solve the problem, unless people are willing to limit their family size and to stop at two as the program advocates.

Another important area of IEC is that of the in-school population education. Although some efforts have so far been made to provide population-related information to school children in order to condition them to the idea of small family, the Paste Your Umbrella Before the Rain booklet and the training of health teachers for instances, much needs to be done. This is an area where more coordination between agencies such as health and education is needed, and new skills other than contraceptive technology for better curriculum planning are required.

In order to mobilize the community resources, other community workers such as the agriculture extension workers, the home economists, the village clerks, and the scholl teachers, should be, and in fact are being, included in the program to increase the program output. To do so, they require training, particularly in the area of IEC.

The current training is more in the form of lectures, and is also short of adequate training materials. The learner-centered training method and the training materials promoted by the modular approach seem worthwhile trying.

III. THE TARGET AUDIENCE

In order to involve more agencies and to call upon the expertise of more resource persons to approach this project through group work, an expert group was formed at the early stage of the project. The group consists of experts in training, education, communication, demography, and family planning. They are: Dr C. M. Wang, Director-General of the National Health Administration as Project Supervisor; Dr T. H. Sun, Director of the Taiwan Provincial Institute of Family Planning as Project Director; Mr Jeff Tsai, Director of the Chinese Center for International Training in Family Planning as Executive Secretary of the Project.

Other members include: Ms M. Huang, Senior Expert of the National Health Administration; Miss Laura Lu (later replaced by Mr F. H. Chieh), Chief of Health Education Division, Taiwan Provincial Health Department; Dr S. C. Kao, Director, Taipei Family Planning Promotion Center; Mr L. C. Niu, Secretary of the Taiwan Provincial Institute of Family Planning; and Mr Terry Kao, Chief of Education and Training Division of the same Institute.

The group met at the early stage of the project to decide that this project would confine itself, for the current purpose and with limited resources available, to the training of family planning personnel only, namely: family planning field workers, supervisors, nurses, midwives, health educators, village health education nurses, and middle-level staff members. Training of other community workers and village leaders will be a future effort.

IV. MODULE SELECTION

The expert group met several times to discuss and decide:

1. selection of four modules for adaptation: namely, People and Population, Fundamental Human Communication, Using Existing Media, and Clinic Education. The reasons being: the People and Population module contains simple and organized information in demography considered adequate for the family planning personnel; the Fundamental Human Communication, though above the target audience's level of understanding, would probably be useful in training them to become .. more sensitive in this area; the Using Existing Media module is useful to strengthen the skills of the workers to better utilize the available local media and materials; and the Clinic Education module could be used to stimulate the activities in this important field.

2. that not all four modules will be used to each group at the same time.

3. the format shall follow the originals as much as possible.

4. the editing and translation teams were then selected.

V. THE EDITING AND TRANSLATION

The editing and translation teams met once in a group to talk over the general terms of work, including a time schedule, the wordings, the technical terms, the style of writing, and the use of local materials, charts, and graphs. The following general rules were set:

1. always keep the audience in mind;

2. the wording must be simple and clear; avoid word-by-word translation;

3. always use commonly accepted Chinese technical terms;

4. use up-to-date data;

5. use local examples and materials;

6. include exercises in the text; no separate exercise book will be prepared;

7. the manager's guides will not be translated.

Each team then met regularly at its convenience to decide on the details. The general working procedures often took the following steps:

1. individual study of the original text to make notes as to what to include, exclude, and replace, and why;

2. meeting between the editor and the translator to discuss and decide chapter by chapter what the content of the chapter should be;

3. translation begins;

4. the translated chapter is reviewed by the editor;

5. the editor and the translator meet again to go over the suggestions for improvement; changes are then made and the manuscript goes again to the editor for a final review.

During this course, several problems were found:

1. The level of the audience, the present project intended for, is generally lower than that of the EWCI workshop participants, about high school level. The concepts presented in the texts, particularly those in the Fundamental Human Communication, are hard for them to understand without additional materials and further explanation, and sometimes, even re-arrangement of the materials.

2. It was a hard decision as to what to include, exclude from the texts, and to replace with some other materials. The lengthy analysis of Robinson Cruso's footprint in the Fundamental Huamn Communication module for instance, though interesting, is not familiar to our audience. Since no proper replacement was available, this analysis was dropped.

3. Knowing the functions of the family planning personnel, in the Using Existing Media module for instance, less emphasis was placed upon how to write a news release or a radio script, and how to get along with the media people, as these were often done at the higher level or by the professional playwriters. Instead, more emphasis was placed on how to use the radio, for instance, as it was as a means to stimulate discussion among the audience. In the Clinic Education module, a clinic was defined more broadly to include all medical and health facilities whereby people go for services and/or information.

4. Some technical terms are not available in commonly accepted form in Chinese, e.g., communication, message, module, referrents, etc. New terms had to be created by the translators with explanations.

VI. THE PRE-TESTING

1. The Pre-testings

The pre-testings of the materials started in late September 1976 with the following groups:

Module*		No. of Participants	Major Professions of Participants
P & P	22-24/9/76	26	health educators, researchers, nurse supervisors
	5-9/10/76	38	fp supervisors
FHC	1-3/2/77	33	health educators, nurses
UEM	30/11-2/12/76	31	village health education nurses
CE	17-19/1/77	42	nurses and midwives
	25-27/1/77	31	fp field workers
Total		201	

*P & P: People and Population; FHC: Fundamental Human Communication; UEM: Using Existing Media; CE: Clinic Education.

2. Backgrounds of Trainees

1) Education:

Module	College & above	Nursing College	Nursing Vocational	Sr. High	Total
P & P	14	7	3	2	26
	2	23	13	-	38
FHC	27	6	-	-	33
UEM	2	14	15	-	31
CE	-	8	26	8	42
	-	-	11	20	31
Total	45	58	68	30	201

Trainees are all above the senior high school level (12th grade), with one half of them (51%) having college and above education (including the nursing college graduates). These training classes, except the first group for the People and Population module, and the group for the Fundamental Human Communication module, were not organized purposely for the testings of the module materials, they were in-service training classes of the various health institutions organized to improve the skills of their own staff. The selection of participants, hence, was carried out by the organizing institutions according to their own standards. The expert group of the modular adaptation project met to decide based on the nature of the participants and time available, what module was to be used. Because of the specific nature of the Fundamental Human Communication module, the expert group decided that participants should have a minimum of college education and should be in a position to plan for and execute programs related to interpersonal communication.

2) Professions:

Module	Nursing Super-visor	Health Educator	VHEN*	FP Super-visor	FP Field Worker	Resear-cher	Nurse/ Midwife	MD	Others
P & P	9	5	-	-	-	5	-	1	6
	6	-	-	32	-	-	-	-	--
FHC	4	21	-	-	-	-	-	-	8
UEM	2	-	28	-	-	-	-	-	1
CE	-	-	-	-	-	-	34	-	8
	-	-	-	-	31	-	-	-	-
Total	21	26	28	32	31	5	34	-	23

*VHEN: Village health education nurses who go around villages in groups of three for one month each to educate people about family planning.

Trainees are predominately of nursing/midwifery background. Most of them are from the local public health units, the health stations, and are working full-time on family planning (the family planning supervisors and field workers, and the VHEN's). The others help the program along with their own functions.

3. The Managers

The module managers were selected on the basis of: his (her) expert knowledge in the area (the translator and the editor of the module), familiarity with the modular approach (the former EWCI workshop participants), ability of presentation, experience in runing training programs, and availability at the time of training. In addition, resource persons were also selected to assist the managers.

No formal training was given to the managers and resource persons as no experts were available to run such a course. The former EWCI workshop participants, however, were invited to brief on their experiences. The manager's guides were studied.

A manager is responsible for the overall planning of the session, including pre-testing, course administration, and evaluation. During small group discussion, he also serves as a resource person in one group. A resource person provides information to the group, stimulates discussion, helps summarize the discussion, and gives necessary technical assistance to the group. Often, three to four resource persons assist one manager.

4. The Working Procedures

Each module is subdivided into three or four units, sometimes by chapter, sometimes by adding two relevant chapters together. Each module is given 16 to 18 working hours to complete.

Each training session starts with a general introduction to the modular approach stressing the importance of higher individual involvement in the learning process, followed by a pre-testing of the participant's level of knowledge and attitude. A post-testing and an evaluation of the session are held at the end.

Each unit is generally treated in the followed way:

1) A brief (30 minutes to an hour) introduction to the unit: the purposes of the unit, the key issues treated in the unit, additional and other relevant information.

2) Self study and exercise either individually or in groups of three or four persons; resource persons are around to answer queries; this takes about 1½ to two hours.

3) Group discussion in three or four groups of 8 to 10 persons each to focus on the implications of the modular information to their actual work for about an hour.

4) Reporting back to the group for general comments and comments by the manager, about 30 minutes.

This process is illustrated in the following chart:

Day	1	2	3	4	5	6	7
Day 1	General Introduction, pre-testing	UNIT 1 Introduction	Self-study and exercise		Small Group Discussion, Feedback	UNIT 2 Introduction	Self-study and Exercise
Day 2	Self-study ctd.	Small group, Feedback	UNIT 3 Introduction	Self-study and Exercise		Small group, Feedback	UNIT 4 Introduction
Day 3	Self-study and Exercise		Small group, Feedback	Final discussion, Post-testing			

At the evaluation, it was generally felt that the pressure was too high, the 18 (and sometimes only 16) working hours for one module was not enough and an additional 10 hours would be needed to allow a more in-depth study of the subject matter. It was recommended that the text be distributed in advance to study before the training; that there be longer breaks of one-half day between units to reduce the pressure; and that exercises be more selective to avoid duplications and to allow more concentration on fewer questions. The expert group in reviewing these recommendations, however, felt that the advance mailing of text would probably accomplish very little since very few people would read it before the training anyway, and some might even lose it, or forget to bring along with. The in-between breaks were not considered, for the pressure was created on purpose to reach a concentrated attention in a short period. Exercises have become more selective according to the needs of the Trainees.

The training hours, however, could not be extended under those circumstances, These training classes are often for one week, only 26 hours are for technical training. The 18 hours are the maximum that such training classes can possibly spare. When it is used in training classes specifically organized for modular learning, the working hours can be extended.

