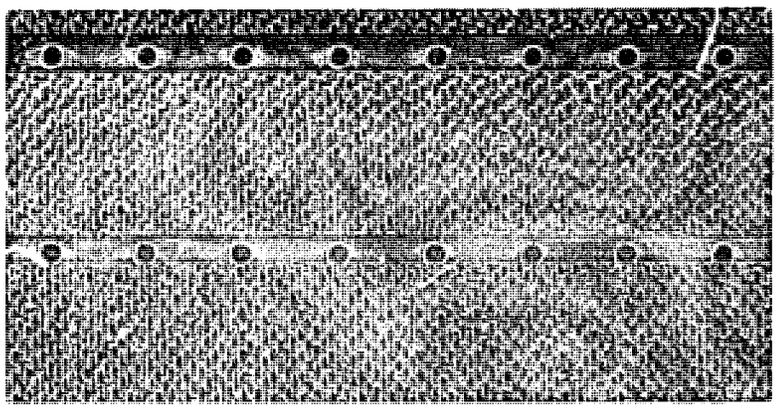

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AN EVALUATION OF THE INTERNATIONAL POPULATION COMMUNICATION AND TRAINING PROJECT OF THE COMMUNITY AND FAMILY STUDY CENTER OF THE UNIVERSITY OF CHICAGO

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PREFACE

In October, 1981, a team of consultants was assembled to evaluate the activities which the Community and Family Study Center (CFSC) of the University of Chicago has been conducting under Grant AID-pha-G-1177. The project is entitled "Strengthening International Population Communication and Training." This evaluation had three purposes:

1. To assess the impact of project activities on the information, education, and communication (IEC) components of public and private population programs in less developed countries (LDCs);

2. To review a proposal to extend funding for eight months; and

3. To develop recommendations on the scope, priorities, and funding level for a new, three-year, add-on project.

During the early stages of this evaluation, the Agency for International Development (AID) made several basic decisions that are related to the second and third objectives. The request for a proposed eight-month extension was granted, but no funds were made available for a new, three-year, add-on project. As a consequence, the evaluation team concentrated on assessing the performance of the CFSC and the impact of project activities on the information, education, and communication components of public and private population programs in LDCs.

The evaluation team, consisting of Ms. Norine Jewell and Dr. William Grady, met with Mr. Griffith Davis of AID in Washington, D.C., on October 27, 1981, to discuss the scope of work and task assignments. Mr. Lyle Saunders later joined Ms. Jewell and Dr. Grady in Chicago and served as a member of the evaluation team.

A variety of methods was used to evaluate activities. The team conducted field interviews, made on-site visits, mailed questionnaires to all workshop participants, and examined and reviewed various backup materials, annual reports, and work plans pertaining to the project. The team was aware throughout the assignment that both the grantee (the CFSC) and the host countries have responsibilities that are designed to ensure that the project provides effective assistance and support. Where objectives have not been fulfilled with complete success, the team made a careful determination of the reasons, noting that lack of success is attributable either to performance of the grantee or a problem of the recipient(s). The evaluation of the impact of the project on family planning programs in LDCs was beyond the scope of this report.

A draft questionnaire was developed at the October meeting for field-testing in Lesotho. The questionnaire was revised following the completion of testing in Africa and was translated into French and Spanish. The revised questionnaire and a brief explanation of the evaluation, in the appropriate English, French, or Spanish edition, were mailed to 800 CFSC workshop participants in 73 countries.

The participants who returned the questionnaire were given an opportunity to select, free of charge, a CFSC publication of their choice from a list of publications that accompanied the questionnaire. The questionnaire itself was the basic tool used in interviews during the field investigations.

Interviews were conducted with workshop participants in Lesotho, Kenya, Guatemala, Egypt, Morocco, and Sierra Leone. More than 50 interviews were conducted with workshop participants, supervisors, and government officials in the host countries. The field investigations and interviews occurred during October, November, and December, 1981.

From December 7, 1981, to December 11, 1981, the team worked at the CFSC, in Chicago, to review the project's publications and backup materials, to talk with persons participating in the project at this time, and to interview university officials and CFSC staff.

From January 18, 1982 to January 23, 1982, the team* met in Washington, D.C., to review the data from the field investigations, to write a preliminary draft, and to prepare a preliminary report which would be presented to AID on January 21.

The 1[illegible] questionnaires that were returned by the February 11 deadline were analyzed. (The results are presented in Appendix J.) A debriefing was held in Washington, D.C., with AID officials, on February 12, 1982. An additional 85 questionnaires were received after the deadline. The total return, 272, is exceptionally large, considering the magnitude of the project and the problems involved in sending and receiving international mail. It is likely that the large return is due to the need in the field for continuing assistance in information, education, and communication activities. The offer of a free publication to persons who returned the questionnaire may also have been an incentive, because access to adequate information and relevant data is woefully lacking.

The evaluation team wishes to express its sincere appreciation to the many individuals and agencies that assisted in conducting this evaluation. Special thanks are owed to Mr. Griffith Davis, Office of Population, AID, and Dr. Donald Bogue, director, Community and Family Study Center. Both were particularly generous with their time, counsel, and assistance.

Commendations also are in order for the various mission personnel, workshop participants, and government officials who aided the team during its field activities.

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* Ms. Jewell was absent from this meeting because of inclement weather. She sent her information by mail.

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EXECUTIVE SUMMARY

In 1977, the Agency for International Development (AID) awarded an extension grant (AID-pha-G-1177) to the Community and Family Study Center (CFSC) of the University of Chicago to expand and continue, through 1981, activities designed to strengthen population communications and training in less developed countries (LDCs). These activities had begun under an earlier grant (AID-CSD-3314) made in 1971.

Purposes of the Grant

The new grant called for activity in five task areas. The first task required the provision of technical assistance in communications for population and family planning to LDCs. The second task called for activities to strengthen the communications training capability of selected LDCs. The publication and distribution of communications materials for training and program operations were specified in the third task. Fostering cooperation and coordination among agencies active in population communications was the objective of the fourth task. For the fifth task, the CFSC was to establish degree programs in and provide short-term, on-campus opportunities for communications training.

Fulfillment of Objectives

Two kinds of activity were initiated to fulfill Task One: Short-term training workshops were arranged and country-specific technical assistance was provided. At the end of 1981, 14 in-country and regional workshops had been conducted for approximately 650 trainees from 60 countries. Two more are projected for 1982. Technical assistance was provided to 10 countries, with special attention given to the specific needs of Guatemala and Egypt. Workshops offered between five courses and seven courses in communications theory and practice; members of the CFSC staff and local experts shared responsibilities for teaching. Technical assistance focused on research and the design, production, testing, and use of communications materials.

