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POPULATION COMMUNICATION AND EDUCATION:

1971-1976

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A Five-Year Report on an International Training and Research Program
and Justification for a Proposed Phase II Program

submitted to

United States Agency for International Development
Department of State
Washington, D. C.

by the

Community and Family Study Center
University of Chicago

July, 1976

Summary

In 1971 the Community and Family Study Center of the University of Chicago was awarded a five-year institutional development grant by the U. S. Agency for International Development to (establish a program of graduate training for "Communication and Social Development," to be focused on the need for training specialists in information-education-communication with respect to family planning.) When the scheduled five-year period ended on June 30, 1976, the objectives of the original award had been fully accomplished. *

Meanwhile, in response to the needs of the world population situation and with the permission and encouragement of AID, the Center has forged into several areas of off-campus activity focused upon collaborating with organizations in the developing countries interested in population and family planning. ✓

A well-equipped Communication Laboratory located in a University-owned structure has been established. A well-qualified and experienced staff oriented toward giving special attention to the needs of trainees from overseas who have a special interest in population matters has been at work for more than four years. In addition to its training function, this laboratory has been busily engaged in doing research, writing monographs and training manuals, and publishing materials that could be of service to information-education-communication activities in the developing countries. ✓

In 1974 a degree program in population education was established in collaboration with the Department of Education.

(The course of graduate training at the M.A. level has been given to 46 persons, and an additional 30 students were in residence on July 1, 1976. Meanwhile, short-term training (nine weeks) has been given to 419 persons during six summer workshops. The Center has received about 250 visitors and given more than 1000 visitor-days of briefing, residency or discussions to persons from overseas who have been sent for short periods.

(A total of eleven monographs have been published and a new journal, Family Planning Resumé, has been launched. ✓

Throughout the five years the CFSC has sought to work closely with all other institutions with a similar interest--both in the U. S. and overseas. It has sponsored meetings, published materials, and participated in conferences which would promote greater integration and reconciliation of communication

programs. Its senior staff members have made frequent trips overseas--to participate in workshops and conferences, do research, provide consultation, follow up graduated students and recruit new students.

During these five years the (CFSC has worked hard (along with others) to establish population communication and population education as reputable academic subfields of communication and education training organizations.) That these efforts have succeeded is indicated not only by the history of the CFSC accomplishments, but by the growing number of universities in less developed as well as developed countries which have established or are establishing similar programs.

An application for funds for a new "Phase II" program in I-E-C for population and family planning communication has been submitted to U.S.A.I.D.. This Phase II program calls for much greater emphasis on overseas activity, highly focused on urgent problems or situations which call for research, assistance in strengthening local training capacity, technical assistance in planning or production, short-term consultation or evaluation. Meanwhile, training on the Chicago campus would continue, more closely focused upon meeting the need to upgrade the quality of the staffs of training centers in the LDC's. The following pages provide a detailed exposition of the activities of these five years and attempt to demonstrate the need for the proposed Phase II program.

A Five-Year Report on an International Training and Research Program
and Justification for a Proposed Phase II Program

Background Information: Expanding Scope of Work

On July 1, 1971, the Community and Family Study Center (hereafter abbreviated as CFSC) of the University of Chicago undertook to establish a program of international training and research in the field identified by U. S. Agency for International Development as "Information-Education-Communication, (I-E-C)." Upon being awarded an Institutional Development Grant under Title 10 of the Foreign Assistance Act, the CFSC announced the ultimate objective of this program--to help lower the rate of population growth in the developing countries more rapidly than otherwise would be the case. It intended to accomplish this goal by:

- (a) Heightening the awareness both of national leaders and the general citizenry in LDC's of the need for reducing family size--both to promote the welfare of individual families and to attain national goals of economic and social development.
- (b) Informing the public about the contraceptive methods and the contraceptive services being made available to them by new national and private family planning programs, and providing essential facts (such as sex education) which would help them make correct and sustained use of these methods or arrive at a decision to use them.
- (c) Stimulating or motivating individuals or couples to seek contraceptive help or to make use of the services which were being provided. This includes information about the impact of large families and rapid population growth upon maternal and child health, nutrition, housing, literacy, community and national economic development, and the balance of human population with the resources of the physical environment.

Basic assumptions. A successful family planning program requires an effective and efficient "delivery system" for providing contraceptive service. The CFSC program has asserted that in order to succeed, family planning programs must

also have an effective and efficient I-E-C system to prepare the public to feel the need for and to make active use of the services being offered by the delivery system. This I-E-C system must be multi-media, using both the mass media and personal contact in a coordinated and planned way. Without such an approach, it was asserted, family planning programs in LDC's would languish and flounder. A number of American universities (particularly Schools of Medicine and of Public Health) were providing training, doing research and providing international assistance on the delivery of family planning services. But there has been much less interest and activity to provide training and consultation in the I-E-C area. The University of Chicago program was designed to work in this comparatively neglected area. In seeking funds for undertaking this program, the CFSC boldly declared that ". . . The inability of national family planning programs to attain their announced goals is due to the fact that the population communication aspect of these programs has been too small, poorly planned, not well managed and not subject to critical evaluation for the purpose of improving it." It submitted a program of training which was designed to take steps to help correct this unfortunate situation. The action proposed was not to do this directly, but to select professional persons from the developing countries and by a program of guided training to provide them with the knowledge and skills needed to plan and carry out I-E-C programs that would be appropriate and effective in their respective cultures.

Training as an emergency and as a long-term contribution. When it applied for funds to launch this program, the University of Chicago asserted that the long-term objective of this training program should be to make each of the developing countries self-sufficient in the I-E-C sphere as quickly as possible. Students trained at the University of Chicago not only would be expected to enter directly into the national family planning programs, but would also become teachers and trainers for I-E-C in their home countries. The role of an American university working in this area was therefore justified on two bases:

- (a) The need for trained manpower for I-E-C was very great, far exceeding the capacities of educational institutions in the developing countries. The University of Chicago proposed to train up to twenty-five new technical persons per year to help meet the emergency.
- (b) Only a very few of the developing countries had any facilities whatsoever for the training of communication specialists, and those that did exist were understaffed and overworked, trying to meet the exploding

growth of mass media in their countries. Almost none of the few that did exist had yet shown much interest in training population I-E-C workers on a systematic basis for the national family planning program. The University of Chicago proposed that its program could help train staff for new institutions and strengthen the staffs of existing communication training institutions.

Original focus. During the first four years of the program, primary emphasis was placed on the first of these objectives. The primary focus of the initial program, in the application for funds, was stated as follows:

"The principal goal of the proposed University of Chicago program will be to produce persons prepared to work as professional 'managers' or 'directors' of communication programs rather than as technicians and producers. A graduate of this program should be prepared to:

- (a) Plan communication programs
- (b) Coordinate and guide a staff of technical workers to carry out planned communication programs
- (c) Work with producers in all of the media organizations to get the program plans translated into communication campaigns
- (d) Plan and participate in evaluative research to measure and interpret the impact of the communication program upon the intended audiences
- (e) Combine the results of evaluation research with other information concerning other programs around the world to work continuously to modify and improve his program.

Persons who are equipped to do this type of work must receive training that emphasizes principles, theories, and the absorption of a large amount of systematic knowledge contained in research reports and critiques of previous programs."

Components of the training program. The program proposed to AID which resulted in the establishment of this program was rather narrowly focused on training based on the University of Chicago campus. This was to take two forms:

- (a) Short-term training of persons already employed or scheduled to be employed in I-E-C posts. This was to take place in an annual summer workshop on I-E-C for population and family planning
- (b) Longer-term degree training at the M.A. or Ph.D. level of persons recruited to occupy major managerial, training or research posts in

I-E-C for population and family planning.

A commitment was made to carry out this training in a manner that would help to coordinate the activities of all institutions engaged in I-E-C training.

Expanding focus. As the program actually began to unfold, it was discovered both by the CFSC and AID that there was a need to widen the vision of the program in a variety of ways. Travels to most of the countries in Asia, Latin America and Africa which had family planning programs were made by staff members, and the suggestions and recommendations of national professionals and local foreign advisors were sought. As a result of these observations and suggestions the following additional functions were added to the program, with the concurrence of (or at the suggestion of) AID:

- (a) Provide leadership in bringing together representatives of the international agencies involved in sponsoring I-E-C programs for family planning--for seminars or planning meetings, to discuss mutual problems and integration of programs, and to make plans for the immediate future.
- (b) Prepare and publish materials of a highly practical nature that could be of use to the national I-E-C programs in the developing countries.
- (c) Interact closely with I-E-C organizations in particular developing countries to provide them with needed consultation, planning, and training advice.
- (d) Collaborate with I-E-C organizations in particular developing countries to hold short-term training sessions or work sessions for national professionals.
- (e) Provide assistance to I-E-C organizations in the developing countries to get easy and quick access to current research and other information they need to improve their programs.

All of these activities were added--first on a limited experimental basis and then on an expanded, more organized basis--as experience proved the usefulness and demand for each. These additions have been of limited scale and scope, however, because of limited funds and lack of authorization to undertake them thoroughly under the original Title 10 award.