5. Pre- and Post-Testings

A pre- and a post-testing were given to each module learning. The purpose was to see the improvement in the participants' level of knowledge, not so much in attitude however, after the intensive learning. The pre-testing, it was noticed, also served as a guide in directing the participants' attention to certain key issues in the text. The improvement after two and a half days of concentrated learning with very high individual involvement, of course, was very noticeable, from an average of 41%, in the People and Population module for instance, to 96%. The changes, though significant, were quite expected. What is more interesting was the differences between individual opinions and the group concensus on certain matters. In the Clinic Education module for instance, groups of nurses and midwives were asked to rate the priorities of certain activities first individually, then as a group. The results are:

Educational Actitities	Ratings		
	Individual*	Group**	Difference***
1. Menstruation. what is it?	1.9	2.7	-0.8
2. How pregnancy occurs	2.0	2.7	-0.7
3. Side effects of methods	1.4	1.0	+0.4
4. Rumors about methods	2.3	1.8	+0.5
5. Handling of side effects	1.7	1.7	0.0
6. Fp and national welfare	1.4	2.3	-0.9
7. Fp and family welfare	2.2	3.0	-0.8
8. Female sex organs	2.5	3.3	-0.8
9. Pelvic examination	3.7	4.0	-0.3
10. Time for next visit	1.9	1.3	+0.6
11. When to take the last pill	2.4	3.0	-0.6
12. How loop works	1.7	2.7	-1.0
13. Will loop cause cancer?	2.5	3.0	-0.5
14. Infant nutrition	2.8	4.7	-1.9
15. Who else is using methods?	2.5	2.3	+0.2
16. Give time for questions	1.6	1.0	+0.6
17. Fp and personal welfare	1.4	1.3	+0.1
18. Sex education	2.5	3.7	-1.2
19. Reassure women	1.4	1.0	+0.4
20. Responsible parenthood	2.3	3.0	-0.7
21. Male sex organs	3.0	4.0	-1.0
22. Happy family	2.2	2.7	-0.5
Average	2.2	2.6	-0.4

Notes: Priority ratings are from 1 to 6, 1 being the most important; 5, the least important; 6 for unknown/not sure.

* Individual; individual ratings at pre-testing
** Group: average of three group ratings after reading text.
*** Difference: (individual - group), positive (+) shows improved ratings (higher priority) in group ratings; negative (-), lowered priority in groups.

Activities considered important by the individuals were: items 3 (side effects of methods), 6 (family planning and national welfare), 17 (family planning and personal welfare), and 19 (reassure the women). Activities considered not important by the individuals were: item 9 (the procudure of pelvic examination), 21 (male sex organs), and 14 (infant nutrition). Activities considered important by the groups were: items 3 (side effects of methods), 16 (give time for questions), 19 (reassure women), 10 (tell women the time for next visit), and 17 (family planning and personal welfare). Activities considered not important by the group were:: item 14 (infant nutrition), 9 (pelvic examination), 21 (male sex organs), and 18 (sex education).

As can be noted from above, individuals tended to rate practically every educational activity more important than what the groups thought. The largest differences are found in items 14 (infant nutrition), 18 (sex education), 12 (how loop works), and 21 (male sex organs). Except the one on infant u nutrition, the importance of the other activities is still being discussed with varied opinions among people of different professions, the text, however, is less in favor of them. The group ratings, which were done after having studied the text, seem to reflect this line of thinking.

The groups thought more positively of activities such as: "give more time for questions (tiem 16)", "remind women of next visit (item 10)", "rumors about various methods (item 4)", and to "reassure women (item 19)". These issues are stressed once and again in the text.

The group did not have a concensus on every item either. The most varied opinions were found in items 1 (menstruation, what is it? Group ratings were 4, 2, and 2 for groups 1, 2, and 3), 2 (how pregnancy occurs, 4, 2, 2), and 22 (happy family life, 5, 1, 1). The issue that whether physiology of reproduction should be taught in a family planning clinic still raises different lines of thinking.

6. Group Discussion

To provide opportunities for interaction and to make the trainees think and talk over the practical implications of the materials learned to their actual work, the group discussion technique was used quite extensively, and in different ways.

With the People and Population module, the discussion in groups focused more on what use they could make out of the information learned, such as: (to the family planning supervisors) "You are attending a village chiefs' meeting to discuss how to improve the family planning program activities in the villages. During the course, a chief suddenly says that there are no such population problems and that family planning is not needed. What shall you tell them? Plan a fifteen-minute talk to convince the chiefs."; and "You are to talk on family planning to 50 unmarried female workers at a factory. Prepare an outline for a one-hour session. List the educational materials that you need in the session."

With both the Using Existing Media and the Clinic Education modules, after individuals had completed the study of the text, they were encouraged to discuss the exercises in 4-person groups (buzz session) to facilitate exchange of experiences.

With the Fundamental Human Communication module, both the self-study and the exercise were done in a group situation. In one group, members took turns to read out a part of the text, while the others followed his reading. The members felt it very effective.

With the Using Existing Media module, one group was asked to comment on a film which once appeared on the TV. The other group was asked to tape record an interview between a radio announcer and a family planning worker. This was played back to the whole group for comments.

7. General Comments

1) People and Population

-the information is adequate, useful, and well organized.
-this module is useful not only to the family planning personnel, but also to others who are directly or indirectly involved in the population/family planning program, the policy-makers, school teachers, and college students, for instance.
-the exercises are too many; with limited time available, selection should be made to give different exercises to different groups.
-the appendix tables are too much in detail; for the present purpose, shorter tables including only data for the neighboring and important countries will suffice.
-answers to the exercises should be made available.
-no local materials are included in Chapter 3 on population growth and its impacts on health, education, agriculture, social and economic development.
-the data are of 1971-72; more recent data should be used.

2) Fundamental Human Communication

-though this module was edited and translated for the family planning field workers, it was found difficult for them to comprehend (reactions of expert group members and persons who had read the manuscript). The audience of this module requires a higher educational level, preferably college and above, and some basic understanding of human communication.
-this module is considered to be more for sensitivity training, its evaluation is not easy because the criteria of success are hard to set. Improvement in the level of knowledge is only a minor part of it, what is more important is whether trainees have become more sensitive in interpersonal communication, and whether they have applied the principles learned in their actual work.
-the questions in the text are not practical; some topics related to the actual work situations should be developed. A case study through which participants practice the planning of a communication project will be more useful. This, however, requires the study of the Planning Communication module, and also some detailed data about a community.

3) Using Existing Media

-this one is considered not adequate for our intended audience, the workers at the village level. The general comment is: We don't work with the TV people, we don't write a radio script, we never use the newspaper, we only talk to the women on a face-to-face basis, etc.
-though they were encouraged to think about possible ways they could use the existing TV and radio programs to help promote their program activities, it didn't work quite well. If they had a choice, they would prefer posters, leaflets, slides, and flip charts. This module perhaps can be rewritten to be more of a manual on how to make your own slides, how to best use the leaflets, etc.

4) Clinic Education

-the general comment is: But there is nothing new in this module, we know all about it, except we don't often try to do it. This module is good, because it reminds us again of the activities which although they are so important, are so trivial that we tend to forget about them.
-if time was available, some role-playing as regards nurse-patient relationship, and even the actual arrangement of the clinic room could have been organized. The participants could have been taken to a health station to recommend improvement, if any, after the observation.

5) The Modular Approach

-We expected to be taught. At the beginning, when we realized that no teacher was going to teach us as had always been the case, and that instead we were supposed to study by ourselves, we felt uneasy and became frustrated, and did not know what to do. Later, when the study went on, we found it interesting, and we picked up the content and methodology gradually while we moved on.
-Would you rather like to have a teacher lecturing for 18 hours? Certainly not. That would have been very boring, and we wouldn't have learned as much. This way we had more fun. We could break at any time we felt like. We could talk to each other and get each others views on certain things.
-It was tough, to talk and think about nothing else but one subject day and night for three days. We always felt pressure of time that certain tasks had to be completed by a certain time; there was also group pressure, knowing people around were studying hard and learning something, we just couldn't take it easy.

6) Managers' Impressions

This forced, learner-centered learning process has proved to be more successful than the conventional lecture-centered process, because:
-the learners are required to do many things by themselves, hence become more active in the process;
-materials are available for them to study;
-learners can adjust their own learning schedule;
-there is always the group pressure.
This approach, however, is costly in time, money, and manpower to prepare the materials. Expertise is also required. It also takes more time to give out the same information which a lecturer can possibly finish in six hours.

VII. FUTURE PROSPECTS

1. Knowing the difficulties in terms of expertise, staff, time, and budget in preparing a module, no attempt would probably be made to write our own modules. Adaptation of already existing modules, such as this project, will continue if suitable materials are available. Both the Planning Communication, and the Helping People Learn modules seem worthwhile trying as our next project. The possibility of adapting the American Home Economics Association's modules for home economists is being considered.

2. Those modules which have already been adapted will continue to be used in our training programs. With this experience gained during the past year, some changes in using the materials will be made, manager training, selection of trainees, discussion topics, and evaluation for instance.

3. The shortcomings found in each module will be corrected when these modules are revised. Both the Using Existing Media and the Fundamental Human Communication modules require serious rewriting if the target audience remains the same.

4. Training of other community workers by the modular approach is being considered.

VIII. CONCLUSION

We are of the opinion that this joint project has been successful, and we are grateful for the contributions both financially and technically of the East West Communication Institute. Some of our staff members who have been involved in this project have learned the process by which training materials are developed, utilized, and evaluated. We now have four sets of modular materials readily available for our training programs, though they require some changes after this pre-testing. This joint effort has proved very benefitial to us, we look forward to future opportunities of working together again.

APPENDIX E-6

REPORT FROM THE APRIL, 1977 MEETING OF COLLABORATING INSTITUTIONS

THE EWCI MODULAR MATERIALS ADAPTATION/UTILIZATION/DISSEMINATION PROCESS: WHERE IT IS AT.....WHITHER IS IT GOING?

A precis of the proceedings of the Second
Consultative Meeting on Instructional
Development in Communication*
held in
Taichung, Taiwan, Republic of China
April 13-23, 1977

The Second Consultative Meeting on Instructional Development in Communication, jointly sponsored by the East-West Communication Institute and the Chinese Center for International Training in Family Planning, served as a lively forum to assess once again the progress of cooperative work on the EWCI Modular Materials Project. The assessment was made, not by a team of outside "experts" in instructional technology, but by a group of involved EWCI collaborators from some six Asian countries and from the United States. They had come together with one common concern: how do we train professionals to more effectively help people learn new ways of doing things in order to improve the quality of their lives, and in order to cope more adequately with their rapidly changing environment?

It was the EWCI modular materials on population education and family planning that originally brought the same group together for their first meeting last June 1976. At that time some wanted to adapt the modules, others wanted to develop new ones, while still others wanted to go beyond family planning and use the modular approach for their various development projects training programs. This first meeting put together what the EWCI modular experience had been up to then. With the help of the EWCI staff who had been

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*Compiled from the minutes of the meeting prepared by the participants themselves.

involved with modular materials development since its inception, principally John Middleton, the participants shared with one another the pros and cons of adapting or developing and disseminating the EWCI modular approach to instructional technology.

As the participants saw it, the modular approach had the following features:

1) The learning design was systematic: it was processual, sequential, and concise;

2) The learning process was centered around the learner, with the "teacher" serving as a humane, person-oriented manager;

3) There was a strong emphasis on behavioral objectives;

4) Pre-testing, criterion-referenced testing, post-testing, preferably self-administered, was stressed and built into the learning process;

5) The learner sets his own pace in a step-by-step manner;

6) Feedback from the manager of the learning activity as well as from fellow-learners were immediately available;

7) The approach appeared adaptable to all levels of trainees and to varied content areas;

8) The learning process starts with the "here and now" experience of the learner;

9) The atmosphere of being co-equals learning from one another is all-pervasive in each learning activity; and

10) Performance rather than status of manager/learner stressed as more relevant.