The evaluation team believes that both in-country training and direct technical assistance are useful and necessary for the professional development and effective use of communications for population and family planning in LDCs. It recommends that AID continue to support these activities, but make mandatory a requirement that the program routinely keep in touch with those who have participated in its workshops. Technical assistance

should be provided to a limited number of countries for which resources permit continuing follow-up and support--until the program no longer needs specific assistance.

Task Two called for the CFSC to identify between eight LDC universities and ten LDC universities that would be willing to commit themselves to programs in population communications training and to train a staff capable of conducting such programs. During the first two years of the grant, eight students were recruited from four universities. Several students have completed their training and have returned to their universities; others remain in training. Although no LDC university appears to have developed a strong population communications training program as a result of the CFSC's efforts, the work of those persons who have completed training and have returned to jobs in communications may reflect the effect of training. This was a difficult task, requiring at a minimum considerable concentration of effort in a few universities. Limited staff, other commitments, and a mandate to develop between eight programs and ten programs made it impossible for the CFSC to concentrate its effort as required.

In 1982, the CFSC proposes to award five fellowships at the master's level to persons who are on leave from university positions or who hold key jobs in private or government family planning programs. Three short-term residencies will be awarded to high-level personnel with similar qualifications who want to undertake special study to upgrade their skills.

Efforts in Task Two have not been successful, and training is still needed. The evaluation team recommends that the CFSC be encouraged and permitted to try to carry out the initiatives it has proposed for 1982, insofar as resources permit, and that it make a special effort to try to attract to its residency program a few senior people who are responsible for population communications programs from those African countries that appear to be most concerned about their population problems.

The CFSC's activities under Task Three fall into three categories: publishing, documentation, and field support, a service recently proposed. Three kinds of publications are issued: periodicals, teaching manuals, and informative documents for persons working in population or social development (SD) communications.

In publishing, the CFSC has not been able to meet many of its own goals. Although the quantity and quality of the output can be considered respectable, particularly in the light of limited staff and the CFSC's many other commitments, many promised items have not appeared, and there is a backlog of work that is probably too large to be completed before the period of the grant extension expires. A useful byproduct of publishing has been the opportunity for a number of students to become familiar with all aspects of publishing and with the kind of equipment that is likely to be available in their home countries.

The CFSC proposed to make most of its publications available in Spanish and French, but relatively few items have appeared in these languages.

The evaluation team recommends that the CFSC be permitted and encouraged to complete as many of its 1982 publication activities as may be possible. Priority should be given first to the completion of the Media Monograph series and to efforts to update the textbook for field workers. The highest priority for publications in Spanish and French should be given to titles in the Media Monograph series.

The Documentation Service was taken over from the East-West Communication Institute in 1977, and it has been continued and expanded by the CFSC. The service has not been used extensively, and the CFSC has not always been prompt in responding to requests. This is not a cost-efficient operation, and it does not directly satisfy important needs of communications personnel who serve population programs. The evaluation team therefore recommends that the efforts be renewed to transfer the service to the Population Information Program (PIP) for inclusion in its computerized POPLINE service. Failing this, the service should be terminated no later than the end of the current grant extension.

The Field Support Service proposes to provide continuously to programs the materials and services that are requested. It will offer technical assistance, prototype materials, parts for equipment, production facilities, and other services that may be requested. A catalogue that lists and explains how services may be obtained was published recently and will be distributed soon. The Field Support Service does not have a performance record that can be evaluated at this time; therefore, no recommendation is offered.

It was expected that, under Task Four, the CFSC would maintain contact with all important agencies in the population communications field. In addition, it was expected that it would maintain records of those agencies' activities and plans; issue reports on their activities; and every two years host, or co-host, a seminar or conference for representatives of those agencies to discuss strategies, plans, and problems. The CFSC has maintained contact with many of the more important organizations, although not systematically. It has organized one conference and has tentative plans to conduct a second in 1982. It has not kept records of the plans and activities of other agencies; nor has it issued any reports on those agencies' activities. It has not had much success in improving coordination or cooperation at either the national or international level (nor would it have been fair to have expected it to do so), but it has been able to involve the local offices of a number of organizations in its own in-country activities.

The evaluation team recommends that the CFSC be given the option either to proceed with or abandon its plans for a 1982 conference, depending on response to the proposed meeting and the extent to which such

a conference might interfere with higher priority activities, such as completion of the publications program or the summer workshop in Chicago. The effort to coordinate the activities of other agencies is, the evaluators believe, a relatively unproductive activity. The team thus recommends that this kind of task not be included in any future arrangements which AID may make with the CFSC or any other organization with similar interests.

Task Five provided for activity in three areas: summer workshops, academic and practical training for professionals in population and family planning communications, and applied and academic research. Nineteen summer workshops have been conducted on the Chicago campus for more than 1,400 trainees from more than 80 countries. Another workshop is scheduled for 1982. A variety of both academic and practical courses is offered at the workshops; academic credit is awarded; and both CFSC staff and off-campus professionals participate in the teaching. Participants have consistently rated the workshops as either "good" or "excellent." Two regional workshops in French and one workshop in Spanish have been held on the Chicago campus. Another regional workshop in Spanish has been held in Guatemala.

During the grant period, approximately 40 students were admitted to degree programs; 22 have completed either a master's program or a doctoral program. Six students expect to receive degrees in the near future; eight are seeking admission to a program at this time. The goal of the degree program was 25 admissions per year, but, for a variety of reasons, the CFSC has fallen short of this goal.

Budgeting

The budget for the program has averaged approximately $600,000 per year. Detailed breakdowns of expenditures are difficult to obtain because grant categories have been flexible, sometimes overlapping, and because there has been no system to analyze costs. Because cost data for program segments could be useful for future planning, the evaluation team suggests that, if AID is considering additional funding for portions of the CFSC program, it should consider including a requirement for, at the least, a superficial cost analysis.

General Conclusions and Recommendations

The most prevalent criticism of the CFSC's program is the failure to provide systematic follow-up and support to those who have attended CFSC workshops or received technical assistance. If the CFSC has maintained a file of those who have been trained or otherwise served, AID should be alert to the possibility of using that list in some future project to reestablish contact with this group, which includes some of the most productive and prominent people in the population communications field.