The Population Education Program. The largest single expansion of this program, beyond the original proposal, was the addition in 1974 of a companion program in Population Education, lodged in the Department of Education. The CFSC believed that the University of Chicago could provide, through its widely-

known specialization in adult education, much-needed leadership in this important area. AID was urged to permit this expansion in the hope that the content as well as the mode of teaching population education both to in-school and out-of-school youths and to adults could be improved. Instead of a sole undertaking of educational experts, this program was scheduled to be a collaboration among all of the units on the Chicago campus interested in population-- demographic, communication, medical, and religious, as well as educational.

Proposed Phase II Program. During its first five years of operation, the Community and Family Study Center achieved in full the objectives which guided the original Title 10 award. In addition, it expanded the program to include a number of other activities, as indicated above, in response to the actual needs of the developing countries as it perceived and interpreted them. An application has been submitted to AID for a new "Phase II" program, to continue work in the general area of population communication and population education. The Phase II program is not intended to be a simple continuation of the former program, but to represent an entirely fresh start--(1) retaining what has been most valuable in past work, (2) expanding work in new areas that have shown promising results in actual trial, and (3) launching into new programs that seem to represent "logical next steps" in serving the ever-changing needs of the world fertility reduction programs. The proposed new program contains the following major items on its agenda:

1. The short-term summer workshops in family planning I-E-C and population education would continue on the Chicago campus, to serve the needs of those developing countries (of which there seem to be several) which still have need for this facility and for which there is no other source of training of equivalent quality. These workshops may be taught in English, Spanish or French, as needed. They may be of any duration, from one week to three months, as the need for them indicates.
2. Degree training on the Chicago campus would continue, but would be much more focused upon the training of present and future faculty members of universities and training institutions in the developing countries. The goal would be to accelerate self-sufficiency rather than simply meet temporary manpower shortages.
3. A post-graduate residency program for faculty members of population communication or population education organizations would be established.

This would encourage the more rapid strengthening of the training facilities of LDC training centers by permitting existing faculty members to undergo special study in preparation for new courses in the population I-E-C field.

4. Collaborative conduct of short-term workshops and training seminars with host country institutions, held in LDC sites. These workshops would be tailor-made to each country and planned to meet particular needs then being experienced. Much of the contribution of CFSC would be in helping with planning, organizing, and recruitment; most or all of the actual training would be done in the local language with specialists recruited from the country or the region. GW ?
5. More frequent and more prolonged travel of CFSC personnel to LDC's for the purpose of strengthening local training capabilities, for recruiting trainees for the Chicago campus, and for consulting on program strategy. These activities would be limited to countries where local AID population officers and national family planning officials approve or request such visits. GW ?
6. Continuation and expansion of the publication of materials for I-E-C. The expanded program would call for publication in Spanish and French as well as English, with collaborative arrangements for assisting in the translation into Arabic. ?
7. Active participation in communication research and I-E-C program evaluation in LDC's. This would include the publication of manuals on the methodology of research and evaluation for use in all countries and the holding of short-term research and evaluation training sessions in LDC's. ?
8. Continue and expand the program of sponsoring seminars and dialogues of I-E-C experts, both from donor or international agencies and from the developing countries, for the purpose of improving exchange of information, making long-range plans, and integrating activities. ?

As the above listing indicates, the Phase II program represents a major shift in emphasis to bringing training, research and consultation, using CFSC resources, to individual overseas sites, and to restricting the on-campus training in Chicago to activities which as yet cannot be well performed in the LDC's themselves. The CFSC has a plan for staffing to meet these needs, if they are found to be needed and if CFSC is invited to perform them.

In selecting countries in which to work in this manner, priority should be given to countries with one or more of the following characteristics:

- (a) The population situation is most critical: the threat of food shortage or other crisis linked to population is imminent.
- (b) The country has not yet or is only now beginning a population program, and hence needs help in getting started.
- (c) The country contains populations which have proved to be unusually resistant to family planning, despite ongoing programs for family planning.

Comparatively less attention would be paid to countries where birth rates are declining steadily, where programs are already operating smoothly, and where the pool of local professional talent is substantial.

Justification of the Phase II Program. This report not only summarizes the accomplishments of the CFSC during the first five years of this program, but also uses that information (combined with other data) to attempt to justify the need for the proposed Phase II program described above. AID has requested that this justification be made a part of this report in order that it may be reviewed by an expert team of distinguished communication experts who will make an intensive evaluation of the CFSC program during the first two weeks of August, 1976. It will also be used by the professional staff of AID in considering the value of the proposed program in those LDC's where it plans to expend funds for I-E-C in population and family planning.

Organization of this report. A set of guidelines for preparing this report was provided by U.S.A.I.D. Those guidelines suggested that the information be organized under seven principal headings. Within each of these seven categories we have stated the original problem to be solved, the inputs that were made, and indicators of achievement. Following this sequence, each section ends with a short "justification of Phase II program." This justification attempts to explain how and why the program which the University of Chicago has proposed to AID merits support, in the light of the experience of the first five years of work. In other words, the first portion of each of the seven sections is a recitation of historical facts. The last portion, however, is a subjective opinion with which objective observers may or may not concur.

I. Degree Programs in Population Communication and Population Education on Campus at the University of Chicago.

Students enrolling in this program have the choice of two degrees. The first is in "Communication for Social Development," which is offered through the Divisional Masters program of the Social Science Division. The second is "Population Education and Family Planning," offered through the Department of Education. Both degrees are sponsored by the CFSC and are made possible by the continuing support of U.S.A.I.D.

A. The Degree in "Communication and Social Development"

This is the original program with which the program began, in 1971. It is highly focused upon meeting the current I-E-C needs of family planning programs in the developing countries. The background description, given above, reported the basic philosophy upon which it is based. The most recent brochure to be issued (see copy next page) concerning this program spells out in more detail its goals and viewpoint, describes the principles on which the training program is built, and describes the typical curriculum. (The reader is asked to read the first four pages of this brochure for a more complete description of the program.)

The strategy of the program has been to establish a small core of required courses and to help each student to build around this core a program best suited to his particular needs. This is done by choosing as electives--from regular graduate courses being offered on the campus--a set of courses which will build the particular combination of professional competencies desired. The program is planned individually with each student, and if possible in consultation with the organization sponsoring him.

Overseas students entering this program are not separated from the main-stream of the University. Admission standards are high, and once admitted a student is permitted to enroll in any course for which he has the prerequisites and which his advisors agree is suitable for his academic goals. There are no separate classes or faculty for foreign students as has often been the case in some programs for students from developing countries.

Two other major characteristics of this program are its emphasis upon practical work to parallel the classroom instruction and the large amount of personal attention given to each student in the program. A Communication Laboratory (see item V below) requires that each student do six hours of practical work per week, working under the guidance of the CFSC staff. In the course of his year of training, each student acquires a wide range of skills and abilities to produce, to plan

University of Chicago

GRADUATE TRAINING FOR COMMUNICATION AND SOCIAL DEVELOPMENT

POPULATION, HEALTH, NUTRITION, FAMILY LIFE
COMMUNITY DEVELOPMENT AND TECHNOLOGICAL CHANGE

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Inside front cover:

Current Staff and Students

Community and Family Study Center
Division of the Social Sciences

and to manage. Each student has a desk in the Laboratory where he is welcome to come to study or to work on his own projects. The CFSC staff provides tutoring to help students over difficult spots in their course work. It has facilities for improving their ability with written and spoken English, for refresher training in basic mathematics to prepare them for courses in statistics, and for helping them collect, process and analyze the data for their research papers. From the moment of entrance until the time of departure, each student is a member of a friendly, supportive, and instructive environment. It is nevertheless a rigorous environment which demands that they work hard to achieve the skills and cover all of the schedule areas within the comparatively few quarters they are in residence.

B. The Degree in "Population Education and Family Planning"

This program, added in 1974, provides an opportunity for students to obtain a professional degree in education while specializing in the application of theories and principles of education to population education and the training of family planning workers. The brochure which describes this program (see next page) provides information on the curriculum. Because the premises of this rapidly developing field are not well known, a brief supplementary essay prepared by Prof. William Griffith, the program's director, is appended to this section. This statement explains the viewpoint from which the Chicago program in population education is organized.

The population education degree program may be divided into three general categories of instruction:

1. Basic theories of education, especially concerning the learning and teaching of adults and older youths. This includes research needed to design and to evaluate training programs.
2. Curriculum development to attain particular objectives, and assembly and preparation of training materials. This includes the design and use of audio-visual aids, exercises to be performed by students to promote learning, and field experiences which may be provided to reinforce learning.
3. In-depth study of the information to be imparted in population education programs. Inasmuch as the content of these programs varies widely from nation to nation, and age group to age group, and even from school to school or community to community, the student is exposed to a wide variety of technical information from which he later can select the materials he will use. This ranges all the way from the study of

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GRADUATE TRAINING FOR POPULATION EDUCATION AND FAMILY PLANNING

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Description of the Program
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Department of Education
in collaboration with
Community and Family Study Center
Division of Social Sciences

the relationship of population to environmental resources, to demographic aspects of population growth, to the economic and social correlates of family size, to the physiology of reproduction, methods of contraception and human sexuality.

The first two of the above components are provided by the regular course offerings of the Department of Education. The third component is provided on an interdisciplinary basis. Students are encouraged to elect courses in introduction to population study, the sociology of the family, social change, human sexuality, principles of communication or other courses which can provide background information on which the student can later draw in planning a particular population education program.

A seminar on population education and population communication, which is attended both by the students in the Communication for Social Development program and students in the Population Education program, helps to weld the two programs together and provide additional background content for the trainees.