Accordingly, those participants who had beginning collaborative projects with EWCI [Universiti Sains Malaysia, Planned Parenthood Federation of Korea, The Chinese Center for International Training Family Planning, Population Education Program of the Philippines' Department of Education & Culture, Harvard Graduate School of Education, Agency for Instructional Television, University of Hawaii School of Medicine's MEDEX Program (Health Manpower

Development Staff), and the Carolina Population Center of the University of North Carolina at Chapel Hill] incorporated some changes in line with the group's thinking of the adaptation process enumerated above. Similarly, the participants planning collaborative adaptation projects with EWCI (American Home Economics Association; Agency for Agricultural Education, Training, and Extension in Indonesia; Chulalongkorn University in Thailand; and the Seoul National University School of Public Health in Korea) incorporated the above insights into their planned work with the Institute.

As this June 1976 meeting ended, the group agreed to meet again, sometime in Spring of 1977, this time to share their "finished products" and to tell the "fuller story" of the adaptation process as they would have had experienced it in the implementation of their projects.

The second consultative meeting convened in Taichung with practically the same members, as in the first meeting, participating. The meeting's tentative agenda were three-fold: (a) sharing of each project's "implementation experience"; (b) planning for the documentation of all these collaborative projects for wider sharing with other agencies/institutions in Asia and America that are working in the same area; and (c) answer the question: whither should the group be headed for?

This time, because all participants have had experience in collaborative work on modular materials adaptation, a consensus was arrived at after some lengthy but lively dialogues on the following additional "experiential insights" into the modular adaptation process:

1) A wider umbrella, such as "Innovations in Instructional Development in Communications," instead of "Modular Materials Adaptation" or "The Modular Approach to Instructional Development," should be adapted by this nucleus of a network that should now be "institutionalized." Moreover, provisions should be made to expand this network;

2) The learner's active participation "as an equal" in the learning process increases the intensity of the learning process;

3) Both the learner and the manager in the learning process can afford the luxury of "being wrong" and still benefit from the learning experience;

4) A ready-reference manual for additional learning activities and content materials will greatly facilitate the packaging or "modularization" of training materials and models for use among lower-level workers;

5) Instructional materials and training models developed through this approach have great replicability, although quality control is also built into the process;

6) These materials and training models are easily revised to meet the unexpected or changing needs of learners, learning situation, facilities constraints, etc.;

7) No one teaching/learning activity seems to be dictated by this approach, although the group process appears to be necessary when content of learning touches on values, attitudes, feelings, and behavioral patterns;

8) This approach appears to lend itself to geographically dispersed teaching/learning activities;

9) There are more learner/teacher options open, especially as to "when" and "how";

10) Teachers' initial negative attitude towards new approach brought about by fear of loss of authority and control over learner gives way to a more positive feeling of satisfaction through experiencing a more effective learning process within the context of mutual trust and pleasant teacher-learner relations;

11) Learner's initial negative attitude to new approach, brought about by frustration at "not being told what to do to the last detail," and not being "comfortably passive" during the teaching/learning process, turns to a feeling of satisfaction over the new-found freedom of learning by oneself, according to one's own interests and needs, at one's own pace and in accordance with one's own judgment of progress made;

12) The determination of learner's perceived or felt needs, the discovery of which is facilitated by the teacher and the group members (through task analysis, performance self-evaluation, etc.) is a <u>sine qua non</u> condition to the approach;

13) Because there is a minimum of structuring, and a maximum of mutual trust and openness in the learning group, tension and other negative feelings are greatly reduced, and the learning process becomes pleasant and enjoyable;

14) Thus, a more intensive and more lasting learning experience appears to take place using this approach; and

15) There seems to be a need for a manager's guide for every learning package or module prepared. It does not have to be a separate pamphlet or section in the module itself. It could be incorporated in each learning activity or unit.

Thus, the Second Consultative Meeting participants were unanimous in concluding that:

a) Their collaboration with EWCI and with one another has greatly facilitated the adaptation/utilization process of the EWCI modular materials and training model for their respective institutions/agencies' unique needs;

b) Their "modular adaptation experience" has opened up new horizons for more innovations in instructional development in communication for their own institutions/agencies, as well as for intra- and inter-country agency collaboration (the participants representing the American Home Economics Association and the Chinese Center for International Training in Family Planning had started a dialogue on one additional project between them; the participants from the Harvard Graduate School of Education, the Agency for Agricultural Education, Training and Extension of Indonesia, and the Population Education Program of the Philippines had started discussions on a cooperative action research project on the utilization of the modular approach in training programs; and the Planned Parenthood Federation of Korea participants expressed their eagerness in getting in-country agencies like the Korean Education Development Institute, the Korean Institute for Family Planning, and the Korean Office of Rural Development to work together in jointly developing instructional materials and training models based on their own experiences and insights of the two consultative meetings);

c) The group should move towards institutionalizing itself as an open network of collaborating agencies so that it could continue working on its "unfinished business," and, just as importantly, so that it could give other Asian institutions with similar interests the opportunity to join the network and share the benefits of its own experiences in at least three ways:

i) through exchange of materials that document the implementation process of projects;

ii) through exchange of personnel (as consultants, observers, etc.); and

iii) through periodic consultative meetings where the network members engage in a full-blown face-to-face dialogue about anything and everything related to the network's areas of interest.

d) The group felt very strongly the need for EWCI's "facilitative leadership," at least for a few years more, so that it could be given time to find another institutional base in Asia; and

e) A Third Consultative Meeting would be necessary. Its principal focus would be the evaluative research component on the network's collaborative projects.

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APPENDIX E-7

STATEMENT OF NEEDS FROM
PARTICIPANTS IN FEBRUARY, 1977
IEC SYNTHESIS CONFERENCE

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 insititutions. Its duties can be seen as including:

a) Information gathering, selection and distribution to insure that 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 confer 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.

East-West Communication Institute
and the
Chinese Center for International Training in Family Planning
(Joint Sponsors)

of the

Second Consultative Meeting
on
INSTRUCTIONAL DEVELOPMENT IN COMMUNICATION:
AN AREA FOR EAST-WEST INNOVATIVE COLLABORATION

held at the

Chinese Center for International Training
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Taichung, Taiwan, Republic of China
April 13-23, 1977

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APPENDIX F

East-West Communication Institute

Inventory-Analysis of Population/
Family Planning IEC (AID Contract csd-2878)

Contractual Obligations and Accomplishments: A Summary of the Combined Annual/Final Report to AID

(Prepared January 1975)

Contractual Requirements		Accomplishments	
Original Version	Extension	From July 1973 through December 1974 *	From November 1970 through December 1974 **
. Visits to headquarters of agencies to obtain information on IEC support	--	One or more visits by staff to 20 agencies to gather information	One or more visits by staff or consultants to 44 relevant agencies to gather information
. System to obtain information from donor agencies on regular basis	--	Continued consolidation of arrangements to obtain information routinely	Project added to distribution lists for various status reports (ranging from monthly reports to annual reports); one agency (Population Council) has submitted to the project a quarterly list of IEC support actions; some provide almost no information except on the basis of personal visits
3. Maintain files on IEC support	--	Only a few additional files had to be established, but additional materials were being received at an ever growing rate	Files on about 150 organizations established; for selected organization a special section set up to hold new material since report written or last updated; documents with substantive content have been placed in the document collection (see #9 below)

* Representing the requirement that an annual report be prepared for the Office of Population (Schedule, Article II)

** Representing the requirement that a final report be prepared for the Contracting Officer (General Provisions, Clause 29, 2, c)

Contractual Requirements		Accomplishments	
Original Version	Extension	From July 1973 through Dec. 1974	From November 1970 through December 1974
4. 30 reports on international agency programs (10 in 1st year; updates in 2nd and again in 3rd year)	—	17 distributed, including 3 updates (9 on donor agencies and 8 on agencies offering IEC training, information, and consulting).	32 produced, including 4 updates (23 on donor agencies and 9 on agencies offering IEC training, information, and consulting); 27 distributed; 1 ready for distribution; 3 still under review and likely to be approved; 1 under review and unlikely to be approved (IPPF)
5. 20 country and regional reports	[additional 6 agreed on with AID, but not written into extension]	17 distributed (15 on country programs and 2 on regional agency programs)	27 produced, including 1 update (20 on country programs and 7 on regional programs); 20 distributed; 2 ready for distribution; 5 under review and likely to be approved
6. Quarterly newsletter on IEC support field (also supported by I-B grant)	--	5 issues (including one combined issue) of IEC Newsletter prepared and distributed; 1 additional issue prepared but not yet printed	17 issues (including one combined issue) of IEC Newsletter prepared and distributed; 1 additional issue prepared but not yet printed; quarterly newsletter became bimonthly and includes much broader coverage than just IEC support
7. --	2 editions of a directory of IEC assistance	2nd edition distributed and evaluated; candidates for inclusion in 3rd edition identified; preliminary information for 3rd edition assembled	2 editions prepared and distributed; 2nd edition evaluated; candidates for inclusion in 3rd edition identified; preliminary information for 3rd edition assembled
8. IEC campaign materials collected and filed	--	About 270 items translated, catalogued, and stored for easy retrieval	About 1,340 items translated, catalogued, and stored for easy retrieval; 36-page Campaign Materials Accessions List issued

Contractual Requirements		Accomplishments	
Original Version	Extension	From July 1973 through Dec. 1974	From November 1970 through December 1974
9. IEC documents collected and filed	—	About 400 documents catalogued and annotated; about 20 additional newsletters and similar periodicals received and scanned	About 1200 documents catalogued (about 400 of these annotated); about 130 newsletters and similar periodicals being received and scanned
1. --	Clearinghouse service for IEC documents	About 3,800 items requested; in most cases full documents sent but in case of copyrighted materials requester referred to original source	About 7,100 items requested; in most cases full documents sent but in case of copyrighted materials requester referred to original source
1. --	Listing of newly available material in newsletter	Six 6-page annotated lists entitled "Newly Acquired Resource Matierals Now Available" prepared; 5 distributed and one being printed; over 300 annotations included	Issues 2-12 of IEC Newsletter had lists in bibliographic form; 13/14 and thereafter accompanied by a separate 6-page annotated list entitled "Newly Acquired Resource Materials Now Available" (6 such lists prepared--5 distributed and one being printed)
1. --	Cumulative lists of available materials in late 1972 and annually thereafter	2 lists prepared; 1 distributed and 1 being printed; counts of previous requests for material used to eliminate "less popular" materials; over 900 items listed in 3rd edition	3 lists prepared; 2 distributed and one being printed; over 900 items listed in 3rd edition

Contractual Requirements		Accomplishments	
Original Version	Extension	From July 1973 through Dec. 1974	From November 1970 through December 1974
13. --	"Guides, handbooks, and other materials" focusing on the area of IEC support	2 conference papers analyzing problems of technical information services in population/family planning; preparation (with partial funding from the Ford Foundation) of an extensive handbook on population/family planning information sources for Asia	Brief directory of clearing houses in population with special reference to IEC assistance for Johnson/Wilder/Bogue book on IEC for Population and Family Planning: A Guide for National Action; conference paper analyzing requests for IEC documents; 2 conference papers analyzing problems of technical information services in population/family planning; preparation (with partial funding from the Ford Foundation) of an extensive handbook on population/family planning information sources for Asia
14. Annual reports and plans of work	--	FY 1973 annual report prepared and approved	3 annual reports and 3 plans of work prepared and approved

D. Radel: 9/Jan/75

Abstract

APPENDIX G

EWCI's PUBLICATIONS AND INFORMATION SERVICES IN POPULATION/FAMILY PLANNING IEC: AN EVALUATION

As part of a broader, collaborative research project on technical information needs and uses in the area of population and family planning, EWCI carried out an evaluation of its publications and information services. This paper is both a summative evaluation, answering the question, "How useful was EWCI's publications and information program to population/family planning professionals?" and a formative evaluation, answering the question, "If some other agency were to continue the program (or initiate something quite similar to it), what things could be done differently to enhance success?"