The team was asked to make recommendations on a possible three-year, add-on project. This request was not fulfilled, because it appears that the CFSC intends to give up its technical assistance activities at the end of the current grant period and to confine its efforts to academic teaching and research. Any technical assistance now provided by the CFSC will be channeled through the Social Development Center (SDC), a non-profit corporation set up to permit staff to continue to provide technical assistance outside the University of Chicago. The CFSC may wish to request additional support for population-relevant teaching or research activity. Apparently, no firm plans have been formulated.

The team believes that it is particularly important that AID continue to provide strong and varied support for work in population communications that goes beyond the provision of information on family planning. Information and service continue to be the pillars of population activity and, of the two, information (i.e., communications) has been and continues to be the least developed, although it probably is the most important.

The technical assistance, training, and publishing activities of the CFSC are highly useful, and AID should seek ways to continue these efforts, either through the CFSC or some other vehicle. Other activities under the grant (e.g., attempts to persuade universities to make long-term commitments to communications training or research, efforts to coordinate activities of other agencies, and efforts to provide a documentation service) seem to be less productive than technical assistance, training, and publishing, and perhaps should not be supported further.

In the judgment of the evaluation team, the CFSC's performance in some areas has not met expectations, but, overall, it can be considered to be satisfactory, given the objectives, the variety of tasks undertaken, and the size of the grant. The team believes that this project has provided an exceptionally good return on the financial investment.

ABBREVIATIONS

AID	Agency for International Development
APHA	American Public Health Association
APROFAM	Family Planning Association of Guatemala
BEMFAM	Brazilian Society for Family Welfare
CDC	Centers for Disease Control
CFSC	Community and Family Study Center
FAO	Food and Agricultural Organization
FP	Family Planning
FPA	Family Planning Association
FPIA	Family Planning International Assistance
FY	Fiscal Year
IEC	Information, Education, and Communication
IPPF	International Planned Parenthood Federation
LDC	Less Developed Country
MCH	Maternal and Child Health
PCC	Population Crisis Committee
PIP	Population Information Program
PP	Project Paper
SD	Social Development
SDC	Social Development Center
SIS	State Information Service
U.N.	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization

UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization

I. INTRODUCTION

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Background

Grant AID/pha-G-1177 was awarded to the Community and Family Study Center (CFSC) of the University of Chicago in support of the Agency for International Development's (AID's) population and health sector policy, which requires that the missions and bureaus "take all feasible and appropriate steps to help LDCs [less developed countries] (1) improve their capacities to deliver contraceptive materials and information to their people and (2) popularize a preference for smaller families. . . .Aid to family planning and health programs may include. . .disseminating family planning information. . . ." The sector policy also urges missions and bureaus to "[1] utilize all forms of aid, including participant training . . .and encourage unilateral and other bilateral donors to do the same; [and] (2) [to] provide this assistance through. . .foreign and U.S. non-profit entities such as universities, etc. . . ."*

The special emphasis on information, education, and communication (IEC) meets the important objective of implementing one of the two components of successful family planning: information and service. "Reflecting increased Agency emphasis on programs that stimulate demand for family planning services, the FY 1980 program will give attention to:

"--more effective use of traditional and modern mass communications; and

"--techniques to disseminate information about the consequences of excessive population growth and the methods of preventing it."**

Phase I activities, supported by an earlier grant (AID-CSD-3314, July 1, 1971 - August 1977), were directed principally toward strengthening the capabilities of the CFSC to provide academic programs in IEC at the master's and doctoral levels and to give, through on-campus summer

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* AID, Handbook I, Part III-3, Trans. Memo No. 1:1, effective date July 7, 1975, p. 1, "Sector Policies."

** Agency for International Development, Congressional Presentation, Fiscal Year 1980, Annex VII, "Population Planning, Health, Education and Human Resources," p. 2, column 2.

workshops, practical training in the techniques of education and communications. Another major effort was the establishment of, and purchase of equipment for, production facilities in a communications laboratory at the CFSC.

Phase I activities were evaluated in April, 1979, by a three-person team. That evaluation, its recommendations, and the CFSC's responses are noted in this report.

During Phase II, which is supported by the current grant (AID-pha-G-1177, August 1977 - December 1981), the emphasis was shifted from activities on the campus in Chicago to activities in countries overseas; this was done to develop and strengthen the expertise of nationals in planning and operating IEC programs. The grant was intended to build on earlier progress in developing a cadre of LDC officials with formal training in population information, education, and communication by concentrating on field support and training. The grant funds technical assistance activities, institutional development, the provision of information and materials, multiple-agency coordination, and short-term and degree training. The provision of short-term training in the field through in-country and regional workshops has been a major project activity.

To date, project activities and workshops have occurred in 23 other countries, as well as at the University of Chicago; 343 persons from around the world have participated in the program. In-country and regional workshops, as well as summer workshps at the University of Chicago, are among the activities that have been conducted. (Under earlier grants from AID and other donors, beginning in 1963, 1,123 participants attended workshops.)

Goals and Objectives of the Project

This project is designed to improve the professional leadership and operational performance of the information, education, and communication component of population and family planning programs in LDCs. It does so by:

- Providing technical assistance to the information, education, and communication component of population and family planning programs in LDCs. Special emphasis is given to planning and using messages.

- Strengthening the IEC training capabilities of selected communications teaching institutions in LDCs.

- Issuing specialized publications and other materials which will improve the knowledge and performance of IEC leaders, operating organizations, and training centers.

- Providing assistance in fostering close cooperation and coordination among agencies engaged in IEC activities in population.

- Continuing on-campus support activities in professional degree and short-term IEC education and research.

A Brief History of the CFSC

The Community and Family Study Center was established in 1951. Administratively and programmatically, it is part of the Division of Social Sciences of the University of Chicago. Master's and doctoral degrees are offered.

In 1963, the CFSC began to hold summer workshops on communications for family planning. The first workshop, four weeks long, was entitled "Mass Communication and Motivation for Family Planning"; it was attended by 35 persons from eight countries. The workshops have been conducted each year since 1963. Plans have been completed for a 1982 workshop.

The purpose of the workshops has been to introduce to the participants the extensive amount of information on and the wide range of techniques in communications that are available and used to solve population problems around the world.

Since the initial workshop in 1963, which offered a single course which every participant took, significant expansion has occurred. For example, the workshops are now eight weeks long and offer seven courses, thus allowing participants to select those courses that most closely meet their needs. Also, the emphasis on family planning has been broadened to include a wider range of social development issues. In addition, the workshops have been made an integral part of the university's summer program of graduate courses.