Indicators. This program is intended to have a capacity to admit twenty-five new participants each year, which would give it an average student component of about thirty students at any one time. On July 1, 1976, the program had an enrollment of 30 students. The complete list is given in Figure 1. The program has a stronger emphasis upon Ph.D. training than originally planned, and the number of M.A. candidates is fewer than scheduled. More than a dozen applications are now under consideration, and it is expected that by the opening of the autumn quarter the number of M.A. students will be twenty-five and the total enrollment will be in excess of thirty-five. Thus, the program is operating near its scheduled capacity. Nevertheless, during the coming academic years the program could accept up to ten additional M.A. students from overseas per year without stress.

Follow-up of graduates. The CFSC staff has a program to follow up each graduate after his graduation. This is done in two ways. As staff members travel to the various LDC's for research or training, they visit each graduate in his home setting and do whatever they can to support and promote his work. Secondly, as the CFSC issues new publications, copies are automatically sent to graduates, and periodically a newsletter is circulated to graduates. The CFSC corresponds regularly with many of its graduates.

A complete list of persons who have completed the program is provided by Figure 2. The program has now been in operation long enough to have had a major impact. A very high proportion of the trainees continue to be engaged in programs to promote family planning. Following are some examples of the current work assignments of the CFSC graduates.

- Riza, Mohammed. Employed by IPPF London for family planning program in French Africa
- Kye Choon Ahn. Deputy Director of Korean Family Planning Institute and Professor of Sociology, Yonsei University
- Bhiromrut, Patama. Director of I-E-C Program, Thailand national family planning program
- Cisnero, Antonio. Djirector of a social research center and Professor of Sociology, Catholic National University, La Paz, Bolivia
- Hsu, Yvonne. Deputy Director of I-E-C Program, Taiwan national family planning program
- Lin, Lan Ching. Population education specialist, Taiwan national family planning program
- Mbai, David. Director of I-E-C program, Kenya national family planning program
- Chandavimal, Pisamai. Communication specialist, Thailand national family planning program

- Sujono, Harjono. Deputy Director for research and experimental programs, BKKBN, Indonesia national family planning program
- Hamal, Hem. Director of I-E-C, Planned Parenthood Association of Nepal
- Trowbridge, Jane. Assistant Director of CFSC, Director of Latin American research program in I-E-C for family planning
- Copp, Brian. Deputy Director of Training, Planned Parenthood of Chicago
- Ampah-Kwofie, James. I-E-C Director, family planning program of Ghana
- Allen, Walter. Professor of Sociology, University of North Carolina, member of Carolina Population Center
- Aghai, Mohammed. Administrative assistant, national family planning program of Bangladesh
- Khan, Aminur Rahman. Director, World Fertility Survey, Bangladesh
- Belosillo, Lina. Family planning communication and education expert, Ministry of Welfare, Philippines
- Chang, Vielka. Rural Development Program, Panama
- Abelelwahab, Abdi. District family planning officer, Tunisia
- Kefi, Othman. District family planning officer, Tunisia
- Raz, Achara-Bunnag. Communication specialist, national family planning program of Thailand
- Mulder, Ronald. Professor of Sociology, teaching courses in communication, Hope College

Many of these professionals are active on a regional and international basis, as well as taking leadership roles in their own countries. They already have had a substantial impact upon programs in their countries and may be expected to have even more as they gain seniority. Meanwhile, they are being joined by a steady stream of graduates.

Justification for Phase II program. The need which gave rise to the degree program continues. Several universities in developing countries now have strong communication and education units which are interested in population. Among them are University of Philippines, American University of Cairo and several universities in India. Steps are just now being taken to establish such units at Dacca University, University of Karachi, Cairo University, Mass Communication Institute in Jakarta, Ibero-Americana University in Mexico, and at universities in other countries. These newly emerging programs are weak and are seeking help from the CFSC in the form of fellowships for training faculty, assistance in planning programs, and collaboration in research. Many major countries have yet to begin such work. (There is not a single university in Latin America with a communication program for family planning or population education.) Thus, although the situation is improved greatly over 1971, when the CFSC program was begun,

the need for it to continue is still strong. The new policy of emphasizing the training of faculty members will accelerate the movement toward greater self-reliance in more LDC's. It is believed that the CFSC program can be one of the strongest forces to stimulate this movement. Meanwhile, it will continue to ease the critical shortage of communication specialists in the national family planning programs.

FIGURE ONE
PROGRAMS IN POPULATION COMMUNICATION AND EDUCATION
July 1, 1976

Students in the Training Program

Sex

Country

COMMUNICATION PROGRAM

Masters Degree

Akbar, M. Javed	M	Pakistan
Dac, Dinh Cong	M	Vietnam
Feteha, Mohammed	M	Egypt
Goonasekera, Anura	M	Sri Lanka
Hoque, Mohammed	M	Bangladesh
Jacyna, Rita	F	U.S.
Lesmana, Tjipto	M	Indonesia
Milkerent, John	M	U.S.
Perera, Stephen	M	Sri Lanka
Suharto, Bar	M	Indonesia
Sachs, Nancy	F	U.S.
Speer, Mary	F	U.S.

Ph.D Degree

Bounlue, Tania	F	Thailand
Buutap, Nguyemp	M	Vietnam
Copp, Brian	M	U.S.
Crimmins, James	M	U.S.
Crimmins, Mary	F	U.S.
Kwakye, Sylvester	M	Ghana
Martokoesoemo, Budi	M	Indonesia
Sheppele, Kim	F	U.S.
Trowbridge, Jane	F	U.S.
Whitfield, Randall	M	U.S.

POPULATION EDUCATION

Masters Degree

Erku, Yimer	M	Ethiopia
Feteha, Mohammed	M	Egypt
Hills, Jane	F	U.S.
Katudat, Punsin	M	Thailand
Kheir, Esmat	M	Egypt

Ph.D. Degree

Chalee, Pongjorearn	M	Thailand
Navawongs, Tippan	F	Thailand
Somma, Warnsorn	M	Thailand

FIGURE TWO
STUDENTS GRADUATED FROM THE POPULATION COMMUNICATION PROGRAM
(through school years 1972-75)

<u>Name</u>	<u>Sex</u>	<u>Degree</u>	<u>Country</u>	<u>Year</u>
Gunaserkera, Anton	M	M.A.	Ceylon	1972
Riza, Mohammed	M	M.A.	Tunisia	1972
Porter, Jeff	M	Certificate	U.S.A.	1972
Ahu, Kye Choon	M	Ph.D.	Korea	1973
Bam, Brigalia	F	M.A.	South Africa	1973
Bhironmrut, Patama	F	M.A.	Thailand	1973
Bishop, Joan	F	M.A.	Trinidad-Tobago	1973
Cisneros, Antonio	M	M.A.	Bolivia	1973
Hsu, Yvonne	F	M.A.	Taiwan	1973
Lee, See Baick	M	Certificate	Korea	1973
Lin, Lan Ching	M	M.A.	Taiwan	1973
Mbai, David	M	M.A.	Kenya	1973
Chandavimal, Pisamai	F	M.A.	Thailand	1973
Morse, Mary	F	M.A.	U.S.A.	1973
Sujorno, Harjono	M	Ph.D.	Indonesia	1973
Frederick, Daniel	M	M.A.	U.S.A.	1973
Hamal, Hem	M	M.A.	Nepal	1973
Hudson, Stanley	M	M.B.A.	U.S.A.	1973
Amal, A.S. Bharathy	F	Certificate	India	1973
Buutap, Nguyenphus	M	M.A.	Vietnam	1973
Kim, Seok-Hoom	M	Certificate	Korea	1973
Trowbridge, Jane	F	M.A.	U.S.A.	1973
Copp, Brian	M	M.A.	U.S.A.	1973
Khan, Aminur Rahaman	M	Ph.D.	Bangladesh	1974
Channock, Foster	M	M.A.	U.S.A.	1974
Chung, Sang-Yuu	M	M.A.	Korea	1974
Ampah-Kwofie, James	M	M.A.	Ghana	1974
Mgalula, Justin	M	M.A.	Tanzania	1974
Adu-Bobie, Gemma	F	M.A.	Kenya	1974
Bicep, Joyce	F	M.A.	Trinidad-Tobago	1974
Allen, Walter	M	Ph.D.	U.S.A.	1975
Aghai, Mohammed	M	Ph.D.	Pakistan	1975
Mulder, Ronald	M	Ph.D.	U.S.A.	1975
Dang, Krishan Lall	M	M.A.	India	1975
Keoprasom, Phaisal	M	M.A.	Thailand	1975
Somma, Warnsorn	M	M.A.	Thailand	1975
de Segarra, Isabel	F	M.A.	Venezuela	1975
Mishra, Uma Shanker	M	M.A.	India	1975
Belosillo, Lina	F	M.A.	Philippines	1976
Chang-Yan, Vielka	F	M.A.	Panama	1976
Lim, Meow Khim	F	M.A.	Malaysia	1976
Orrego, Filipe	M	M.A.	Chile	1976
Abelelwahab, Abdi	M	M.A.	Tunisia	1976
Kefi, Othman	M	M.A.	Tunisia	1976
Raz, Achara Bunnag	F	M.A.	Thailand	1976

STUDENTS GRADUATED FROM THE POPULATION EDUCATION PROGRAM

Obeng, Mercy	F	M.A.	Ghana	1976
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Population Education--Progress, Problems
and Needed Developments

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Throughout most of the world national governments have developed or are developing policies regarding the ideal rate of population growth as a part of their plans for national development. In most cases these policies call for a deceleration in the rate of growth as one of the means of achieving a higher standard of living for all of a nation's citizens. Yet the establishment of national policies has not resulted in a corresponding modification in the rate of population growth in most instances. Governments in some nations now advocate extreme measures in an effort to achieve drastic reductions in the population growth rate. Except for those countries in which the citizens have apparently relinquished their rights to make decisions regarding family size to their governments, the policies and programs of national governments have failed to exert significant influence, particularly on the reproductive behavior of their citizens. In some countries totalitarian governments have been successful in relocating large numbers of citizens from urban to rural areas or from overcrowded towns to newly established villages. But where governments have exhibited a decent regard for the rights of their citizens, compliance with government policies concerning migration and reproduction has been somewhat discouraging. It is precisely because citizens are making decisions about family planning which do not conform to government guidance that an increasing number of nations are turning to population education as a means of persuading their citizens to make rational decisions based on sound and complete information regarding the consequences of population growth within the family, the neighborhood, the province and the nation.