Methodology of the Evaluation

Some 1,200 population/family planning professionals in the United States and seven Asian countries were mailed questionnaires asking about their reception and use of about a dozen publications. Eight hundred-fourteen questionnaires were returned, of which 224 (27.5 per cent) came from the United States; 447 (55 per cent) came from Thailand, Indonesia, and the Philippines; and the remaining 143 (17.6 per cent) came from other Asian countries--Korea, Taiwan, Pakistan, and Malaysia. Of the 442 completed questionnaires that came from Thailand, Indonesia, or the Philippines, 217 (or 26.7 per cent of the 814 questionnaires) came from people who were on the EWCI mailing list; the remaining 225 (or 28 per cent of the 814 questionnaires) came from people who were not on the EWCI mailing list but who were on the mailing list of either the Population Division of the Economic and Social Commission for Asia and the Pacific (ESCAP) or the Population Information Program of George Washington University, two organizations that were collaborating in the research.

The questions reflected the Institute's interest in a summative as well as a formative evaluation. Apart from a number of questions on the overall usefulness of EWCI information services similar sets of questions were asked about each of 14 different publications, most of them EWCI's (the non-EWCI publications were periodicals published by ESCAP, George Washington University and Population Council. These publications served as a point of comparison for EWCI). The publications included in the study may be classified as follows:

1. Periodicals of general professional interest: EWCI's IEC Newsletter, ESCAP's Population Headliners and Asian Population Program News, George Washington University's Population Report, and the Population Council's Studies in Family Planning.

2. Publications of specific professional interest: Rogers & Solomon, Traditional Midwives as Family Planning Communicators in Asia; Echols, Making Population/Family Planning Research Useful--The Communicator's Contribution;

Cernada & Sun, Knowledge into Action: The Use of Research in Taiwan's Family Planning Program; Kincaid et al., Mothers' Clubs and Family Planning in Rural Korea: The Case of Oryu Li; and Solomon, Questions and Answers About Commercial Resources for Family Planning Communication Programs.

3. Directories and bibliographies: Radel & Konoshima, Communication and Non-Formal Education in Population/Family Planning: An Index of Materials Together with Information on Obtaining These Materials; Buck, Directory of IEC Assistance and Services; Konoshima et al., Sources of Information on Population/Family Planning: a Handbook for Asia, and the IEC Newsletter Supplement which provided bibliographic listings of recently available population IEC materials.

The questions varied somewhat from category to category. In general though, respondents were asked with respect to each of these publications whether they had: (a) received it, (b) received it by mail or some other means, (c) read --as opposed to scanning--it, (d) shared it, and (e) stored it. They were also asked to indicate how they used each publication. The summative evaluation will deal with how respondents used these publications. The formative evaluation will deal with reception, reading, and disposition of these publications.

In most instances, simple frequencies and percentages have been used to describe the extent of information-handling. When appropriate, two types of comparisons were made: (a) between-people comparison, where the entire sample was split into two or more groups and the responses of one group were compared with one another, e.g., respondents based in the United States were compared with those based in Asia with regard to their use of the IEC Newsletter for research purposes and (b) within-people comparisons, where the entire sample's response to a question on a publication was compared with its response to the same question on another publication, e.g., the extent to which the IEC Newsletter and Population Report were used by the same people for research purposes. Within-people comparisons could only be made for the periodical publications because of the small number of valid responses for the other types of publications.

Attributes of the Respondents

Because the Institute was interested in finding out to what extent its publications and services had reached the intended audiences, data was gathered on the respondent's positions, type of agency affiliation, and attendance at international conferences. Data on personal attributes such as age, sex, civil status, income or education were felt to be irrelevant and, consequently, were not included in the questionnaire.

Of the 814 respondents, 224 (27.5 per cent) came from the United States; 290 (35.6 per cent) from the Philippines; 55 (6.8 per cent) from Thailand; 41 (5 per cent) from Korea; 22 (2.7 per cent) from Taiwan; 36 (4.4 per cent) from Pakistan; 44 (5.4 per cent) from Malaysia; and 102 (12.5 per cent) from Indonesia.

Sixty-five per cent of the respondents were affiliated with action agencies; the rest with academic or formal educational institutions. About 76 per cent were at the management level; 10 per cent at the policy-making level; 15 per cent at the implementation level. Twelve per cent were agency heads, directors, or presidents; 16 per cent were researchers; 15 per cent were trainers or educators; 10 per cent were executives of donor or assistance agencies; 10 per cent were clinic heads or hospital-affiliated doctors; 4 per cent were journalists or IEC specialists; 17 per cent were field coordinators; 13 per cent were library, information service, or publications personnel; 3 per cent were field workers, social workers, or extension workers; and 1 per cent were commercial advertising people. About 60 per cent of the respondents had served their respective agencies for over five years; about 33 per cent had occupied their present positions for over five years. Nearly three-fifths of the respondents (or over 500 of them) had attended at least one international conference. Of these, over 90 per cent had attended at least one international conference in their own home country, and about 85 per cent had attended at least one international conference outside their home country.

Summative Evaluation

By and large, respondents evaluated EWCI information services and publications favorably (see Table 1).

1) 47 per cent rated EWCI services as "very useful," and 44 per cent rated them "useful."

2) 21 per cent said EWCI information materials were "always" appropriate, while 49 per cent said they were appropriate "most of the time."

3) 18 per cent said EWCI information materials were "always" delivered on time, while 43 per cent said they were delivered on time "most of the time."

4) 26 per cent said EWCI materials were "always" timely, while 58 per cent said they were timely "most of the time."

5) 42 per cent said EWCI information services were easy to use, while 32 per cent said they were neither easy nor difficult to use.

A. Periodicals of general professional interest - Table 2 shows the different receipt and disposition of the five publications of general professional interest. Of the 535 respondents who received the IEC Newsletter, 39 per cent used it for program activities. In the absence of some external criterion, it is difficult to say whether 39 per cent represents a satisfactory level of utilization for this purpose. We can, however, loosely define satisfactory levels by comparing the proportion of IEC Newsletter recipients who use it for, let us say, program activities with the proportion of Population Program News recipients who used this publication for program activities. We have done so in Table 2.

In Table 3, we took the Newsletter and paired it with each of the other periodical publications showing comparative uses. For each comparison, we used only those respondents who received both publications being compared. While this procedure reduced the number of people involved in each comparison, it enabled us to evaluate whether any of the differences observed were due to chance or some systematic factor, i.e., some difference between the Newsletter and the publication with which it was being compared. These within-people comparisons for the IEC Newsletter paired with the four other periodicals (see Table 3) show the following significant differences:

1) The IEC Newsletter was used more frequently than the Population News for identification of additional information sources;

2) The IEC Newsletter was used more frequently than Population Headliners for program activities, research activities, and the preparation of conference papers;

3) The IEC Newsletter was used less frequently than the Population Report for research activities; for training activities; and for preparation of conference papers, briefing reports, and memoranda. However, it was used more frequently than the Population Report for identification of possible international assistance and identification of additional information sources.

4) The IEC Newsletter was used less frequently than Studies in Family Planning for program activities, research activities, training activities, preparation of conference papers, and preparation of briefing reports; it was used more frequently than Studies in Family Planning for the identification of additional information sources.

Still another way of looking at the usefulness of these periodicals is to compare the demand for them, i.e., the number of copies desired by the respondents for their respective offices. Table 4 shows that demands for four or more copies were more likely to be made for Studies in Family Planning and Population Report than for the Newsletter. However, this may simply reflect the smaller number of people with IEC functions and responsibilities in most action organizations.

B. Publications of specific professional interest - The five publications under this category were sent to a smaller and selected EWCI mailing list generally referred to as the "Key Leaders" mailing list. Not surprisingly, therefore, the number of people who indicated that they had received any one of these publications was small, ranging from 86 (Solomon) to 113 (Rogers & Solomon). These publications (as well as the directories and bibliographies) were advertised in the IEC Newsletter and elsewhere, and were available free on request.

Table 5 shows the extent to which these publications were placed to various uses. The most frequently-cited use of each of these publications was the enhancement of the respondent's own professional development. Different

uses cited by at least one-fourth of each publication's recipients show: (a) at least one-fourth of the recipients of Rogers & Solomon used it for research activities and/or for the identification of information sources; (b) there was a similar pattern for recipients of Echols; (c) 40 per cent of the recipients of Cernada & Sun used it for research purposes; and (d) about one-fourth of the recipients of Kincaid et al. used it for program and research activities.

C. Directories and bibliographies - Except for the IEC Newsletter Supplement which was distributed along with the IEC Newsletter, the directories and bibliographies were sent to the smaller "Key Leaders" mailing list. Fewer than 200 people returning the questionnaire had received any one of these three publications. For these publications, the definition of use was somewhat different. These publications are used if: (a) they were consulted for some information, (b) the needed information was found, and (c) where applicable, the information was acted upon. Table 6 indicates high levels of use of those who had access to any one of these publications, (a) over 60 per cent consulted one or more titles, (b) over half found the information sought, and (c) around 20 per cent made a request, either for informational material listed or from an institution listed. The drop between (b) and (c) parallels a similar drop between use and information requests in connection with the IEC Newsletter Supplement. The drop between use of the Supplement and ordering materials listed in it was also fairly large. Of the 656 who gave valid answers, 23 per cent reported having no use for the Supplement (presumably, 77 per cent had some use for it) while only 38 per cent had requested materials listed in the Supplement. However, 17 per cent said they had not requested materials because they did not think it was possible to do so, and 11 per cent said they did not make any requests because someone else did the requesting for them. These could also be the reasons for the drop between consultation of a directory or bibliography and making some request for material cited in it.

Formative Evaluation

A. Periodicals of general professional interest - Table 7 shows the respondents' reception and disposition of the periodicals. Table 8 shows the Newsletter paired with each of the other periodical publications. For each comparison, only respondents who received both publications were compared. For instance, Table 7 indicates that 535 people received the IEC Newsletter, of whom 93 per cent received it by mail, and that 251 people received the Population Program News, of whom 87 per cent received it by mail. However, in comparing distribution and disposition of the IEC Newsletter with the distribution and disposition of the Population Program News, comparison was limited to those 198 respondents who received both the publications (see Table 8). Thus, the number of respondents in each comparison in Table 8 varies considerably.