Project Staff and Facilities

The project is based in the CFSC and is directed by Dr. Donald J. Bogue, a senior professor in the Department of Sociology, University of Chicago. Other project staff include Ms. Amy O. Tsui, associate director; Ms. Delia Barcelona, assistant director; and Ms. Isabel Garcia, administrative officer. Ms. Tsui holds a doctorate degree; Ms. Barcelona was nearing the completion of all requirements for a doctorate at the time of the evaluation.

In addition to these personnel, there are 4 full-time staff and 29 part-time staff who serve as translators, researchers, production consultants, and typists. Others provide technical support services. (See Appendices A and B.)

There are two graduate-level degree training programs in population. Both are designed to provide specialized training in selected areas. The master's and doctoral degrees are offered by the Department of Sociology and Education. A divisional master's of arts degree in population communications is awarded by the Division of Social Sciences.

The CFSC currently occupies all the space in a three-story brick building near the southwest corner of the university's campus. This facility houses the project's communications laboratory, classrooms, production equipment, computer terminals, offices, and storage space. Apparently, it has been reasonably adequate for the project's purposes.

II. COMPONENTS OF THE PROJECT

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This chapter is organized around the five essential tasks of the project.

Task One: Provide technical assistance to population and family planning IEC operations, giving special emphasis to planning and use of messages.

A. Contract Requirements and Expectations

Generally, the CFSC program was to emphasize developing and assisting professional leadership in IEC activities that support population and family planning programs. For this component, field work in which technical assistance is provided to functioning in-country programs was to be emphasized strongly. A major activity was to be work to improve IEC activities at overseas sites in countries which have no program, or programs which are weak and function poorly. According to the original Project Paper (PP), particular nations were to be selected for intensive work, with the CFSC focusing on approximately four nations at one time. The objective was to be accomplished by conducting a series of activities, including:

--in-country workshops and seminars to promote better planning, programming, and effective production of materials;

--training for local people to improve their communication skills;

--field studies and evaluations to identify problems, pretest new materials, and evaluate past efforts; and

--assistance to develop appropriate IEC components for community-based distribution systems.

The specific outputs were to include at least four one-week or short-term, workshops each year and at least one demonstration of an IEC research and evaluation methodology in each region (Near East, Africa, Asia, and Latin America) each year, the results of which were to be published and distributed.

B. Accomplishments and Activities

The two kinds of activities specified for this task were workshops lasting from three weeks to four weeks (the first were conducted in 1978), and assistance specifically tailored to the host country's needs. By the time of this evaluation, 14 in-country and regional workshops (French, English, and Spanish) had been conducted that involved approximately 650 persons from some 60 countries. Two additional workshops are planned for the summer of 1982. In-country workshops were given in Liberia, The Gambia, Sierra Leone, Morocco, Ghana, Kenya, Egypt, Nigeria, and Lesotho. Five regional workshops were conducted in Guatemala and Kenya, and at the University of Chicago. The 1982 workshops will take place in Nigeria and Senegal.

Since 1977, country-specific technical assistance has been furnished, in varying degree and varying types, to at least 10 countries. (This assistance is in addition to that provided to conduct the workshops.) Countries other than those listed above were contacted and some activities were proposed and planned, but none was advanced. The countries that received identifiable technical assistance are Guatemala, Egypt, Brazil, El Salvador, Nicaragua, Bangladesh, Ecuador, Peru, Mexico, and Panama.

1. Workshops

The CFSC workshops followed a similar pattern and used the same basic training materials. Revisions were made to update materials and to respond to participants' feedback. At least two host-country institutions, including the national family planning program, assumed responsibility for planning, organizing, and furnishing logistical support, recruiting instructors, and selecting participants. The CFSC made short visits during the planning stages and provided clearly-stated objectives and methodologies for the workshops to ensure that appropriate participants were selected. Follow-up, the responsibility of the CFSC in the initial stages, was not systematic; in fact, it was sporadic.

Usually, three professors from the University of Chicago formed the core teaching staff, providing a balance of theory and practice in the five to seven courses. Local instructors were employed to address specific subject matter. Participants were required to take certain courses, but could choose one of several others, including person-to-person communication, mass media, and research and evaluation. Evaluations were conducted immediately after each workshop to obtain feedback on instructors, content, and other aspects of the courses. Participants rated the workshops as successful in improving their skills and imparting information, but they often critized the courses for being too brief. They also said that they would have preferred an opportunity to pursue all the courses,

rather than be required to select certain options, and some were dissatisfied with a variety of logistical issues.

On-site investigations and questionnaires have revealed that lack of follow-up from the CFSC after the workshops was cause for frustration and, in some cases, hampered the effective application of skills. Requests for additional workshops have come from nearly every country where workshops have been held, and on-site investigators have found that, in general, there are additional people in key positions who also need to be trained.

2. Country-Specific Technical Assistance

In addition to the highly successful workshops, technical assistance tailored to the needs of individual countries was provided. A summary of this work is given below.

- Guatemala: Guatemala received the most extensive assistance from the CFSC, beginning in 1977 and tapering off in early 1981. Several CFSC staff provided assistance on-site. An individualized, month-long orientation and training at the CFSC also were provided for a new IEC employee of Guatemala's family planning program, APROFAM. A significant baseline study was completed. Follow-up assistance in using the study was provided to the research and evaluation unit of APROFAM; and related activities, such as extrapolation of the fertility study of the Centers for Disease Control, were undertaken also. A broad range of IEC materials and programs was produced and tested in the field. Radio campaigns, including drafts of messages, were prepared. Visits were made to radio broadcasters, and training sessions were held for these same persons. Booklets, leaflets, and other materials (approximately 775,000 copies) were printed.

  The CFSC itself does not believe that its assistance was effectively used by the recipient. On-site investigation has revealed a complex situation. Both APROFAM and USAID/Guatemala have rated highly the CFSC's technical assistance activities.

- Egypt: As a result of the involvement of the Social Development Center (SDC) in 1979, the CFSC became more involved in Egypt, and its activities are reported separately from those of the SDC. The CFSC produced, field-tested, and broadcast radio and television spots; designed, produced, and distributed family planning symbols and messages in prominent transportation and communications centers; pretested and produced extensive numbers of other materials;

conducted short courses in the pretesting of communication materials and the demographic implications of population growth; and co-sponsored an international symposium. The CFSC drafted the plans, proposed the topics, and recruited experts as resource people for this symposium, which attracted 300 leaders from the public and private sectors of many countries.

- Other Countries: Short-term technical assistance was provided to several other countries, often during planning visits to countries where workshops were being conducted. The assistance varied, from advising family planning organizations and government officials on-site in Brazil, Nicaragua, El Salvador, and Bangladesh, to developing drafts of IEC plans and materials which the CFSC was prepared to discuss further with the host country.