For a short period of time it was believed that all adults were naturally inclined to restrict the size of their families and that the fact that they did not appear to be doing so could be explained quite simply on the basis of their ignorance of modern contraceptive techniques. When modern contraceptives were made available there were some people who were already predisposed to use them, but in most of the developing countries the percentage of adults of reproductive age adopting contraceptives has been far smaller than had been anticipated. To make matters worse, there is a sizeable fraction of those who appeared to be eager adopters when contraceptives were first made available free or at low

cost who subsequently discontinued the use of the contraceptives. For such individuals it can scarcely be said that ignorance of an effective method of contraception or lack of convenient access to such an effective method is an explanation for the non-use of family planning.

For a large segment of the adult population neither the provision of factual information concerning the types of contraceptives and their uses nor the provision of a convenient supply of low-cost contraceptives is adequate to bring about adoption of the innovation. Clearly, attitudinal as well as factual elements are involved in each individual's decision to adopt or to refrain from using contraceptives. In many cases individuals refrain from the use of contraceptives, preferring instead to run the risk of undergoing an abortion for an unwanted pregnancy. Such behavior may appear entirely irrational from a demographic perspective; from a behavioral science viewpoint the choice would be regarded as rational even though the individuals involved had an inadequate understanding of the risks involved.

If the reproductive behavior of adults is to be modified voluntarily, the manner in which they arrive at their decisions must be understood in all its complexity. For it is only as the basis for decision making is known by the professional seeking to modify human behavior that he can reasonably expect to design educational and informational programs to modify the decision making in the direction he desires. The population educator is an applied behavioral scientist who examines the bases for decision making of specific individuals and groups and who then employs this information in designing educational programs for specific audiences to modify stipulated decision making. It is this concern with understanding the value system and knowledge base of his intended learners as the critical initial step in educational program planning which distinguishes the population educator in the informal educational setting from others who seek to produce behavior changes starting from other premises. The adult educator working in population education accepts as a given that all human decision making is rational from the standpoint of the individual estimating the costs and benefits and making a decision. This respect for the integrity of the individual adult and for his right to make his own decisions based on the best evidence which he possesses or which can be provided for him that distinguishes the approach of the adult educator from the approach taken by other educators.

The trained population educator has a disciplined, systematic way of

designing, conducting, evaluating and revising educational programs so as to produce increasing effectiveness by building upon sound evidence. Throughout most of the world there is a short supply of individuals academically trained to design population education programs. Perhaps the best evidence to support this claim is the unsystematic nature of the educational design process and programs in many countries. Further, the absence of a systematic scheme for formative as well as summative evaluation shows clearly that the approach taken is not scientific in the sense that little is learned from the experiences which are planned. Finally, the willingness of individuals employed in an educational capacity to design population education programs without conducting an educational diagnosis of at least a sample of the intended learners is compelling evidence of a lack of professionalism in this work. The program to train population educators at the University of Chicago has been specifically planned to provide trained manpower to improve the level of effectiveness of population education the world over, by concentrating on the development of those professional educational skills which are glaringly deficient in informal population education programs.

Partly because of the limited success enjoyed by family planners and communication specialists who have sought to change the reproductive patterns and habits of adults, increasing attention is being given by the governments of many nations to the development of formal school-based population education. Adults have tended to disregard many of the mass media messages on family planning as irrelevant to their needs and have elected to avoid the voluntary learning activities which have been provided for them because such activities do not appear to offer new means which will enable them to achieve their own goals. With a formal in-school program a population educator has a "captive audience" which can be exposed to whatever curriculum has been accepted by the educational institution, regardless of the lack of evidence that such exposure has proved to produce desired behavioral changes.

Ministries of education are investing considerable sums of national funds and funds received from other countries, private foundations and international organizations in developing population education for their formal school systems. Such program development involves the writing of curriculum material either for use as a course in itself or in the form of modules or teaching units which can be infused into existing courses. It also frequently includes the mounting of both pre-service programs in teacher training institutions and

in-service programs for experienced teachers of other subjects who are to be engaged in using the new curriculum materials. To date there has been little carefully conducted research to assess the effects of the teacher training programs on the subsequent behavior of the trainees in utilizing the curriculum material. Neither has there been much carefully controlled research to evaluate the changes in the attitudes, knowledge and behavior of the students exposed to the new curriculum. The emphasis tends to be placed on development, dissemination and utilization of curriculum materials with very little attention given to the evaluation of the results produced by the efforts.

The lack of attention which has been given to the evaluation of changes in learners' attitudes and behavior may be accounted for by several factors. First, in the formal school setting no attention has been paid to assessing the effects of teaching other subjects on the development of learners' attitudes and behaviors. Second, teachers have not been trained systematically to produce or measure changes in attitudes and behavior; instead they have been prepared to focus almost exclusively on cognitive changes. Third, donors to curriculum development projects have not only not insisted upon evaluation, they have, at times, in negotiating contracts, expressed a reluctance to provide funding to make an evaluation feasible. Fourth, ministries of education in some cases have viewed internationally funded projects in curriculum development in population education as vehicles for achieving goals other than those of population education, such as the training of teachers to use discovery learning or to develop some other skill or competence highly valued by the educational leaders. Fifth, the evaluation units of ministries of education in many cases lack adequately trained professional evaluators to design effective research strategies to conduct an effective evaluation of teacher training programs or of population education curricula. All of these factors contribute to the willingness of ministries of education to invest major efforts in curriculum development and teacher training in population education without insisting upon the concurrent conducting of a rigorous program of evaluation to insure that the efforts either are producing the desired results or are being modified systematically in ways that the evaluative research appears to indicate would produce better results.

The master's degree program in population education is designed to prepare individuals to engage in systematic educational program planning, execution and evaluation in both non-formal and school-based contexts. Each

student will develop basic knowledge of demography, reproductive physiology, contraceptive technology and elementary research methodology in education. Within the field of education the students will acquire skills in curriculum development, testing and measurement, program design and implementation in non-formal adult education, and evaluation. Individuals seeking to develop a more comprehensive and sophisticated competence in any of these areas who have appropriate opportunities for employment which would allow for the utilization of such competencies will be encouraged to pursue a doctoral program within the Department of Education. Faculty members at the cooperating international training centers will ordinarily pursue either doctoral or post-doctoral study:

With the addition of a full-time research associate to the education personnel of the project it will become possible to engage in cooperative research and training projects with the selected international training centers. To date the members of the Department of Education have been engaged in less than one-third of one man-year's effort annually in population education. These efforts have been devoted primarily to the teaching of an annual summer workshop, visits to various countries to observe their population education programs, and advising and instructing the population education students.

II. Summer Workshops in Population Communication and Adult Education for Family Planning Maintained at the Chicago Campus.

For fourteen consecutive summers since 1963, CFSC has held workshops on family planning. The original workshop was a four-week session entitled "Motivation, Communication and Research for Family Planning." With the launching of the degree program, described above, these workshops were converted into a regular nine-week quarter of graduate study. Fewer participants, more highly selected and oriented to do work at a more advanced level, were admitted each year. There have been three tracks:

- Track A. Population Education
- Track B. Family Planning Communication
- Track C. Family Planning Research and Evaluation

These workshops have been designed to be highly practical. They are intended both for the degree candidates in residence and for the persons sent from overseas only for the summer session. For communication, most of the instruction is given by media experts from local television and radio stations, newspapers and movie studios. Local artists, graphics specialists, and advertising experts are also used. The entire staff and facilities of Planned Parenthood Association of Chicago are available. Each summer there are 15-20 guest speakers, brought to the campus for one day to make special presentations. These are family planning professionals from the United Nations, Population Council, IPPF, AID, other universities, etc. Figure 4 outlines the curriculum for the 1976 Track B sessions; Figure 5 is the curriculum for Track A.

It has been the expectation of CFSC that the need for this workshop would diminish over the five-year period of the grant, and that it would be discontinued for lack of need. The policy of all international donor agencies has been to transfer as much short-term training as possible to in-country or regional sites. New organizations have been established in developing countries to provide this short-term training. Among these has been CIACOP in Costa Rica, established by Ford Foundation and IPPF with the exclusive duty to provide short-term training in I-E-C for family planning to the Spanish-speaking countries of Latin America. Several institutions in the United States have begun to offer short-term training since this grant was made. Notable among them have been the East/West Center, University of Connecticut, University of North Carolina, Planned Parenthood of Chicago, University of Cardiff and University of Cherbourg. Despite these developments, there has been a steady demand each year for the workshop to

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continue for another year. The Office of International Training of U.S.A.I.D. has advised us that this is an important aspect of their training program and requests that we continue. At the current session of the workshop there are 56 participants.