Table 8 shows that:

1) Publication by publication comparisons show that more peple received the IEC Newsletter by mail than any of the other publications. This is not surprising since the people receiving the questionnaire were taken from the Newsletter mailing list.

2) People who received both the IEC Newsletter and the Asian Population Program News by mail were more likely to consider the Newsletter their personal property than they were the News. Otherwise, there were no differences in the extent to which people who received the Newsletter and one of the other three publications considered these publications to be their personal property.

3) People who received both the IEC Newsletter and Population Program News were less likely to pass the Newsletter on to some colleague. People who received both the IEC Newsletter and the Population Report were more likely to pass on the Newsletter; peple who received both the Newsletter and Studies in Family Planning were more likely to pass the Newsletter on.

4) People who received both the IEC Newsletter and Population Program News were more likely to store (keep in the library or office file) the Newsletter. People who received both the Newsletter and Studies in Family Planning were less likely to store the Newsletter.

B. Publications of specific professional interest - For these publications, recipients were asked only whether they had received these publications, whether they had received them directly from EWCI, and whether they had read them at least in part. Table 9 shows that the percentage figures for reception from EWCI ranged from 47 (Cernada & Sun) to 77 (Echols) and reading, from 85 (Cernada & Sun) to 92 (Rogers & Solomon).

C. Bibliographies and directories - Of the respondents who had access to any one of these bibliographies and directories, some 80 per cent had actually received it, the rest having seen it (see Table 10).

The above data provide some basis for evaluating the extent to which EWCI publications reached their intended recipients and were made accessable to the recipients' colleagues. But the data did not provide much information about how good the EWCI mailing list was in disseminating technical/professional information to the appropriate population/family planning program personnel in the Asia/Pacific area.

To find this out, the data was transformed by creating three indices through factor analysis. The seven IEC Newsletter use variables were factor-analyzed, extracting two factors (see Table 11). Use for the preparation of conference papers, use for training activities, and use for program activities loaded heaviest on the first factor, which was labeled "line-related information use." Use for the identification of possible international assistance, for identification of possible information sources, and for preparation of briefing reports and memoranda loaded

heaviest on the second factor, which was labeled "staff-related information use." Use for the preparation of conference papers loaded moderately on the second factor. Use for research activities had a low loading on either factor. One factor was extracted from the five questions measuring attitude towards EWCI information services and publications. Appropriateness of information and on-time delivery loading were highest (see Table 12). The resulting indices were then collapsed into quartiles.

Country of origin, organizational affiliation, and functional responsibility --which themselves were related with one another (see Table 13)--were significantly related to attitude but not to use (see Table 14). That is, US-based respondents were about three times as likely as their Asian counterparts to have a highly favorable attitude towards EWCI publications and services; respondents affiliated with academic organizations were nearly twice as likely as those affiliated with action organizations to have this level of favorableness; and policy-makers were about one-and-a-quarter times as favorable to EWCI publications and information services as were people at the management or implementation level.

The use and attitude variables were cross-tabulated by country, using organizational affiliations as the test variable. It was found that: (a) the lack of relationship between line-related use and country persisted across both organizational affiliations; (b) among respondents affiliated with action organizations, staff-related use was not related to country of origin; however, among respondents affiliated with academic institutions, Asian respondents were more likely than their US counterparts to be in the bottom quartile (23 vs. 14 per cent) or in the top quartile (32 vs. 25 per cent); and (c) among respondents associated with action institutions, US-based respondents were twice as likely as their Asian counterparts to be favorably disposed to EWCI publications and information services; among respondents associated with academic institutions, this 2-to-1 US/Asian difference went up to 3-to-1 (see Table 15).

The two use-variables were not correlated with attitude (see Table 16). But when the use-variables were dichotomized and used as test variables in a cross-tabulation of attitude by organizational affiliation, it was found that: (a) among respondents high in line-related use, respondents with academic affiliations were almost twice as likely as those with action affiliations to entertain a favorable attitude towards EWCI publications and information services, and (b) among respondents low in staff-related use, academics were about twice as likely as those with action-affiliations to be highly favorable toward EWCI publications and information services (see Table 17).

When attitude was cross-tabulated by level of functional responsibility, using the two use-variables as test variables, indications were that among respondents high in line-related use, policy-makers tended to be more favorable than management and implementation people towards EWCI publications and information services and that this same trend existed among respondents high in staff-related use (see Table 18). However, the number of respondents involved in this last category was so low as to violate the assumptions of Chi-square.

Summative Evaluation: Discussion

Two criteria were used in making a summative evaluation of EWCI's publications and information services: (a) the extent to which these publications and information services met the objectives they were intended to meet, and (b) the extent to which use of these publications compared with use of other publications in the area of population/family planning. By and large, the over-all evaluation of the program was favorable. The services were judged to be very useful and received high marks in terms of appropriateness, on-time delivery, timeliness of information, and ease of use.

Criterion: EWCI Program Objectives

The EWCI's publications and information services program was set up to help meet the information needs of people working in population/family planning programs in the Asia/Pacific area and elsewhere, with special emphasis on those information needs involving IEC.

The IEC Newsletter was designed to serve as a clearinghouse for the exchange of information on IEC activities, projects and approaches that were successful, promising, innovative, or otherwise interesting to family planning program people. The IEC Supplement was an annotated listing of documents available from EWCI. The directories and bibliographies listed technical materials and institutional sources of various types of assistance and services. The specialized publications reported on the results of various case studies or presented the proceedings and/or papers of EWCI theme conferences.

1) IEC Newsletter - The ranking of the use-figures of the IEC Newsletter suggests that it has been meeting the needs it was meant to fill. The Newsletter was used most often for identifying information sources. Although the Newsletter devoted a considerable amount of space to reviewing new and innovative materials, the high 61 per cent figure for this use also reflects the fact that the Newsletter and Supplement were distributed together.

There was moderate use (29 to 39 per cent) of the Newsletter for program, research, and training activities per se. These use-figures reflect the IEC Newsletter's commitment to provide information supporting those activities as close as possible to actual line operations (as opposed to staff operations).

In contrast, and, as might be expected, the use-figures for internal staff purposes--the preparation of conference papers, the preparation of briefing reports, and the identification of international assistance--were low (12 to 19 per cent) [see Table 2].

2) Publications of specific professional interest - The major function of these publications was to document EWCI's research, conference, and other program activities in the population/family planning area. Moreover, these

publications were not sent to everyone on the EWCI mailing list, but only to the "Key Leaders" list. Since the major purpose of these publications was not the identification of information but rather, the summarization of key information on a major topic of interest, it is not surprising that these use-figures are different from those of the IEC Newsletter. Further, academicians were overrepresented among the writers of these publications and probably, among their recipients.

Given these differences, it is not surprising that these publications of specific professional interest were used most to help upgrade the recipients' professional development (41 to 54 per cent). In contrast, use of these publications for the identification of information sources ranged from 14 to 27 per cent.

There was moderate use of these publications for program purposes (21 to 36 per cent) and research (14 to 40 per cent), low use for training (13 to 24 per cent), for preparation of conference papers (18 to 23 per cent), and for preparation of local materials (4 to 7 per cent) [see Table 5].

3) Directories and bibliographies - The high use-figures (65 to 75 per cent consulting these directories or bibliographies and 54 to 75 per cent finding the information needed) suggest that these publications were found to be very useful (see Table 6).

Criterion: Performance of Other Publications

The other way to evaluate EWCI publications is to compare them with other publications serving professionals in the population/family planning field: how does the pattern of use for EWCI publications compare with the pattern of use for other population/family planning publications? And, to ensure comparability, these comparisons were limited only to those respondents who received both of the publications compared. The comparisons should be interpreted cautiously. Because the publications differ from one another in content and emphasis, the comparisons should not be interpreted in terms of two publications competing against each other, i.e., "Publication X is better than Publication Y in the sense that it was used oftener for program purposes." Rather, the comparisons should be interpreted in terms of two publications complementing each other. Thus, no matter how large the differences are in the use-figures of, for example, the Population Report (which deals primarily with medical topics) and the IEC Newsletter, we should not conclude that one should replace the other. But the use-figures do tell us what is achievable: if use-figures for the IEC Newsletter seem far lower than the figures for other publications--even after allowances are made for differences in the publications' respective emphases--then we could raise valid questions about why the IEC Newsletter was not doing as well in the IEC content area as, for example, the Population Report was doing in the biomedical area.

The major difference in the use-patterns of the five publications being compared lay in the identification of additional information sources. The IEC

Newsletter was used by more people for this purpose than was Studies in Family Planning, Population Report, or Population Program News. This difference is consistent with the EWCI's assignment of a very high priority to this function and suggests that the IEC Newsletter hewed closely to this objective. Although the use-figures for the Newsletter for program, training and research activities were large enough to be considered satisfactory, the IEC Newsletter was used by fewer people for these activities than were Studies in Family Planning or Population Report. Does this reflect less program, research and training activities in the IEC area, the responsibilities of the respondents, or a shortcoming on the part of the IEC Newsletter with regard to the above uses?

The comparative criterion could not be used for evaluating the publications of specific professional interest or the directories and bibliographies because we had no comparison data available. However, it should be noted that of the 656 people who gave valid responses to the questions on the IEC Supplement, 5 per cent said they had not requested material because the material listed was irrelevant, 5 per cent said they had not requested materials because the materials they needed were available from other sources. These two little pieces of information suggest that as far as EWCI's information services (now transferred to the Community and Family Study Center at the University of Chicago) are concerned, there were few, if any, alternatives. Over-all, then, EWCI's information services seem to have been a worthwhile investment in the sense that: (a) they met needs that other institutions had not met, (b) they were used by great numbers of people, and (c) most of these people gave these information services high marks for over-all usefulness, appropriateness, on-time delivery, and timeliness of content.

The use-figures for the IEC Newsletter suggest that it was used the way EWCI had intended. Highest priority was given to the identification of information sources, and activities closer to actual line operations were assigned higher priority than activities farther away. Use-figures reflected these priorities. The role played by the IEC Newsletter in this regard should be seen in the context of the over-all publications and information services program: in addition to the Newsletter, there was the Supplement, and the various bibliographies and directories. In very many cases, EWCI was able to provide, through its information services, the information whose existence people had learned about through the Newsletter, Supplement, or the directories and bibliographies. This additional dimension was not present to the same degree in the other periodicals considered.

Finally, the publications of specific professional interest seemed to have met their objectives to disseminate information on the results of the Institute's projects. What is disquieting is the small number of recipients. Possible answers to this may be found in the distribution process, or in speculations as to what "Key Leaders" do with such publications. Are they too busy to read them or are they too busy to answer questionnaires?