  During the last year of the grant, the CFSC was in the final stages of implementing the Field Support Service around which future IEC technical assistance was to be organized. The service will provide materials and rough drafts of concepts in IEC which can be adapted to each country, with or without the assistance of the CFSC. No materials have been tested to date; the service is, therefore, not a subject of this evaluation.

C. Comments and Recommendations

The Project Paper indicates that activities to identify problems and technical assistance to improve IEC programs in specific countries were to be emphasized over short-term, standardized workshops. In view of the large proportion of grant funds that was expended on workshops, it is important to trace the evolution of technical assistance from 1977 to the present, from the country-specific approach to the workshop.

The 1979 evaluators noted that there was no specific procedure for evaluating and improving the effectiveness of country-specific IEC programs, and they made appropriate recommendations to correct this situation. They also recommended that, because of limitations of staff and other resources, attention be given to no more than four countries during any one year.

The CFSC, in addressing the recommendations, stated that if the number of countries were limited, its ability to respond to needs as they were identified would be constrained. Many requests, the CFSC observed, require only a few days of time and can often be fulfilled during travel to several countries. Moreover, because in-country workshops follow a similar pattern and use the same basic materials, less effort than is thought to be necessary is expended.

These statements were a reiteration of the CFSC's philosophy, described in the first work plan, that the staff would deliberately "spread itself thin" because its purpose was to provide limited assistance and promote the self-reliance of the IEC professionals in each country. The CFSC did concur that a more systematic approach to identifying and correcting problems (similar to the system developed in Guatemala) should be developed and applied in every country where it works.

In the ensuing years, the CFSC pursued its philosophy, taking advantage of opportunities as they arose. Consequently, its record of experience shows more activity in short-term (three or four weeks) in-country workshops than effort to provide extensive assistance tailored to the specific needs of a country. It is evident also that the CFSC indeed strained its resources. The work plan for 1979 listed, in addition to the francophone region, 17 different countries as targets for workshops or other technical assistance. In contrast, the work plan for 1980 listed six countries as the focus of attention.

The predominance of the short-term workshops reflects the express needs of the countries where such workshops were conducted. Moreover, the workshops were a highly effective form of technical assistance. As standardized as the course content was, an impressive amount of energy was expended to give individual attention to host-country sponsoring agencies that, for the first time, assumed the responsibility for planning, developing, and implementing a relatively lengthy IEC program. In the process, the national family planning staff established communications with agencies and organizations with which they must work to ensure the success of their IEC efforts.

Because this form of technical assistance assumed such an important role in the CFSC project, it is important to understand the underlying methodology of the workshops. In its first work plans, the CFSC described the need to integrate IEC communications skills for family planning and population into social development programs. Both the choice of workshop participants and the content reflect the interrelationship of these fields. On the lists of participants are significant numbers of IEC professionals in education, agriculture, forestry, housing, social welfare, religion, law, public media, community development, and nutrition and maternal and child health (MCH). Among the public and private agencies are many ministries, youth groups, churches, and the Red Cross. The content stressed the principles of communication and generic skills in planning and implementing IEC activities, but family planning and population were covered in case studies.

The most commonly identified deficiency of the workshops, lack of follow-up of training participants, was noted in the 1979 evaluation, and recommendations to correct the problem were made. The CFSC concurred with those recommendations, but, apart from a discouraging attempt to obtain feedback from alumni of the workshops by mailing a questionnaire from Chicago, no effort was made to carry through the recommendations. No

system was developed to provide even initial follow-up after the workshops, as was discovered when a team member attempted to track communications from the CFSC to a host country. Participants said during an on-site investigation that they had not received the report on the workshop they had attended; nor, a year later, had their project papers been returned to them. The evaluators lacked the means to determine whether the materials had been sent, and were delayed or lost en route, or whether an in-country contact might not have followed through. Even in view of the CFSC's philosophy of "spreading the staff thin" and promoting self-reliance, this failure to provide minimal follow-up within a reasonable period of time must be considered counterproductive.

Given the unique relevance of the in-country workshops, their unquestioned success in providing practical, on-the-job skills and promoting collaboration among IEC professionals in social development, AID should continue and expand its emphasis on this activity. However, a clearly established system for following up and communicating with workshop alumni must be made an integral component of the activity. The numbers of countries targeted to receive technical assistance must be balanced with follow-up support sufficient enough to start IEC programs on their way to self-reliance.

Task Two: Conduct training to strengthen population and family planning IEC training capabilities of selected communications teaching institutions in LDCs.

A. Contract Requirements and Expectations

The objective of this component of the CFSC program was to identify a number of institutions at key sites where communications training and activities needed to be strengthened and to help those institutions to establish a strong training capability in population and family planning communications. To accomplish this objective, certain activities were recommended. For example, it was suggested that postgraduate residencies be awarded to selected faculty members to enable them to engage in independent study, planning, or consultation at the University of Chicago for as many as two or three quarters. Fellowships were to be made available for young faculty members or new employees to enable them to study for a degree or certificate in preparation for acceptance of a key training position. At an appropriate time, at least one jointly-sponsored, in-country training session in which the CFSC was a collaborator and supporter was to be held.

It was expected that the program would be carried on in close collaboration with other international agencies, private foundations, national donors, and other universities, and that, by the end of the contract

period, the CFSC would have selected the communications departments of eight or ten LDC universities as training sites and have trained a competent faculty to teach family planning communications locally and regionally.

B. Accomplishments and Activities

1. University Training Programs

By the end of the first year of the program, four universities had been selected as having sufficient potential to develop training programs in population and family planning communications. Each was approached by the CFSC.

- University Ibero-Americana, Mexico: Stimulated by the results of a course in population communications taught by Jane Bertrand and Donald Bogue, and including lectures by local experts, the university launched a new master's program in communications for social development with a strong component in population and family planning. Two new faculty members were recruited and sent to Chicago in the fall of 1[illegible] to begin work toward a master's degree. Both received the degree. Subsequently, because of funding difficulties at Ibero-Americana, both stayed on, supported by fellowships from the Government of Mexico, to fulfill the requirements for a doctorate. At the end of 1981, one had completed all the requirements for his dissertation, which was in final revision, and had accepted a position in the Department of Population Study at the Colegio de Mexico, which he was to begin after his graduation in the spring quarter of 1982. The other was revising his dissertation in Chicago. He expects to return to a post as professor of communication at Ibero-Americana by mid-1982.