The continued popularity of this workshop seems to arise from at least five sources:

1. It is designed for high level leaders and offers genuine technical training of a professional nature, taught by persons who have much practical experience as well as technical qualifications. Most if not all of the other short-term training programs work on a more elementary level.

2. Each year a new group of developing countries becomes interested or involved in family planning and needs to train a sizable team of advanced professionals. Often there is a reorganization of the family planning program, with need for additional professional manpower. Chicago is a favored source of training for such situations.

3. There are a great many foreign students undergoing training in population, family planning, health education or communication for modernization at other universities in the United States. During the summer quarter, most of these universities offer very little if any academic instruction. The Chicago program has been found to provide a valuable complement to the work of these students. By joining the workshop they get a uniquely valuable quarter of regular academic instruction.

4. The quality of the instruction at the Chicago summer workshops enjoys a world-wide favorable reputation. It is famous for its compact curriculum, its tendency to demand hard work from participants and to confront them almost daily with guest speakers brought to the campus to make special presentations. The work is both theoretical and practical. The regular staff is technically competent and experienced in what it teaches. During the demanding nine weeks the trainees get an experience which genuinely influences their outlook and their work performance when they return home. As a result of this reputation, there appears to be a reluctance to have the workshop disappear as an international resource.

5. Training in population education is given almost nowhere on a short-term basis. The University of Chicago Track A, therefore, is almost the only place where this important aspect of family planning training can be obtained.

Indicators. Figure 3 reports the number of participants who have been enrolled in this workshop each summer. A quota of 50 participants per summer has been informally set as the number that should be enrolled in order to make it worthwhile, both professionally and economically, to conduct the session. The level of enrollment has been at about this level. The listing of the countries that have been served shows that participants have been drawn primarily from nations high on the priority list of countries with serious population problems.

Justification for Phase II. The plan for Phase II calls for a continuation of the summer workshops. However, the justification for such continuation will depend upon the need. It is most likely that there is urgent need for the Population Education workshop (Track A) to continue. It is quite possible that a greater contribution could be achieved by cancelling Tracks B and C and utilizing the staff time and energies to conduct short-term overseas workshops in I-E-C for family planning, in collaboration with in-country or regional organizations, which is a major element in the Phase II program. The CFSC is anxious to be advised on this matter. Our tentative opinion is that we are in a position (perhaps because of our location, our facilities and our tradition) to continue to provide this international service for higher-level professionals with minimum cost. (Our total budgetary expenditure for the summer program is very reasonable.) We will enthusiastically continue it (any particular track or all tracks) until such time as the demand for it declines and we are advised by AID that we should divert our energies and resources to other areas.

FIGURE THREE
PARTICIPANTS IN CHICAGO SUMMER WORKSHOPS: 1971-1976

<u>Home Country or Track</u>							
<u>I. By Country</u>	<u>Date of Participation</u>						TOTAL
	1971	1972	1973	1974	1975	1976	
AFRICA							
Algeria							
Congo							
Dahomey							
Egypt-UAR	3	3		1	3	12	22
Ethiopia	1	3			2		6
Gambia							
Ghana	6	9	1	2	2		20
Guyana		1					1
Ivory Coast							
Kenya	4	5			1	3	13
Liberia				1			1
Maritius	1						1
Morocco		2					2
Nigeria	8	2		1	1		12
Senegal					2		2
Sierra Leone		3					3
South Africa			1	1			2
Sudan				1			1
Tanzania	3	3	1				7
Togo							
Tunisia	2	1		2	3	2	10
Uganda	1		1				2
Zambia		1					1
TOTAL	29	33	4	9	14	17	106
ASIA - FAR EAST							
Australia		1	1				2
Bangladesh		1		3	2	8	14
Hong Kong					1		1
India	6	7	3	4	1		21
Indonesia	11	8	1	10	16	8	54
Japan							
Laos		3					3
Korea		2					2
Malaysia	3	3	1	1	1		9
Nepal	7	5	1	3	3	3	22
Pakistan	14		1		1	2	18
Philippines	16	5	3		4	2	30
Singapore							
Sri-Lanka		1			2	2	5
Taiwan		2	3		1		6
Thailand	3	2	6	3	6	5	25
Vietnam		1	1		2	1	5
TOTAL	60	41	21	24	40	31	217

PARTICIPANTS IN CHICAGO SUMMER WORKSHOPS: 1971-1976

Home Country or Track

1. By Country

Date of Participation

ASIA - MIDDLE EAST	1971	1972	1973	1974	1975	1976	TOTAL
Iran	3	6	1	3			13
Jordan							
Lebanon							
Turkey	5		1		1		7
TOTAL	8	6	2	3	1		20

EUROPE

Belgium							
England							
Finland							
France		2					2
Holland							
Poland		1					1
Sweden							
Yugoslavia	1						1
TOTAL	1	3					4

NORTH AMERICA

Canada							
United States	10	5	4	1	2	5	27
TOTAL	10	5	4	1	2	5	27

BRITISH WEST INDIES

St. Kitts							
St. Lucia		1					1
St. Vincent					1		1
TOTAL		1			1		2

PARTICIPANTS IN CHICAGO SUMMER WORKSHOPS: 1971-1976

<u>Home Country or Track</u>	<u>Date of Participation</u>						<u>TOTAL</u>
	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	
<u>I. By Country</u>							
LATIN AMERICA							
Argentina							
Barbados		1					1
Bolivia							
Brazil	3	3			1		7
Chili					1		1
Columbia	3	3	1	5	4		16
Costa Rica							
Dominica		1					1
Equador							
El Salvador	1					3	4
Guadeloupe							
Guatemala							
Guynea		1					1
Haiti							
Jamaica	3	3	1				7
Mexico				1			1
Panama							
Paraguay							
Peru	1						1
Puerto Rico							
Trinidad	1	1	1				3
Uruguay							
Venezuela							
TOTAL	12	13	3	6	6	3	43
<u>II. By Tracks</u>							
Track A		30		14	34	14	92
Track B	46	38	11	16	21	25	157
Track C	74	34	23	13	9	17	170
TOTAL	120	102	34	43	64	56	419

FIGURE FOUR
CURRICULUM FOR THE 1976 SESSIONS OF TRACK B--
FAMILY PLANNING COMMUNICATION

Track B is set up for the preparation of designers, decision makers and administrators of family planning persuasion campaigns.

It has the following objectives:

- I. Provide our students with a solid fund of background information ✓
about population and family planning which will give them a foundation from which to think and produce. This objective will be accomplished through the course Social Sciences 316 which will concentrate on demography, supplemented by specific information about:
 - a. Population values and motivations at the individual and cultural level--actual research vs. generalized preconceptions.
 - b. The relationships between population and national and individual welfare.
 - c. National programs to promote family planning.
 - d. Current issues, problems, alternatives in family planning programs.
 - e. Population and the oncoming generation.
 - f. The training of the family planning workers and other professionals.
- II. Develop an understanding of the nature and potential of each communication medium, the critical skills necessary to design or select messages likely to be successful and the administrative skills necessary to supervise the production and distribution of these messages. ✓
This objective will be accomplished through Social Sciences 317 which will proceed in the following steps:
 - a. Introduction to the theory of persuasion and its application in each communication medium.
 - b. Strategy in long-term multimedia campaigns.
 - c. Topic research in preparation for campaign design.
 - d. Planning and execution of messages in a particular persuasion effort in these media:
 - 1) film
 - 2) radio
 - 3) poster
 - 4) brochure
 - 5) group discussion
 - 6) person to person counselling
 - 7) photography
 - 8) television
 - 9) slide-sound presentations
 - 10) news releases
 - 11) newspaper and magazine
 - feature articles

FIGURE FOUR
CURRICULUM FOR THE 1976 SESSIONS OF TRACK B cont'd

- e. Pretesting messages believed to be persuasive.
- f. Organization and administration of an I-E-C unit.

FIGURE FIVE
CURRICULUM FOR THE 1976 SESSIONS OF TRACK A--
APPLICATION OF ADULT EDUCATION CONCEPTS TO POPULATION EDUCATION

- June 28 - July 2 -- Analyzing Performance Problems
- July 6 - July 9 -- The Concept of Andragogy
The Concept of Educational "Needs"
Establishing a Climate for Learning
Assessing Needs in Program Planning
- July 12 - July 16 -- Behavioral Educational Objectives: Cognitive and Affective
- July 19 - July 23 -- Educational Program Categories
- July 26 - July 30 -- Educational Program Design
- August 2 - August 6 -- Adult Learning; Conditions of Learning; Principles of Teaching
- August 9 - August 13 -- Evaluation
- August 16 - August 20 -- Discussion of Selected Population Education Program Plans of Workshop Participants

Readings:

- Farmer, James A., Jr. and Papagiannis, George. Program Evaluation: Functional Education for Family Life Planning, III. (New York: World Education, 1975)
- Harman, David. Functional Education for Family Life Planning, II (New York: World Education, 1973)
- Houle, Cyril O. The Design of Education (San Francisco: Jossey-Bass, Inc., 1972)
- Knowles, Malcolm S. The Modern Practice of Adult Education (New York: Association Press, 1970)
- Mager, Robert F. and Pipe, Peter. Analyzing Performance Problems (Belmont, Cal.: Fearon Publishers, 1970)
- Draft Report: International Study of the Conceptualization and Methodology of Population Education

III. (Non-degree Short-term Special Participants) in Population Communication and Adult Education.

Although it was not scheduled as a part of the original training grant, the CFSC has welcomed visitors and observers for short-term consultations. AID/Washington has known that they could schedule visitors through Chicago and have them welcomed and helped--even on short notice. We have followed this policy primarily because we ourselves do a great deal of short-term visiting and observing overseas and appreciate the usefulness of this activity, both for ourselves and for the visitors.