Formative Evaluation: Discussion

The formative evaluation is concerned with answering the question, what could be done differently to enhance success of the IEC Newsletter in terms of its delivery system, its mailing list, its content, and its format, and also of the information services. The IEC Newsletter, compared to other periodicals, was more likely to get directly to its recipients by mail. However, this is not surprising since the bulk of the questionnaire respondents were on the EWCI mailing list. Though there was a slight tendency for recipients of the IEC Newsletter to consider it their personal property, this did not necessarily mean that other people were denied access to it. The overwhelming majority of recipients of any one publication either passed it on or kept it in the library or office files, where, presumably, they were within the access of other people in the same office. To determine the extent to which people not on the mailing list actually got to read the IEC Newsletter, we would have to run a separate analysis of the 200 or so respondents who were not on the EWCI mailing list.

While Newsletter registered high use-figures in a pattern consistent with the priorities of EWCI, there were interesting variations with the people who made either high or low use of the Newsletter. If the IEC Newsletter was generally useful, but particularly so for its priority audience, i.e., population/family planning IEC officials in the Asia/Pacific area, we would expect that: (a) the Newsletter would be used by Asia-based respondents more often than by US-based respondents, by action people more often than by academic people, and by policy-makers and management people more often than by implementors; (b) the above relationship would be stronger with regard to line-related use than with staff-related use; (c) attitude towards EWCI publications and information services would be higher among people who used the Newsletter more than among those who used it less; (d) this relationship would be stronger with respect to the line-related use than with staff-related use; and (e) as a result, attitude towards IEC publications and information services would be higher among Asia-based respondents than among US-based respondents; among action people than among academic people; and among policy and management people than among implementation people.

The data contradicted these common-sense notions. Use of the IEC Newsletter was not related at all to country, organizational affiliation or level of responsibility. There was no relationship either between use of the IEC Newsletter and attitude towards the EWCI publications and information program. The people more favorable toward the EWCI publications and information services program were US-based respondents, not Asia-based ones; were academic people, not action people; were policy-makers alone, not policy-makers and management people (see Tables 14 through 19).

An immediate reaction is to surmise that something must be wrong with: (a) the mailing list or the criteria under which people were selected for the mailing list, (b) the focus of the Newsletter and/or (c) the format of the Newsletter. But two pieces of data suggest that whatever rethinking needs to be done need not be too drastic.

First, there was one subgroup of which the above common-sense notions held true: policy-makers characterized by high use (either line-related or staff-related) were more likely to be favorable towards the EWCI publications and information services program. In fact, when the data in Table 18 is rearranged so that attitude is cross-tabulated by information use, controlling for functional responsibility (see Table 19), it was found that among policy-makers and implementors, the trend was towards a positive relationship between use and attitude. Assuming that it is not so much extent of use that leads to satisfaction but extent of successful use, the data can be interpreted to mean that policy-makers and implementors are more likely to have occasions for successful use of the contents of the Newsletter than are people at the management level. This, in turn, leads to the suggestion that the priorities by which people are selected for inclusion in the mailing list need not be re-examined; instead, what has to be re-examined is the assumption that people who identify themselves as management people are really the kind of management people envisioned by the EWCI's system of priorities. It would appear that the contents of the IEC Newsletter--extended, documented reports on successful, innovative, or otherwise interesting projects and in the field of IEC--are most useful to: (a) policy-makers with responsibilities for policy and for program development and evaluation, and (b) people actually working in the field. The content, however, appears to be of less direct relevance to those executives whose managerial responsibilities are more administrative than professional.

Consider the second datum: among respondents high in the line-related use of information, academicians were more likely to be favorable to the publications and information services than were action people. This is probably due to the fact that many of these high users who are academicians are primarily academicians who act as consultants to action and perhaps funding agencies. Such persons would have fallen within EWCI's priority audience, not because of their academic affiliations, but because of the advisory and consultancy functions they discharge.

Both items suggest that there is nothing wrong with the priorities that were used for inclusion on EWCI's mailing list. What may have to be reviewed, though, is the way these criteria were applied. An individual's organizational affiliation and position title may in many cases suggest that a person belongs on the mailing list while in fact his or her functional responsibilities do not. At the same time that the mailing list is being reviewed and pruned, thought could also be given as to whether or not the content and approach of the Newsletter could be modified with the end in view of making its reports more appropriate to people responsible for day-to-day operations, particularly in the areas of program and training activities. This would not mean that the Newsletter would have to change its current emphasis on the identification of additional information sources and its use in support of other activities.

On the whole, as has been stated above, the evaluation shows that the publications and information services programs of the Institute, under its USAID grant, were highly successful in fulfilling their intended purposes. The Institute

was very pleased that USAID was interested in continuing these activities and that the Community and Family Study Center at the University of Chicago was interested in taking them over. We hope that the results of this research will be useful in the further development of the Newsletter and the information services.

Table 1: Percentage Distribution of Attitude towards EWCI Publications and Information Services

Usefulness of EWCI Information Services (N=654)

Very useful	47
Somewhat useful	44
Not useful	1
No opinion	8

Appropriateness of EWCI Information Material (N=540)

Always	21
Most of the time	49
Sometimes	23
Never	7

On-time Delivery of EWCI Information Material (N=565)

Always	18
Most of the time	43
Sometimes	34
Never	5

Timeliness of Content of EWCI Information Materials (N=594)

Always	26
Most of the time	58
Sometimes	14
Never	2

Ease of Use of EWCI Information Services (N=622)

Easy	42
Neither easy nor difficult	32
Difficult	5
No opinion	21

Table 2: Percentage Distribution of Uses of Periodicals of General Professional Interest

Uses	IEC Newsletter[a/] (N=535)	Population Program News (N=251)	Headliners (N=107)	Population Report (N=475)	Studies in Family Planning (N=459)
Program activities	39	32	27	42	45
Research activities	36	40	23	45	56
Training activities	29	22	15	40	39
Conference papers	19	20	11	37	39
Briefing reports/memos	12	14	9	20	23
Ident. int'l assistance	16	16	5	9	10
Ident. info sources	61	55	55	53	49

[a/] This column is to be read as follows: "Of the 535 who gave valid answers, i.e., received the IEC Newsletter, 39 percent used it for program activities, 36 used it for research activities, . . . etc."

Table 3: T-Tests of Related Proportions,
Uses of IEC Newsletter Compared with Uses of Other Periodicals

Uses	IEC Newsletter	Other Publication	Probability
IEC Newsletter vs. Population Program News (N=200)			
Program activities[a/]	41	37	NS
Research activities	39	41	NS
Training activities	27	23	NS
Preparation of conference/ workshop seminar papers	21	21	NS
Briefing reports/memoranda	17	16	NS
Identification of possible international assistance	17	18	NS
Identification of additional information sources	62	55	<.05
IEC Newsletter vs. Population Headliners (N=91)			
Program activities	41	27	<.01
Research activities	34	24	<.05
Training activities	33	24	NS
Preparation of conference/ workshop seminar papers	23	15	<.05
Briefing reports/memoranda	16	10	NS
Identification of possible international assistance	12	7	NS
Identification of additional information sources	56	54	NS
IEC Newsletter vs. Population Report (N=320)			
Program activities	42	43	NS
Research activities	36	52	<.001
Training activities	29	39	<.001
Preparation of conference/ workshop seminar papers	19	32	<.001
Briefing reports/memoranda	13	23	<.001
Identification of possible international assistance	15	8	<.001
Identification of additional information sources	63	56	< .01
IEC Newsletter vs. Studies in Family Planning (N=357)			
Program activities	40	47	< .01
Research activities	35	59	<.001
Training activities	29	39	<.001
Preparation of conference/ workshop seminar papers	19	38	<.001
Briefing reports/memoranda	12	25	<.001
Identification of possible international assistance	13	10	NS
Identification of additional information sources	64	52	<.001

[a/] This line of the table is to be read as follows: "Of the 200 persons who gave valid answers, i.e., who had received both the IEC Newsletter and Population Program News, 41 percent used the IEC Newsletter for program activities and 37 percent used the Population Program News for the same purpose; this difference is not statistically significant."

Table 4: Percentage Distribution of Number of Copies Requested by Periodical

No. of Copies Requested	IEC Newsletter (N=474)	Population Program News (N=232)	Headliners (N=99)	Population Report (N=397)	Studies in Family Planning (N=395)
None	4	3	7	3	3
One	46	43	47	28	35
Two	21	23	17	26	24
Three	10	12	14	15	11
Four	3	3	1	4	4
Five	6	5	6	7	7
Six to Ten	7	9	5	8	9
Over Ten	4	3	3	8	7

Table 5: Percentage Distribution of
Use of Publications of Specific Professional Interest

Research Publication	N	Program	Research	Training	Conference Papers	Prepare local material	Identify information sources	Upgrade Professional knowledge	Other	None
Rogers & Solomon [a/]	113	21	30	24	22	4	27	50	7	17
Echols	90	23	32	17	18	8	27	54	7	18
Cernada & Sun	97	16	40	18	19	5	18	41	5	21
Kincaid et al.	105	36	25	15	18	11	17	47	9	10
Solomon	86	24	14	13	23	7	14	41	6	20
At least one of the above	250	32	35	24	26	12	30	54	8	24

[a/] This line is to be read as follows: "Of the 113 persons who gave valid answers, i.e., had received Rogers & Solomon, 21 percent used it for program activities, 30 percent used it for research activities, . . . etc."

Table 6: Percentage Distribution of Utilization of Directories and Bibliographies by Publication

Uses	Radel & Konoshima (N=192)	Buck (N=165)	Konoshima et al. (N=154)
Used/consulted publication	65	73	75
Found information needed	54	73	73
Found publication easy to use	53	71	64
Requested materials/information	25	18	21

a/This column is to be read as follows: "Of the 192 who gave valid answers, i.e., who had received or seen Radel & Konoshima, 65 percent had used or consulted the publication, 54 percent had found the information they needed, . . . etc."

Table 7: Percentage distribution of
Reception and Disposition of Periodicals of General Professional Interest

RECEPTION/DISPOSITION	IEC Newsletter[a/] (N=535)	Population Program News (N=251)	Headliners (N=107)	Population Reports (N=475)	Studies in Family Planning (N=459)
Received issue by mail	93	87	87	88	85
Considered issue personal property	37	13	19	32	25
Read (not scanned)	37	37	46	42	39
Passed issue on	32	32	33	25	24
Stored issue in library or office file	57	57	55	63	65

a/This column should be read as follows: "Of the 535 people who gave valid answers, i.e., had received the IEC Newsletter, 93 percent received the issue by mail, 37 percent considered it their personal property, etc."