- University of the Philippines: Discussions with the Mass Media Institute and the Department of Education led to the recruitment and sponsorship of a young Filipino to work with the Department of Education for a summer to help improve the program in population education. During this period, preliminary plans were made for a population education workshop at the university. In 1978, a member of the staff of the Mass Media Institute was recruited for the master's program at the University of Chicago. She remained to pursue a doctoral degree. Still at the university, she is serving at this time as assistant director of the CFSC and director of the Field Support Service. She has one special field

examination to take and a dissertation to write, but she is expected to rejoin the Institute of Mass Communication at the University of the Philippines in January, 1983.

- University of Dacca: Discussions were instituted with a group of professors interested in setting up an interdisciplinary program in population. The chairman of the Department of Communications was enrolled in the master's program at Chicago, but was called home, because of illness in his family, before he could complete his degree. In 1979, two other young faculty members, one from the Department of Demography and one from the Department of Psychology, completed master's degrees. Both remained to work on a doctorate, and were in Chicago during the academic year, 1980-1981. One has since received his degree and has returned to Bangladesh to resume his post as professor of psychology and to participate in interdepartmental population activities.

- University of Cairo: Three young faculty members from the Department of Communication accepted fellowships, and all three earned a master's degree in 1978. One continued work toward a doctorate, completed the course work, returned to Cairo to work part-time at the university and with the Social Development Center, and subsequently returned to Chicago to complete his degree. He has received the degree and has returned to the Department of Communication at the University of Cairo to teach courses in communication for population and social development.

  Two new students were recruited for the program in 1981. One, an employee of the Egyptian State Information Service (SIS), received a fellowship from USAID/Cairo. He will become a training and research officer for the Population Unit of the SIS when he returns to Egypt. The other, a senior officer in the Ministry of Information of Sri Lanka, is a former master's student at the CFSC who returned to his country to pursue a doctoral degree under sponsorship of the United Nations Education, Scientific and Cultural Organization (UNESCO).

Over the years, contacts have been made with other universities, but without much success. Early explorations were undertaken with the University of Ghana, the University of Nairobi, and the University of Khartoum, and contacts were later made with universities in Nigeria and Liberia. A faculty member of the Department of Education, University of Nairobi, received a master's degree in 1979 and stayed on to work toward a doctorate in sociology. He has since withdrawn from the doctoral program and has returned to Kenya, where he is employed in the Population Planning Unit of the Ministry of Economic Planning and Development. A member of the

Department of Communication of Chulalongkorn University, Thailand, completed a doctorate in 1979 and returned to her department. A member of the Demographic Unit of the University of Indonesia received a master's in 1977 and a doctorate in 1979, and then returned to the university to conduct research and provide instruction in a population education program that offers short-term training for personnel of the national family planning program. Another Indonesian received a master's, is working on a doctorate and, on his return, will become director of training for the national family planning program and work part-time in population training at the University of Indonesia. A Ghanaian who obtained a doctorate in 1979 assumed a government research job in his country.

At the end of 1979, the CFSC reported that it had been unable to recruit and gain admission for a larger number of new students, and that, despite major efforts, including a mail campaign in the spring of that year, it was unable to make any institutional arrangements for new candidates. The 1980 effort was also disappointing; the CFSC was unable to identify any institution willing to commit itself to long-term population IEC training. It is likely that during these two years and afterwards, this task was given relatively low priority, as the small CFSC staff began to devote more time to the organization and conduct of overseas training through local and regional workshops.

2. Training Fellowships and Residencies

In 1981, recognizing that a need still exists in developing countries for people capable of training others in population communications and directing communications programs, the CFSC proposed a new approach, which is to become operative in 1982. Five fellowships for training at the master's level are to be offered to selected persons who are on sabbatical from university positions or on leave from key IEC posts in private or governmental family planning programs; three residencies, lasting from one month to six months, are to be made available to high-level personnel who want time for special study to upgrade their skills. The latter is the result of a recommendation by the team that evaluated the CFSC in 1979. In 1979, staff had little time to recruit appropriate people for residencies. Some effort was made, but little success was achieved. With the CFSC staff again small, and the situation in the LDCs relatively unchanged, it is unlikely that the new initiative will be more successful than the last.

C. Comments and Recommendations

The CFSC did not successfully meet the expectations for this component of the contract. No LDC university appears to have established a strong training capability in population and family planning communications

in response to initiatives of or assistance from the CFSC. A few universities will benefit from (the primarily long-term) training at Chicago which faculty received, because these people have returned to their countries and, presumably, will apply their new knowledge and skills. Additional knowledge and skills will be contributed by the much larger number of university faculty who have attended the summer workshops or participated in a regional or in-country workshop. As a result of the program, and the others undertaken by the CFSC, understanding of the problems of population communications and processes will be enhanced, and in a number of countries the capability to address those problems will be improved, even though few LDC universities will have strengthened their commitment to this field as a result of the CFSC's efforts.

For this program, the contractual goals appear to have been too ambitious, given past experience. Several years before AID began to support this program, the CFSC received a grant from the Ford Foundation to try to stimulate one or two universities in the less developed world to express serious commitment to training in population communications. No universities were identified, and most of the grant was returned.

The task is formidable, because communications training is not well advanced in many less developed countries and the commitment to population problems is often weak. Success in any country, it seems, requires the early, express interest in the subject of someone high enough in the government or university hierarchy to make decisions, and concentrated and sustained effort by an external agency to help plan the development of a capacity in population communications training and to provide both technical and financial support in the early stages of a training program. Given a mandate to develop eight or ten such programs, the CFSC, with its limited staff and many other commitments, was not able to concentrate efforts on this task alone.

The 1979 evaluation team recommended that the CFSC make a special effort to recruit senior faculty for its postgraduate program; be prepared to help recruit experienced, academically qualified staff at selected LDC universities; and monitor for three or four years any activity that might be undertaken by LDC universities as a result of its efforts. The CFSC agreed, in principle, with all the recommendations and made what efforts it could, but it had few opportunities to act on any of the suggestions.

The evaluation team recommends that the CFSC be encouraged and permitted to carry out the initiatives it has proposed in its work plan for the first eight months of 1982, insofar as its resources permit. It also should make a special effort to identify and attract to its residency program a few senior people who have, or are likely to have, responsibilities for developing and operating population IEC programs in African countries that show promise of becoming seriously concerned about their population problems.

Task Three: Provide a steady flow of professional information and materials that will improve the effectiveness of functioning IEC organizations, training centers, and individuals.