Upon several occasions the residencies have lasted several weeks or even a full academic quarter. Students from the East/West center have been frequent residents, sent to the mainland for a tour of U.S. population centers. They have often found it interesting and convenient to settle in Chicago and spend a good share of their time here.

Another activity is helping Planned Parenthood of Chicago with some of their short-term training. We sometimes present an instructional session for these trainees or else receive visits from them. Former degree students and workshop participants often stop in to visit us if they happen to be in the U.S.

Indicators. Unfortunately, the CFSC has taken this type of activity too routinely, and we have kept no records of visitors and observers. We are certain that the total quantity runs to more than 50 persons per year, and that we have as many as 200 visitor-days spent with us each year.

Justification for Phase II. In Phase II, it is our proposal to greatly expand this activity. We have applied for funds to establish longer-term residencies in order that professional persons from universities or other I-E-C organizations may spend a week, a month, a quarter, or even longer working with us to accomplish a particular objective. This may be to plan a program, to acquire a particular skill, to take a special set of courses, to do library research, to analyze data and write a report, or to teach our students. We will continue to welcome, on a routine basis, the stream of observers and visitors which have come in the past. When given advance notice and a program plan, we will be able to better serve their needs.

IV. Production, Translation, Evaluation and Utilization of Population Communication and Educational Materials.

Very shortly after the program began, the CFSC staff realized that there was a scarcity of materials that could be used in the training of students for I-E-C for family planning, especially during the summer workshops. It was also

discovered that there was a need in LDC's for similar materials. Moreover, it was learned that the overseas I-E-C units had great difficulty getting access to much information which is being published routinely in professional journals, to which they do not subscribe. Finally, most of the family planning I-E-C information is available only in English, and there is a great scarcity of materials in Spanish and French.

Indicators. In response to these needs, the staff of the CFSC set out to produce a series of publications which could be useful to family planning I-E-C programs. During the five-year period, the following publications were produced and distributed:

- Zawacki, April Allison. A Textbook for Family Planning Field Workers (1971). (published in English, French, Spanish)
- Johnson, W. Bert; Wilder, Frank; and Bogue, Donald J. Information, Education and Communication in Population and Family Planning (1973).
- Bogue, Donald J. Fertility and Family Planning in Metropolitan Latin America (1972).
- Sujono, Haryono. The Adoption of an Innovation in a Developing Country: the Case of Family Planning in Indonesia (1974).
- Moore, Maurice J. Death of a Dogma? The American Catholic Clergy's Views of Contraception. (1973).
- Sinquefield, Jeanne Cairns. A Social-Psychological Study of Resistance to Family Planning in Rural Alabama (1974).
- Berndtson, Bjorn and Bogue, Donald J. Mass Mailing for Family Planning (1972).
- Bogue, Donald J. Twenty-Five Communication Obstacles to the Success of Family Planning Programs (1975).
- Bemsberg, Bonnie; Price, Dan; Trowbridge, Jane; and Daffin, George. Radio and Television Spot Announcements for Family Planning (1975).
- Berndtson, Bjorn; Bogue, Donald J.; and McVicker, George. Relevant Posters for Family Planning (1975).
- Aghai, M. A. Social, Psychological and Familial Correlates of Contraceptive Use in Pakistan (1976).

A new journal, Family Planning Resume, has been launched. This periodical summarizes the recent non-medical literature on family planning, now widely scattered in dozens of journals and fugitive papers. It scans more than thirty periodicals in the U. S., Europe and the developing countries, identifying key articles that should be brought to the attention of family planners internationally. The journal does more than merely abstract or annotate these materials; it summarizes them succinctly, including the basic data, so that the reader has a complete statement of the argument. To these are added digests of important

books and precis of original articles and reports solicited from the developing countries. The first issue of this journal is now in press. It will be issued semi-annually.

In addition to the above, the following manuals are now in preparation:

Peigh, Terry; Bogue, Donald J.; Bolandi, Stanley; et al. Radio Programming for Social Development (to be published in 1976).

Mercado, Jean; Bogue, Donald J.; et al. Writing Newspaper News and Magazine Feature Stories About Population and Family Planning (to be published in 1976).

Allison, April; Bogue, Donald J.; et al. Person-to-person Counselling and Group Discussions for Family Planning (to be published in 1976).

Indicator--Distribution. A mailing list of 600 key family planning organizations, research centers and universities has been compiled, and each publication is sent to this list as it becomes available. The publications are sold at a low price, to organizations and persons in developed countries and to other organizations. Through this arrangement, it has been possible to make the CFSC publications available around the world to key organizations. However, the number of copies in circulation is far fewer than needed.

Justification for Phase II. This activity has been most enthusiastically received around the world. It is a service which we have been urged to continue and to expand. We believe that Family Planning Resumé will prove to be a most essential publication. For these reasons, we propose to continue this part of our program in the new phase.

Several editions of the items already published are almost out of stock. We are faced with the choice of reprinting or revising these items. We are strongly disposed toward a complete revision, to bring out an up-dated and improved version of each item as it goes out of print.

Also, we have lacked the funds to translate and publish in French and Spanish as much as we would like. We would like to begin publishing Family Planning Resumé in three languages, if there should prove to be a need and demand for it.

The publications already in print and those in preparation do not by any means exhaust the needs of the international I-E-C community for family planning. Following is a list of additional monographs on which the CFSC proposes to work in the Phase II period, if given the opportunity:

Media Production Monographs

1. Script Writing for Persuasive Communication

2. Movie Documentaries and Dramas for Family Planning
3. Preparation of Booklets, Brochures and Leaflets for Family Planning
4. Use of Television Dramas, Discussions and Interviews for Family Planning
5. Newspaper and Magazine Advertising for Family Planning
6. How to Plan and Manage a Comprehensive Family Planning Communication Program
7. Use of Audio-visual Materials in Population Education

Methods Production Monographs. This series of publications would take up one particular method of family planning and discuss ways of promoting its use among the general public by means of a multi-media approach. This would include both personal contact and mass media. Each publication would contain a stock of information about the method, its use-acceptability and problems of use, as well as discussion of communication strategies. An exhaustive review of the research reports on the method would be synthesized, so that the reader would have a valid factual basis on which to build his communication campaign. A separate publication is proposed for each of the major methods, as follows:

1. Communication-Education for the Birth Control Pill
2. Communication-Education for Vasectomy
3. Communication-Education for Menstrual Regulation
4. Communication-Education for Female Sterilization
5. Communication-Education for the IUD
6. Communication-Education for Condoms for Family Planning
7. Communication-Education for the Physiology of Reproduction
8. Sex Education for Adults

To this series have been added two closely related topics: the physiology of reproduction and sex education for adults.

Research-Evaluation Communication Monographs. The objective of this series of publications is to make available clearly written treatises on the methodology of communication research and evaluation, with special attention to family planning and population education. Manuals of this type are unavailable now. Among the topics to be considered are:

1. Pretesting
2. Media Habits Surveys of Potential Audiences
3. Evaluation of Communication Campaigns

V. Establishment of Communication Laboratory in Support of Academic Curriculum, for familiarizing participants with practical production experience in graphic arts, radio and television, and in communication research.

The grant in 1971 from AID permitted the establishment of a Communication Laboratory. Separate space was rented, a director (Mr. Bjorn Berendtsen) was appointed, and work was begun to build up a facility which would make it possible for students to get practical experience in the production of communication materials, in the administration of communication units, and in communication research. Originally, the Laboratory was located in the Museum of Science and Industry, adjacent to the University campus, in vacant office space which was renovated for the purpose. In 1974 the University of Chicago provided additional space at 1411 East 60th Street, and the Laboratory was moved into University property in order to avoid payment of rent.

The activities of the Laboratory are described in two sections, one devoted to Communication Production and one to Communication Research.