Table 8: T-Tests of Related Proportions, Reception and Disposition of IEC Newsletter Compared with Reception and Disposition of Other Periodicals

Reception and Disposition	N	IEC Newsletter	Other Publication	Probability
IEC Newsletter vs. Population Program News				
Received issue[a]	761[b]	68	32	< .001
Received issue by mail	198[c]	93	85	< .001
Considered issue to be personal property	143[d]	31	24	< .001
Passed issue on	200[e]	31	40	< .001
Stored issue in library or office file	200[e]	62	55	< .01
IEC Newsletter vs. Population Headliners				
Received issue	759	68	14	< .001
Received issue by mail	88	97	86	< .01
Considered issue to be personal property	55	25	24	NS
Passed issue on	91	36	38	NS
Stored issue in library or office file	91	60	55	NS
IEC Newsletter vs. Population Report				
Received issue	767	69	60	< .001
Received issue by mail	315	93	88	< .01
Considered issue to be personal property	223	37	37	NS
Passed issue on	320	35	30	< .05
Stored issue in library or office file	320	63	58	NS
IEC Newsletter vs. Studies in Family Planning				
Received issue	767	69	59	< .001
Received issue by mail	348	93	84	< .001
Considered issue to be personal property	228	35	34	NS
Passed issue on	357	35	28	< .01
Stored issue in library or office file	357	57	65	< .001

[a] This line should be read as follows: "Of the 761 persons who gave valid responses, i.e., who had received either the IEC Newsletter or Population Program News, 68 percent received the Newsletter and 32 percent received the News. This difference is significant at the .001 level."

[b] The persons who gave valid responses are those who received either the IEC Newsletter or Population Program News.

[c] The persons who gave valid responses are those who received both the Newsletter and the News.

[d] The persons who gave valid answers are those who received both the Newsletter and the News by mail.

[e] The persons who gave valid answers are those who received either the Newsletter or the News. The number of valid responses here is slightly higher than the number of valid responses to the question on reception by mail because a few recipients did not indicate whether they received the publication by mail but stated what they did with it.

Table 9: Percentage Distribution of Reception and Disposition of Publications of Specific Professional Interest

Publication	N	Received from EWCI	Read at least part
Rogers & Solomon, Traditional Midwives as Family Planning Communicators in Asia	113	68	92
Echols, Making Population/ Family Planning Research Useful	90	77	88
Cernada & Sun, Knowledge into Action: The Use of Research in Taiwan's Family Planning Program	97	47	85
Kincaid et al., Mothers' Clubs and Family Planning in Korea: The Case of Oryu Li	105	58	89
Solomon, Questions and Answers about Commercial Resources for Family Planning Communication Programs	86	74	88
At least one of the above	250	68	93

[a] This line is to be read as follows: "Of the 113 persons who gave valid responses, i.e., received Rogers & Solomon, 68 percent received their copies direct from EWCI and 92 percent of them read it at least in part."

Table 10: Percentage Distribution of Access to Directories and Bibliographies

	Radel & Konoshima (N=192)[a]	Buck (N=165)	Konoshima et al. (N=154)
Received publication	77	83	81
Saw publication	29	22	24

[a] This column is to be read as follows: "Of the 192 who gave valid answers, i.e., who had received or seen Radel & Konoshima, 77 percent had received it and 29 percent had seen it."

Table 11: Varimax Rotated Factor Matrix of Uses of IEC Newsletter

Uses	Factor 1*	Factor 2**
Program Activities	0.35858	0.11656
Research Activities	0.13479	0.16398
Training Activities	0.43795	0.05758
Preparation of Conference/ Workshop/Seminar Papers	0.55252	0.21469
Briefing Reports, Memoranda	0.19552	0.27039
Identification of Possible International Assistance	0.07816	0.58406
Identification of Additional Information Sources	0.10367	0.43714

*Line-related information use
**Staff-related information use

Table 12: Factor Matrix of Attitudes towards EWCI Information Services and Publications, Using Principal Factor with Iterations

Item	Factor 1
Usefulness	0.46071
Appropriateness of information	0.68280
On-time delivery	0.65540
Timeliness of materials	0.58482
Ease of use	0.48914

Table 13: Percentage Distribution of Organizational Affiliation and Functional Responsibility by Country, Functional Responsibility by Organizational Affiliation

	Country			Organizational Affiliation		
	Asia (209)	United States (124)	P	Action (218)	Academic (115)	P
Organizational Affiliation						
Action	73.2	52.4				
Academic	26.8	47.6	<.001			
Functional Responsibility						
Policy-making	8.6	16.9		12.4	10.4	
Management	86.6	73.4		77.5	89.6	
Implementation	4.8	9.7	<.05	10.1	0.0	<.01

Table 14: Percentage Distribution of Line-related Use and Staff-related Use of IEC Newsletter, and Attitude Towards Information Services and Publications by Country, Organizational Affiliation, and Functional Responsibility

	Country			Organizational Affiliation			Functional Responsibility			
	Asia (209)	USA (124)	P	Action (218)	Academic (115)	P	Policy (39)	Management (272)	Implement (22)	P
Line-related Use										
Bottom Quartile	14.4	20.2		16.1	17.4		15.4	17.6	4.5	
Third Quartile	24.9	29.8		25.2	29.6		25.6	26.5	31.8	
Second Quartile	30.1	24.2		28.9	26.1		30.8	27.6	27.3	
Top Quartile	30.6	25.8	NS	29.8	27.0	NS	28.2	28.3	36.4	NS
Staff-related Use										
Bottom Quartile	22.5	13.7		19.7	18.3		17.9	18.4	31.8	
Third Quartile	30.6	34.7		31.7	33.0		30.8	32.7	27.3	
Second Quartile	17.2	25.0		20.2	20.0		23.1	19.5	22.7	
Top Quartile	29.7	26.6	NS	28.4	28.7	NS	28.2	29.4	18.2	NS
Attitude										
Bottom Quartile	29.7	10.5		24.3	19.1		30.8	19.9	40.9	
Third Quartile	29.7	18.5		27.5	21.7		12.8	28.3	13.6	
Second Quartile	23.0	21.0		23.9	19.1		15.4	23.5	18.2	
Top Quartile	17.7	50.0	$<.001$	24.3	40.0	$<.05$	41.0	28.3	27.3	$<.05$

Table 15: Percentage Distribution of Line-related Use and Staff-related Use of the IEC Newsletter, and Attitude towards EWCI Information Services and Publications, by Country, Controlling for Organizational Affiliation

	Affiliation = Action Country			Affiliation = Academic Country		
	Asia (153)	USA (65)	P	Asia (56)	USA (59)	P
Line-related use						
Bottom quartile	12.4	24.6		19.6	15.3	
Third quartile	23.5	29.2		28.6	30.5	
Second quartile	32.0	21.5		25.0	27.1	
Top quartile	32.0	24.6	NS	26.8	27.1	NS
Staff-related use						
Bottom quartile	22.2	13.8		23.2	13.6	
Third quartile	28.8	38.5		35.7	30.5	
Second quartile	20.3	20.0		8.9	30.5	
Top quartile	28.8	27.7	NS	32.1	25.4	<.05
Attitude						
Bottom quartile	29.4	12.3		30.4	8.5	
Third quartile	29.4	23.1		30.4	13.6	
Second quartile	23.5	24.6		21.4	16.9	
Top quartile	17.6	40.0	<.01	17.9	61.0	<.001

Table 16: Percentage Distribution of Attitude Towards EWCI Information Services and Publications by Line-related Information Use and Staff-related Information Use of IEC Newsletter

	Line-related Use					Staff-related Use				
	Bottom Quartile (55)	Third Quartile (89)	Second Quartile (93)	Top Quartile (96)	P	Bottom Quartile (64)	Third Quartile (107)	Second Quartile (67)	Top Quartile (96)	P
Attitude										
Bottom Quartile	18.2	28.1	20.4	21.9		26.6	23.4	22.4	18.9	
Third Quartile	36.4	23.6	26.9	19.8		25.0	27.1	20.9	27.4	
Second Quartile	27.3	22.5	20.4	20.8		17.2	24.3	22.4	23.2	
Top Quartile	18.2	25.8	32.3	37.5	NS	31.3	25.2	34.3	30.5	NS

Table 17: Percentage Distribution of Attitude towards EWCI Information Services and Publications by Organizational Affiliation, Controlling for Line-related Use and Staff-related Use of IEC Newsletter (Dichotomized)

	Line-related Use: Low Organizational Affiliation			Line-related Use: High Organizational Affiliation		
	Action (90)	Academic (54)	P	Action (128)	Academic (61)	P
Attitude						
Bottom quartile	24.4	24.1		24.2	14.8	
Third quartile	31.1	24.1		25.0	19.7	
Second quartile	25.6	22.2		22.7	16.4	
Top quartile	18.9	29.6	NS	28.1	49.2	<.05

	Staff-related Use: Low Organizational Affiliation			Staff-related Use: High Organizational Affiliation		
	Action (90)	Academic (54)	P	Action (128)	Academic (61)	P
Attitude						
Bottom quartile	26.8	20.3		21.7	17.9	
Third quartile	29.5	20.3		25.5	23.2	
Second quartile	23.2	18.6		24.5	19.6	
Top quartile	20.5	40.7	<.05	28.3	39.3	NS

Table 18: Percentage Distribution of Attitude Towards EWCI Information Services and Publications by Functional Responsibility, Controlling for Line-related and Staff-related Use of IEC Newsletter (Dichotomized)

	Line-related Use: Low Functional Responsibility				Line-related Use: High Functional Responsibility			
	Policy (16)	Management (120)	Implement (8)	P	Policy (23)	Management (152)	Implement (14)	P
Attitude								
Bottom Quartile	37.5	21.7	37.5		26.1	18.4	42.9	
Third Quartile	18.3	29.2	37.5		8.7	27.6	0.0	
Second Quartile	25.0	25.0	12.5		8.7	22.4	21.4	
Top Quartile	18.8	24.2	12.5	NS	56.5	31.6	35.7	NS*

	Staff-related Use: Low Functional Responsibility				Staff-related Use: High Functional Responsibility			
	Policy (19)	Management (139)	Implement (13)	P	Policy (20)	Management (133)	Implement (9)	P
Attitude								
Bottom Quartile	31.6	21.6	46.2		30.0	18.0	33.3	
Third Quartile	26.3	27.3	15.4		0.0	29.3	11.1	
Second Quartile	15.8	23.0	15.4		15.0	20.4	22.2	
Top Quartile	26.3	28.1	23.1	NS	55.0	33.3	33.3	NS*

*P $<$ .05 but assumptions of Chi-square violated.

Table 19: Percentage Distribution of Attitude Toward EWCI Publications and Information Services (Dichotomized) by Line-related Use and Staff-related Use of the IEC Newsletter (Dichotomized), Controlling for Functional Responsibility

	Policy-Makers Line-related Use		Management Line-related Use		Implementers Line-related Use	
	Low (16)	High (23)	Low (120)	High (152)	Low (8)	High (14)
Attitude						
Low	56	35	51	46	75	43
High	44	65	49	54	25	57

	Policy-Makers Staff-related Use		Management Staff-related Use		Implementers Staff-related Use	
	Low (19)	High (20)	Low (139)	High (133)	Low (13)	High (9)
Attitude						
Low	58	30	49	47	62	44
High	42	70	51	53	38	56

APPENDIX H

I. Professional Development Participants
(Selected Activities)

Jose Arong, Consultant, Population Center Foundation, Philippines

Yuti Budhiharsono, Data Information Officer, Bureau of Reporting and Documentation, BKKBN-PUSAT, Indonesia

Hunter Chiang, United Nations Population Officer, Population Division, ESCAP, Thailand

Generoso Gil, Jr., Former Director, Information Division, Population Center Foundation, Philippines: Currently, Stanford University, California

Mohamed Khaliludin, Assistant Librarian, National Family Planning Board, Malaysia

Joung-Im Kim, Information Researcher, Korean Institute for Family Planning, (on leave) Currently, East West Center, Hawaii

Wannee Kolasartsenee, First Grade Medical Officer, Family Health Divison, Department of Health, Ministry of Public Health, Thailand

Haryono Suyono, Deputy Chairman, BKKBN, Indonesia

Cecilia G. Verzosa, Research Associatem Population Center Foundation, Philippines

Elzberry Waters, Jr., Director, Science Communication Division, Department of Medical and Public Affairs, George Washington University Medical Center, Washington, D.C.