A. Contract Requirements and Expectations

During the life of the project, the CFSC was expected to fulfill the following requirements:

- Complete the Media Monograph series. The series was to include monographs on the use of radio, newspapers, person-to-person counseling, group work, television, magazines, and special booklets. In addition, monographs that had already been issued were to be revised and new editions published. Mass mailing, posters, and spot announcements on radio were to be part of the effort.

- Publish Family Planning Résumé twice a year. The special focus of the publication was to be literature which IEC leaders need.

- Continue the PSD Newsletter, which was to be oriented to the needs of all regions.

- Publish important manuals, monographs, conference proceedings, and other useful materials that otherwise would not be available in LDCs.

- Continue the Documentation Service. The service was to be reorganized to concentrate explicitly on the IEC needs of organizations and expanded to serve all continents.

By the end of the project, the CFSC was to have produced manuals, booklets, newsletters, and monographs on key problems or topics in family planning communications and education. These publications were to have been distributed to more than 600 key organizations around the world. The CFSC also was expected to have collected pertinent documentation for use in the IEC portions of LDC programs and to have distributed these materials, as a professional service, to family planning programs, university libraries, population research organizations, and international organizations working in population and family planning.

B. Accomplishments and Activities

Between 1976 and the end of 1978, the CFSC provided a considerable amount of technical assistance to Guatemala, where it worked mainly

with APROFAM, the private family planning association. As part of this assistance, the CFSC designed, printed, and sent to APROFAM 125,000 copies of an eight-page booklet on contraceptive methods and 50,000 copies each of five leaflets on individual methods. More copies of the leaflets were requested, and an additional 250,000 copies were printed and distributed. A research project to understand the processes and problems of family planning communications in Guatemala was undertaken, and the findings were published in a monograph, Communicating Family Planning to Rural Guatemala, which was later translated into Spanish and distributed throughout Latin America.

The informational materials which the CFSC produced can be categorized under three headings: Publications, Documentation Service, and Field Support Service, which is sponsored jointly by the CFSC and the Social Development Center, the non-profit service corporation organized by Donald Bogue and his colleagues to enable the staff to accept technical assistance projects that, for one reason or another, cannot be handled by the CFSC.

1. Publications

The CFSC publishes three kinds of documents: periodicals, teaching manuals, and informative publications of interest and use to those working in population IEC, including catalogues that describe services in documentation and field support.

Two periodicals, PSD Newsletter and Family Planning Résumé, are issued. The Newsletter continues a publication, IEC Population Newsletter, begun by the Communication Institute of the East-West Center, designed primarily for distribution in Asia. The CFSC took over the newsletter when the Communication Institute discontinued its population activity in 1977; broadened the scope to include a wider geographic area of interest; and began to move toward a broader subject matter, IEC for social development, as well as population and family planning. It is stated in the CFSC's catalogue that the Newsletter is published between four times and six times a year. In fact, only five issues have appeared; the latest, Volume 3, No. 1, is dated November, 1981. Press runs have varied, ranging from 5,500 copies for Volume 1, No. 1, and 10,000 copies for Volume 1, No. 2, to 4,000 copies for the last issue. The four issues in the first two volumes have been published in Spanish and French in editions of 1,000 and 2,000. The burden of other work prevented staff from publishing more than one number of the Newsletter in 1981. Three are projected for 1982, but, in view of other heavy commitments, it is doubtful these will appear.

Family Planning Résumé was planned as a kind of Readers' Digest for IEC. Each issue was to contain several original articles and a number of digests of materials believed to be of interest and importance to IEC people in LDCs who otherwise would not have access to such information. The

materials were to be culled from 50 journals. The intention was to publish the Résumé twice a year. One issue, in an edition of 2,500 copies, appeared in the fall of 1977; a second was distributed in January, 1980. No others have appeared; nor are others likely to be issued. One explanation is that not enough good materials were found that are not available to LDC personnel through other channels. A more plausible reason may be that the CFSC does not have the staff to continue this periodical and still keep up with other items on its publication schedule.

Ten manuals in the Media Monograph series were planned; one, on direct mailing campaigns, was completed as early as 1972. Eight manuals have been published. The remaining two are said to be in rough draft. These, plus the Textbook for Family Planning Field Workers, which was added to the series, are planned for publication in 1982. The CFSC also proposes to revise and re-issue the first four monographs in the series in 1982.

One new manual, Contraception: A Guide to Birth Planning Methods, was published in 1981, as were Spanish editions of two manuals published earlier in English, Communications Pretesting and The Use of Radio in Social Development. At the end of 1981, the CFSC reported that eight publications were ready to go to press, including versions of five in French or Spanish. Work was said to be proceeding on nine other manuscripts, including Media Monographs 3 and 10; revisions of four works published earlier; two volumes on population education; and a manual on media habits research for social development. The CFSC expressed doubt that these could be published, because of budget and time constraints. It was suggested that a possible three-month extension of unexpended grant funds after August, 1982, might permit the publication of several of the manuscripts.

The 1979 evaluation team recommended that the teaching manuals and other appropriate materials be translated into Spanish and French. The CFSC expressed its intention to do this, but excepting the PSD Newsletter and the study on the communications process in rural Guatemala (which was jointly sponsored by the CFSC and APROFAM), few documents have been published in either language. The translations have been completed, and the CFSC would like to issue all the Media Monographs in French and Spanish in 1982, although it is doubtful that it will have the time or resources to complete the task. (A list of CFSC publications is found in Appendix C.)

CFSC publications are normally issued in an edition of 2,000 or 2,500 copies, with reprints issued when necessary. Typing and makeup are done by the CFSC; printing is mainly done by the University of Chicago Press, although the CFSC has some printing equipment and can handle small jobs itself. Costs for writing and preparation have been charged to AID funds when appropriate (the CFSC does some other technical publications). AID funds have been used to cover printing costs and to make copies available,

free of charge, in LDCs. Other copies are sold at a profit. Over the years, this arrangement has been cost-effective, and the operation has a bank balance of some thousands of dollars that can be used to cover the costs of publishing some of the items scheduled for 1982.

Three mailing lists have been developed. One, with approximately 800 institutional addresses, is distributed world-wide (excepting the Peoples Republic of China). Free copies of everything that is printed are sent to all libraries, government offices, university departments, and family planning organizations on the list. Approximately 150 of the addresses are in the U.S. There is a university mailing list with 2,150 addresses, and a government list that includes a few newspapers, radio stations, and university addresses but contains primarily the addresses of government ministries and departments. All three lists are used for the Newsletter, which is sent to all international donor agencies and to university libraries, government ministries, newspapers, and major radio stations.