A. Communication Production

Over the years the Laboratory gradually has accumulated production equipment until now it has the following facilities:

Printing

- Davidson Offset Press, with facilities for platemaking, gathering, stapling (arrangements with University of Chicago Press for binding, letterpress work, special graphics work)
- Gestetner stencil cutter and reproducing system, with facilities for printing in halftones, many different colors
- Two IBM Electric Composers, capable of justifying right-hand margin, with fonts of type of several standard sizes, styles, and categories in English, Spanish, and French
- IBM duplicating machine, capable of making paper masters for the offset press

Graphic arts

- Six artists drawing boards, complete with drawing equipment
- Twenty flat drawing boards, T squares, simple drawing instruments
- Supply of press-on letter type
- Supply of drawing and poster paper, colored inks, paints, brushes, pencils, erasers, pens, etc., needed for making posters and illustrations
- Tracing equipment, light boxes, art books, and other supplementary items needed to prepare illustrations, posters, and other graphic work

Still photography

- Darkroom, complete with facilities for developing, printing, enlarging in black and white. All essential lenses, papers, filters, etc., needed to work in films from 35 mm to 5"x 7"
- Repromaster, capable of enlarging or reducing printed copy (positive) for use in printing, graphics work
- Headliner, capable of making titles for movies, lettering for posters and manuscripts
- One 35mm camera (good quality) with wide angle, normal and telephoto lenses
- One Rolleiflex camera
- Six 2-1/4 x 3-1/4 inexpensive rolei-type cameras
(In addition, we have access to larger cameras on a loan basis.)
- One 35mm slide projector

Radio/audio

- One radio/audio studio, complete with mixing equipment, turntable, AM/FM radio, microphones; capable of taping radio programs, spot announcements, etc., at professional or broadcast quality
- Two Uher reel-to-reel portable tape recorders
- Two Wollensak reel-to-reel tape recorders
- Nine cassette portable tape recorders

Movies

- One 16mm Bolex camera, auxiliary equipment
- Three Cannon super 8mm movie cameras, 8:1 zoom lens
- Three Bell and Howell super 8mm movie cameras, 5:1 zoom lens
- Four studio lights (portable)
- Two 16mm projectors
- Two super 8mm projectors
- One complete set of editing equipment for editing 16mm film (both video and audio)
- Ten sets of equipment for editing super 8mm film (cutters, viewers)
- One studio/classroom capable of being used for shooting movies, television, or used for radio or audio recording

Television

- One TV cassette playback unit
- One color TV monitor, for use with cassette playback unit
- Access to Sony 1/2-inch closed-circuit video system in studio setting, with switching, monitoring, and signalling system; also includes porta-pak units

Note. The CFSC previously owned its own video system, but suffered a break-in and robbery in February, 1976. We are saving up funds to purchase a larger and improved system under Phase II. Meanwhile, we are renting the equipment and facilities of the School of Social Service Administration, listed above.

Audio-visual equipment

- One overhead projector for classroom use
- One lantern slide projector for classroom use

Writing

- Eighteen manual typewriters for student use
- Manuals on writing style, small library of items on newswriting, magazine writing, etc.

The above equipment is not of top technical quality, but is simpler equipment of the type which is widely available in the developing countries and with which the students will work when they return home. Most of it is also more inexpensive equipment which can be placed in the hands of learners without risk of great loss if it is damaged in use.

The policy of the Laboratory has been one of "hands-on" with this equipment. Every student is expected to learn how to operate properly each item of the above equipment during the time he is here, and to be able to use it to translate his ideas into communication reality. Especially during the summer workshop, much time is spent giving the students practice in expressing a communication message in each of the media.

Indicator--staff of the Communication Laboratory. The Communication Laboratory was originally planned and put into operation by Bjorn Berentson and Donald Bogue. Working with a minimum budget, we purchased and installed the equipment ourselves (thanks largely to the ingenuity and frugality of Bjorn Berentson). Personnel to operate the Laboratory were obtained by employing part-time workers, with each worker specialized in a particular set of skills. This proved to be a splendid format. Chicago has many free-lance, highly experienced students who are available to work on a part-time basis. We learned that we could obtain top-quality professionals who are employed in local media organizations to teach in the late afternoon or early evening. Working in this way, we have assembled a staff of top-quality media experts. At the present time this listing is as follows:

Scott Craig--Executive Producer, CBS-TV, Chicago (documentary movies)

Edward Spray--Executive Producer, CBS-TV, Chicago (television programming)

Dan Price--freelance radio announcer (radio broadcasting)

Robert Higgins--Young, Rubicom & Co. (radio and television advertising)

George McVicker--commercial artist (posters, brochure illustration)

Brian Copp--Planned Parenthood of Chicago (still photography)

Robert Glauber--freelance writer (scriptwriting for movies and television)

Bonnie Remsberg-- magazine feature stories

Joseph Sanders--scriptwriter for documentary movies

Martin Maloney--Professor of Radio, Northwestern (writing of soap operas and radio/TV drama)

Norman Wolf--freelance artist (graphic arts, with special reference to book and brochure preparation)

At the present time the production work of the Laboratory is under the guidance of Dr. Scott Craig, Terry Peigh, James Crimmins, and Donald Bogue.

In addition to the above top professional workers, we have a cadre of technicians who are employed part-time in performing particular tasks:

Saul Weingarten--cameraman and editing for 16mm movies

Walter Olden--16mm movie editing

Kim Scheple--scriptwriting, research

Dinh Cong Dac--press operator

Indicator--local facilities. Through our part-time media experts and through other arrangements, we have access to each of the local media for observation and limited apprenticeship. Our students make tours to local radio, television, newspaper, advertising, movie processing and other communication organizations. They observe the I-E-C work of Planned Parenthood.

Summary. With the communication equipment listed above, with the staff of professional experts, and with the local arrangements, the CFSC is able to provide a breadth and quality of training in communication production that would be difficult to equal.

Justification for Phase II. In our plans for Phase II, we call for the continuation and expansion of the production work of the Communication Laboratory. In the spring of 1976, Dr. Scott Craig and Prof. Donald Bogue presented I-E-C workshops in four nations (Indonesia, Bangladesh, Pakistan and Egypt). They found excellent media persons in the commercial sector of the media, but discovered that in most countries the family planning I-E-C persons were of poor quality--inexperienced, poorly trained, and out of touch with the best technicians. We found that

it is very easy to get top quality commercial communicators interested in population, and that they are eager to work with us. We believe further that if we could convene some of these higher quality persons in Chicago, and expose them to our group of technicians, some outstanding work could be produced. Moreover, we believe we could get teams of these specialists to travel overseas to work with communicators in the developing countries, to improve the quality of their production for family planning.

B. Communication Laboratory--Research.

From the outset, the CFSC has aspired to become a leading international center for communication research. It has worked steadily and industriously in that direction. All students who enter the program have been required to take courses in:

Methods of Data Collection

Elementary Statistics

Methods of Communication Research

The early phase of this aspect of the Laboratory's work was directed by Dr. Fred Reed. His willingness to devote unlimited time to working with individual students and to hold many informal group discussions established a precedent which still continues.

The Communication Laboratory has had a research branch and a production branch. The Research Branch, presently under the supervision of Mr. James Crimmins, has underway a number of highly useful and instructive research projects.

1. A study of the effect of selective exposure upon communication
2. A study of the effect of high information vs. high emotion upon persuasion
3. A study of the content of newspapers concerning population and family planning
4. Media habits of low-income and low-education people
5. The use of video-tapes in waiting rooms of hospitals and clinics as a way of educating the public about health, family planning, and other problems
6. A study of reasons for discontinuation of family planning--medical, psychological, cultural

The Laboratory has all of the facilities needed to do research:

A small IBM installation with key punches, sorter, reproducer

Access to University computer center on a quick turnaround basis

Office machines for statistical computations

The personnel of the laboratory is highly trained in research. We have research assistants capable of training and supervising field interviewers, drawing samples, processing data, and writing reports. Mr. James Crimmins, the chief researcher, is completing his M.A. degree in statistics as well as his Ph.D. in sociology (communication).

We are currently in the process of preparing manuals on communication research, which we propose to publish and distribute in Phase II (see item IV, above).

Justification for Phase II. It is the position of CFSC that the communication training centers in the LDC's are weakest on the research-evaluation side, and that there is more need to bring overseas students and participants to Chicago for training in communication research than for any other aspect of communication training. Therefore, we envisage an even greater emphasis in Phase II on the research side. It is our belief that the communication research phase alone would justify the continuation of the on-campus training of communicators at the M.A. and Ph.D. levels.

VI. Convening of Special Seminars and Leaders of World Population and Family Planning Programs on trends and needs in population communication and adult education fields.

One of the more serious problems of I-E-C for family planning in 1970, at the time the University of Chicago applied to AID for a training award, was the highly diverse thinking about what should be done. Several large international organizations had recruited a staff of specialists to deal with this subject, and each was developing a program. (There had never been a general meeting of representatives of these organizations that focused on communication. In December of 1971 the Community and Family Study Center co-hosted, with the East-West Center, a conference which brought together for the first time the I-E-C professionals from the following organizations:

- United Nations Development Programme
- United States Agency for International Development
- International Planned Parenthood Federation, London
- International Planned Parenthood Federation (Western Hemisphere),
New York
- Ford Foundation
- Planned Parenthood-World Population, New York
- U. S. Department of Health, Education and Welfare, National Center
for Family Planning
- UNESCO
- United Nations Population Communication Center (World Population Year)
- Population Crisis Committee
- Population Reference Bureau
- World Neighbors
- World Education
- Family Planning International Assistance
- Pathfinder Fund
- PRETERM, Inc.
- Harvard University
- University of North Carolina
- Stanford University
- Cornell University
- East-West Center
- University of Chicago

The title of this conference was "Blueprinting Plans to Support the

Information-Communication Components of Family Planning Programs During the 1970's." A paper dealing with this subject was circulated before the conference and provided a point of departure for the discussions which followed. The conference was primarily a "show-and-tell" event in which every organization was encouraged to inform all about its viewpoint, its long-range plans, and its current activities in behalf of I-E-C for family planning. Following the program descriptions, the participants discussed the need for and feasibility of developing a long-range and detailed plan of I-E-C for developing countries. A wide diversity of opinions were expressed and a consensus was not reached.