Conference on Population Communications: Synthesis and Prospects
February 27 - March 5, 1977

Ronny Adhikarya, Former staff member of EWCI and Assistnat Professor of Communication, Universiti Sains Malaysia, Penang, Malaysia: Currently Fellow, EWCI

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

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

Ramanujam Balakrishnan, National Broadcasting Training Center, Malaysia

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

James Bausch, Population Council, New York

George Beal, Chairman, Department of Sociology and Anthropology, Iowa State University, Iowa

Jose Maria Blanch, Director, CIACOP, Costa Rica

Donald Bogue, Community and Family Study Center, University of Chicago, Illinois

Mona Bomgaars, Associate Director for Evaluation, Health Manpower Development Staff, School of Medicine, University of Hawaii, Hawaii

George Cernada, Associate Professor, Department of Public Health University of Massachusetts, Massachusetts

Griffith E. Davis, Deputy Chief, Information, Education and Communication Division, Office of Population, U.S. Agency for International Development, Washington, D.C.

Wanigaratne Reynolds Dissanayake, Research-cum-Training Officer, Agrarian Research and Training Institute, Sri Lanka

Lehla Dowlatshahi, Education Officer, Family Planning Association of Iran, Iran

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

Robert Gillespie, Population Council, California

Hans Groot Family Planning International Assistance (FPIA), The International Division of Planned Parenthood Federation of America, Inc., New York

Dennis Hapugalle, Director, International Planned Parenthood Federation, IPPF/CBD Programme 35, Sri Lanka

Lukas Hendrata, Director, Indonesian Welfare Foundation, Indonesia

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

Rene Jaimes, Director, Documentation and Publications Center, International Planned Parenthood Federation/Western Hemisphere Region, New York

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

S.M. Keeny, Consultant, Washington, D.C.

Anizuzzaman Khan, Joint Secretary, Ministry of Food, Government of Bangladesh

Mary Kritz, Program Officer, Rockefeller Foundation, New York

Louis Lazaroff, Director, Office of Special Programs, The Asia Foundation, California

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

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

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

Mastoora Masumi, Statistician, Afghan Family Guidance Association, Afghanistan

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

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

James A. Palmore, Research Associate, East-West Population Institute, Hawaii

Heung-Soo Park, Professor of Sociology, Department of Mass Communication, Yonsei University, Korea

Thomas Poffenberger, Professor of Education and Population Planning, Department of Population Planning, School of Public Health, University of Michigan, Michigan

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

John Rowley, Head, International Planned Parenthood Federation Publications, IPPF, England

Mohamed A. Sattar, Secretary, Ministry of Population Control and Family Planning, Government of Bangladesh, Bangladesh

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

Mary-jane Snyder, Executive Director, Planned Parenthood Association, Chicago Area, Illinois

J. Mayone Stycos, Professor of Sociology, Director, International Population Program, Cornell University, New York

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

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

William O. Sweeney, Project Specialist, Population Office, Ford Foundation, New York

T. Memet Tanumidjaja, Family Planning Officer, UNICEF, New York, also Nepal

R. Lyle Webster, Consultant, Hawaii

Frank Wilder, Consultant, The Asia Foundation, California

Gerald Winfield, Chief, Educational Services Division, Office of Population U.S. Agency for International Development, Washington, D.C.

Peter Witham, Project Officer, Communications, UNFPA, New York

Robert J. Wolff, Professor of Public Health, Department of Public Health, School of Public Health, University of Hawaii, Hawaii

Robert P. Worrall, Vice-President, Population Reference Bureau, Washington, D.C.

James E. Echols, Consultant, Washington, D.C.

Lyle Saunders, Consultant, New Mexico

Second Consultative Meeting on Instructional Development in Communication: An Area for East-West Innovative Collaboration - Held in Taiwan and jointly hosted by EWCI and The Chinese Center for International Training in Family Planning

April 13 - 23, 1977

Chaidir Adenil, Chief, In-service Training Division, Agency for Agricultural Education, Training and Extension, Indonesia

Charles R. Ausherman, Research Coordinator, Carolina Population Center, University of North Carolina, North Carolina

Estela Ll. Garcia, Program Assistant, Population Education Program, Department of Education and Culture, Philippines

Bong Soo Kang, Secretary General, Planned Parenthood Federation of Korea, Korea

David Kline, Center for Studies in Education and Development, Graduate School of Education, Harvard University, Massachusetts

Tristan Lising, Project Coordinator, Family Life Institute, Philippine Women's University, Philippines

Joyce Lyons, Curriculum Specialist, Office of the Dean, School of Medicine, University of Hawaii, Hawaii

Victoria J. Marsick, EWCI Joint Doctoral Intern, Hawaii

Arifien Moekaddas, Agency for Agricultural Education, Training and Extension, Indonesia

Jeff Tsai, Director, The Chinese Center for International Training in Family Planning, Taiwan, Republic of China

Clayton J. Vollan, Communications Advisor, United Nations Development Programme, Turkey

Marjory Wybourn, Director, International Family Planning Projects, American Home Economics Association, Washington, D.C.

II. Visitors to Population/Family Planning IEC Activities

Colombia

Alcides Estrada, Executive Secretary, Corporation Centro Regional de population, and Latin American Representative, ICARP, Bogota

England

Catherine Wood, Audio-Visual Librarian, International Audio Visual Resource Service (IAVRS), London

India

Behram S. Anklesaria, M.D., Consulting Gynecologist, Lal Darwaja, Ahmedabad

Sumedha Khanna, M.D., Chief of Planning and Evaluation, Division of Family Health, Pan American Health Organization, New Delhi

Bapi Ragu Sharma, Health Education Specialist, State Family Planning Department, Hyderabad

Akhilesh Dutt Tripathi, Editor, Printing, Publications, and Library, national Institute of Family Planning, New Delhi

Indonesia

Frances Cosstick, Programme Associate, UNICEF, Jakarta

Kayes Lumatauw, Assistant Chief, Central Health Library, Ministry of Health, Jakarta

Rachmat Judono Mochtar, Head, Library of the National Institute of Health, Research and Development, Jakarta

I.G.M. Wardana, Trainer, BKKBN, Denpasar, Bali

Iran

M. Naeem Butt, Chief Advisor and Project Manager, Development Support Communication Service, Tehran

Kenya

K. Ndeti, Director, IPPF Center for African Family Studies, Egerton College, Njoro

S. Raheem Sheikh, Information and Education Officer, IPPF, African Regional Office, Nairobi

Korea

Thomas Harriman, Public Health/Population Advisor, USAID, Seoul

Kim Taesoo, Librarian, Korea Scientific and Technological Information Center, Seoul

Lesotho

Benjamin T. Pekeche, Executive Secretary, Family Planning Association of Lesotho, Maseru

Malaysia

Dr. Abdul Hamid, Head, Community Health Division, Public Health Institute, Ministry of Health, Kuala Lumpur

Nepal

Mani Acharya, M.D., Regional Medical Officer, Ministry of Health, Kathmandu

Devi Bahadur Shrestha, Lecturer, Health Education, Tribhuban University, Kathmandu

Somat Tulachan, M.D., Regional Medical Officer, University of Health, Kathmandu

Pakistan

Mahmud Ul-Hassan, Assistant Librarian, People's Open University, Islamabad

Philippines

Rosario Alberto, Director, Population Education Program, Department of Education and Culture, Manila

Joseph Andico, Producer, Director, National Media Production Center, Manila

Lazaro Y. Medina, Jr., Chief, Public Information Division, National Economic and Development Authority, Manila

Romulo Sager, Production Manager, National Media Production Center, Manila

Sri Lanka

Chandra Wijayawardana, Senior Assistant Secretary, Ministry of Information and Broadcasting, and Press Commissioner and Director, State Printing Corporation, Colombo

Switzerland

M. Kilker, Documentation Officer, Division of Family Health, World Health Organization, Geneva

Taiwan, Republic of China

Jeff Tsai, Director, Chinese Center for International Training in Family Planning, Taichung

Tanzania

Evarist Manumbu, Health Economist, Ministry of Health, Dar-Es-Salaam

James Mwakalukwa, MD., Regional Medical Officer, Ministry of Health, Dar-Es-Salaam

Thailand

Pintip Boriboonsok, Department of Vocational Education, Bangkok

Pannee Jesadapant, Administrative Assistant, Family Health Division, Department of Health, Bangkok

Laura Olson, Chief, Clearing House/Information Service, Population Division, ESCAP, Bangkok

Boontharee Phoonehai, Librarian, Asian Institute of Technology, Bangkok

Somritta Pora, M.D., Family Planning Consultant, Department of Medical and Health Services, Bangkok

Sermsak Punnahitanont, M.D., Medical Officer, OB/GYN Department, Sawanpracharak Hospital, Nakorn-Sanan

Suchit Sirichote, Vice President, Planned Parenthood of Thailand, Bangkok

Ranu Srismuth, M.D., Chief/Staff/OB/GYN Department, Prachanukrob Hospital, Chiengrai

Prachumpora Suwanajata, Principal, School of Practical Nursing, Bangkok

Pramual Thamangrakset, M.D., Deputy Provincial Chief Medical Officer, Provincial Public Health Office, Samutprakan

John L. Woods, Director, Development Support Communication Service, Bangkok

United States

James Bausch, Project Specialist, Office of Population, Ford Foundation, New York, New York

Royal Colle, Associate Professor, Department of Communication Arts, Cornell University, Ithaca, New York

Phillip Coombs, Vice-Chairman, International Council for Educational Development, Essex, Connecticut

Genevieve H. Cory, Instructional Media Specialist, Cory Consultants, Palo Alto, California

Terry DeRosa, Associate Extension Professor, University of Connecticut, Institute of Public Service, Hartford, Connecticut

Don Esslinger, Information Specialist, Agricultural Editor's Office, University of Missouri, Columbia, Missouri

Muhuiddin-Haider, graduate student, University of Michigan, Ann Arbor, Michigan

Norman Miller, Director, AUFS Documentary Film Project, Hanover, New Hampshire

Andre Singleton, Director, International Training, Planned Parenthood Association-Chicago Area, Chicago, Illinois

Janeth Rosenblum, Vice President, Overseas Education Fund, Washington, D.C.