The CFSC co-sponsored with AID and the East-West Center in July, 1972, a second conference, comprised almost entirely of representatives from developing countries. Held at the mid-summer break in the annual summer workshop, the conference was on the topic, "Expanding Population Communication in Less Developed Countries to Meet the Challenge of the World Population Problem." The delegates from the developing countries each prepared a paper which was submitted in advance. Discussion was based upon prior study of these papers.

Together, these two conferences documented graphically what was already known--that there was great diversity of philosophies, of basic assumptions, and of strategies for inducing couples in developing countries to adopt family planning. The representatives of the developing countries presented views just as diverse as those of the donor agencies. It was clear that a unified, coherent attack on I-E-C was not to be attained easily.

Out of these conferences came a project to prepare a symposium of the various views on population I-E-C. Under the able editorship of W. Bert Johnson a volume entitled Information, Education and Communication in Population and Family Planning: A Guide for National Action was prepared. Mr. Johnson was assisted in his editorial work by Frank Wilder and Donald J. Bogue. This book sought to represent all the various opinions that existed in the field, and to try to draw them together into a more consistent and compatible overview. The volume was widely distributed throughout the world and was studied and discussed by family planning organizations everywhere. This exercise did a great deal to bring a sense of professional collegiality to the field and to state the various problems in a way which would encourage collaborative attack upon them.

Similar conferences of this type, in which the CFSC participated as a co-sponsor or major participant, were held during the five years 1971-76. ECAFE

(United Nations Economic Commission on Asia and Far East) held conferences in Singapore and Bangkok on this theme; East-West Center held at least two. At these and similar occasions the CFSC collaborated enthusiastically, contributing papers which it was hoped would bring about greater integration and a more organized approach to the practical problems of developing effective I-E-C programs.

In March of 1975 the CFSC hosted a second international conference on I-E-C on the topic, "Training for Information-Education-Communication for Family Planning." All of the organizations which participated in the first conference were invited, plus some additional organizations which had entered the field in the meantime:

World Health Organization (WHO)
Asia Foundation
Food and Agricultural Organization (FAO)
World Bank
American Home Economics Association
Pan American Health Organization
Airlie Productions
Meharry Medical College
International Association of Schools of Social Work
University of Michigan
United Nations Fund for Population Activities (UNFPA)
Planned Parenthood of Chicago
UNICEF

The proceedings of this conference were published and distributed to the participants. From this conference emerged again the realization that viewpoints are divergent, but that it is essential for the organizations involved to comprehend and appreciate the views of the others, even though consensus will not soon be attained.

In April and May of 1976, Dr. Scott Craig and Dr. Donald Bogue held a series of three-day workshops on I-E-C for family planning in four nations-- Indonesia, Bangladesh, Pakistan and Egypt. These conferences were designed to bring together communication and media leaders in each country to meet with I-E-C personnel from family planning organizations. These workshops revealed again a great diversity of views, especially between the media leaders and the family planning I-E-C personnel. (See Item V, above.) The discussions that

were held were recorded, and proceedings of these conferences are now in preparation.

Justification for Phase II. The plans for Phase II call for a continuation of the activities of the type described above. Meetings of the international donor and technical agencies should occur at least once every three years. There should be more workshops of the type sponsored in Asia. These workshops should be more carefully planned in advance with the host countries and better focused upon the precise I-E-C problems being experienced. It is believed that the CFSC can play a significant role in such activity, although in the future it should do this with more participation and collaboration of communication institutes in the developing countries. For example, it is believed that some highly significant conferences of this type can be held in collaboration with the Mass Communication Institute of the University of Philippines, CIACOP in Costa Rica, with UNESCO in one or more of its regional centers, and with UNICEF--especially in Africa. The CFSC is prepared to do the necessary preparatory work, negotiation, and collaboration to bring such meetings to fruition. Although it is frequently stated that there are already too many conferences for family planning, it is believed that I-E-C workshops of the type envisaged, appropriately organized and scheduled, may make a great many later meetings unnecessary.

VII. Travel by Senior Staff of CFSC to Various LDC Country Family Planning Programs for ascertaining changing field training needs and devising strategies for technical assistance. ✓

Each year during the five-year period of the training program, at least two of the senior staff members of the CFSC have travelled to observe and learn the details of the I-E-C activities of family planning programs in the developing countries. These trips have been planned and arranged in such a way that several countries could be visited consecutively as a matter of economy. An effort was made to perform useful functions in the process of making these study and learning tours. We have participated in training sessions, given public lectures, presented workshops, or consulted on research in I-E-C matters. We have also used these trips to identify and recruit talented students for the degree training programs and the summer workshops. On each of the travels described above, special attention was paid to contacting former students in the degree program (as well as summer workshop participants) in order to encourage, support and assist them in their work as much as possible. These contacts have been valuable in the recruiting of qualified students, in obtaining suggestions for ways in which we can improve our training in Chicago, and in pointing out needs for overseas support.

In 1974 and again in 1975 this travel included trips by Professor Griffith in behalf of population education. He has visited departments of education and national programs with an adult education component. His overseas observations and study trips have done much to stimulate greater interest in this aspect of I-E-C. Observations made in these trips have helped to plan the workshops in summer, guide curriculum changes, and develop plans for in-country collaboration in population education.

In 1972 and 1974 Dr. Fred Reed made trips to Africa which were intended to promote greater interest in I-E-C. Dr. Reed now is an employee of UNICEF in Ethiopia, carrying out some of the actions which he proposed as a result of these trips. The CFSC is exploring means of collaborating with UNICEF-Africa in the Phase II program.

Justification for Phase II. Travels by the CFSC staff during 1975 developed a new aspect--they resulted in proposals for specific collaboration, both in communication research and in training for communication and population education. This is the theme which the Phase II proposal emphasizes. Instead of travel simply to observe and recruit while en route to or from international

meetings, we propose to plan and carry out joint research or training ventures with particular organizations in countries which welcome such a joint effort. An experimental undertaking of this type now is underway in Guatemala, where the CFSC is collaborating with the private family planning association in the conduct of I-E-C inventory of the rural population. A similar study, using a very similar questionnaire, is underway in northern Thailand. There are prospects for collaborative work with the University of the Philippines, with American University and Cairo University in Egypt, with CIACOP in Costa Rica, with the Private Family Planning Association of Bolivia, with Karachi University, with Dacca University, and with BKKBN in Indonesia.

The goal in these undertakings is not to do the work for the developing country, but to help the technicians in the developing country do the work with our support. This calls for less dominance by foreign advisors, and for greater self-reliance in the developing country when the work is completed. It is believed that most developing countries now have sufficient trained manpower (much of it underemployed) to work in this manner. It is our plan that each of these collaborative arrangements need not be of prolonged duration. Instead of trying to be omniscient, the CFSC prefers to identify a specific project or a specific problem to be solved, and to work collaboratively with the agency which has the problem to get the needed work accomplished. This includes both the research or training and the evaluation of the results. In most cases, it is believed that this will involve no more than one year of collaboration. It will involve periods of residence in the country of two to nine weeks' duration, spaced to coincide with critical stages in the research or training project.

The proposed budget for Phase II provides for the CFSC to maintain the equivalent of one senior staff member working full-time at overseas collaboration of this type. This will be divided among two or three persons as the projects require. It is our ambition to work intensively in Latin America and in Africa. We hope also to work in selected Asian countries where our participation might be needed and wanted. Bangladesh, Pakistan, Philippines, Vietnam and mainland China are prospects for which we have resources to participate on very short notice. We have made arrangements with professional persons such that we are able to place in residence, with six months' advance notice, persons of the following types in the following places:

- (a) A Spanish-speaking communication expert in any nation of Latin America

- (b) A black French-speaking family sociologist and demographer in any nation of Francophone (or French-speaking Anglophone) Africa
- (c) A Vietnamese-speaking and French-speaking communication expert in any nation of Indochina
- (d) An English-speaking communication expert in any nation of Southeast Asia, Philippines, or Anglo-Africa
- (e) A Chinese-speaking expert in mainland China

Conclusion

Approval of the Phase II proposal offers an additional potential benefit in addition to the specific ones defended above. During the Phase I work the CFSC has been struggling to serve two masters:

- (a) The world family planning movement. Accepting the practical problems thrown up by this program and the personnel involved in them, it has tried to make a practical contribution through research and teaching.
- (b) Academia. As a component of a university which emphasizes experiment, basic research, and the creation of new knowledge for its own sake, we have tried to produce high-quality academic research and to help create graduates who were acceptable scholars.

During the first five years the gap between the two has gradually narrowed:

- (a) The population organizations have come to appreciate that application of research findings and basic theory can be a useful way of breaking through barriers that otherwise seemed impassable.
- (b) The academic community has come to appreciate that the findings of family planning research and the unfolding experience of family planning action programs is gradually forcing a revision of basic theories of demographic transition, social change, and cultural change.

Thus, each has received a "payoff" greater than might have been expected at the outset.

The participation of an academic institution in this program is proving to have benefits on both the practical and the theoretical sides. This process of interaction and mutual assistance is only now in midstream. Within the next three years very rapid strides toward a more complete synthesis and reconciliation of the two may be expected; the payoff to each may be even bigger in the immediate future than in the past.