2. Documentation Service

Like the Newsletter, the Documentation Service was taken over from the East-West Communication Institute when the Institute gave up its activities in population communications. The CFSC has continued to add items to the list of documents that it has indexed, and the number is now approaching 5,000. The objective of the service is to provide to researchers, field workers, and organizations concerned with population or social development communications documents that may be useful but which are difficult to obtain from other sources. The documents include papers submitted to conferences, newspaper articles, and manuscripts and reports that, for one reason or another, are not available in printed form. A catalogue, including indexes by author and subject, was prepared and distributed by the CFSC shortly after the service was transferred to Chicago. An updated catalogue was completed recently and will be distributed to earlier users of the service and to major family planning organizations around the world.

Some discussion was initiated in 1979 with the computerized documentation service POPINFORM (now POPLINE), conducted by the Population Information Program (PIP) at Johns Hopkins University. The CFSC had hoped to include CFSC documents in POPLINE, but no agreement was reached.

The service is provided free to non-profit organizations concerned with family planning and to research organizations. Small charges are assessed for other users to help the CFSC meet the costs of providing the service.

The service is not heavily used (see Appendix D), and it appears that the CFSC does not respond promptly to requests. Students at summer workshops are probably the most numerous users of the service.

3. Field Support Service

Field support is a new service. First proposed in 1980, it will be offered jointly by the CFSC and the SDC as a means to help ongoing family planning projects in developing countries solve specific IEC problems. A catalogue, describing the services and materials available and how they may be obtained, has just been completed and will be distributed to a wide range of prospective users.

The service proposes to provide prototype materials, carefully selected for quality, that can be reproduced locally without changes, with changes, or with any degree of modification the user may wish. Multiple copies in any number can be supplied, if desired. The idea is to provide a kind of mail-order service for a wide variety of population communications materials and equipment. Materials and equipment will be listed in the catalogue under 11 headings: Pamphlets and Leaflets; Posters; Flip Charts and Wall Charts; Radio and Television Programming; Movies; Slide and Sound Shows; Person-to-Person Communication Techniques; Family Planning Manuals, Monographs, Books, and Reports; Demonstration Equipment and Materials; Communication and Audiovisual Equipment and Supplies; and Books, Journals, and Library Services.

The SDC and the CFSC are prepared to help customers modify any items to conform to their needs, and they will provide technical production assistance for any activity that cannot be conducted readily or inexpensively in the customer's country. The catalogue is expected to be updated periodically, and copies of items that have been found to be particularly useful in any country will be solicited for possible inclusion in future editions of the catalogue.

In addition to supplying materials, the Field Support Service proposes to offer a variety of design and production services to facilitate the work of population communications programs. It will offer to duplicate, edit, translate, or dub movies and audio- or videotapes; prepare graphics and do photo-offset printing in black and white or color; write radio or television scripts; and advise on communication equipment and provide spare parts. It also will offer to translate into Spanish or French posters, leaflets, and scripts, and will arrange for translations into Arabic.

The service will not be free; services and materials will be provided at cost, plus a small fee for administration and handling.

The service is an attempt to make high-quality communications materials and services available for use in the field, in forms adapted to the cultural preferences of the user's country, and to provide assistance with the common and troublesome problems of procuring and maintaining

equipment in LDCs. At this time, the concept behind the service is untested. It is too soon to know how it will be accepted and used.

In 1982, the CFSC would like to provide local field support services to at least two ongoing family planning programs. This experience is expected to indicate how acceptable the service is and to what degree it should be emphasized in the future. A useful component for the service might be a "roving field support technician," someone who could visit projects, take time to discuss programs and problems, and assist in producing, obtaining, or adapting communications materials. If the experiments are undertaken and are successful, the SDC will probably seek support to continue the service in 1983 and thereafter.

C. Comments and Recommendations

The CFSC's performance in this area must be considered satisfactory, even though the Center has not been able to achieve a number of its goals. The Newsletter has not appeared as often as was planned; it has not been possible to publish an issue of Family Planning Résumé every six months, as planned and recommended by the 1979 evaluation team; the Media Monograph series is incomplete; and, except for the Newsletter, few documents have been published in Spanish or French. This shortfall is due in part to steadily rising personnel costs that have not been met by a corresponding increase in funds. Undoubtedly, it is also due partly to the CFSC's practice of relying on part-time help, primarily students, to meet its publication schedule.

A rarely noted benefit of this practice has been the opportunity for CFSC students to obtain invaluable direct experience in all aspects of the work for which they were employed. By the time they graduate, CFSC students not only have a good academic background in their fields, but they also have a firsthand knowledge of the processes and problems of producing population communications materials.

All the CFSC publications have been written by persons who are, or were at the time of writing, members of the CFSC staff. The 1979 evaluation team recommended that some publications be written by persons not on the CFSC staff, but, apparently, it has not been possible to acquire this talent. The 1979 evaluators also recommended that monographs and similar works written by CFSC staff be reviewed by at least two outside sources and published only if they receive a favorable recommendation. Most, if not all, publications are reviewed, but the decision to publish is apparently not conditional on reviewers' judgments. Although they were not able to examine many of the publications in detail, the members of the current evaluation team have no reason to suppose that the publications are not up to usual standards for such materials.

In 1982, the CFSC intends to complete its publication schedule, including the revision and reprinting of several monographs. It plans to print the remaining titles in the Media Monograph series, and all the Spanish and French editions that have been proposed; revise and reprint a textbook for field workers; issue two volumes on population education; and continue the Newsletter. These are ambitious plans, in view of the diminished resources and shrinking staff and the CFSC's heavy obligations in other areas.

The evaluation team recommends that the CFSC be permitted and encouraged to complete as much of its 1982 publication plan as may be possible. Highest priority should be given to completing the Media Monograph series and to updating the textbook for field workers. First priority for publications in Spanish or French should be given to titles in the Media Monograph series.

The Documentation Service, useful as it may be to scholars and students, is not cost-efficient and does not directly serve the needs of population communications programs and personnel. Therefore, the team recommends that another effort be made to arrange for the inclusion of appropriate items in the computerized service of POPLINE and to transfer the file to the Population Information Program. The Documentation Service should be discontinued, if and when that transfer is arranged, or no later than the end of the current period of extension.

The Field Support Service will have an opportunity to assess its appeal and utility after the catalogue has been delivered to prospective users of the service and their requests have begun to come in. It is likely that this will become an activity primarily of the SDC. Because it has not been in existence long enough to have a record that can be evaluated, the team refrains from making any recommendation.

Task Four: Assist in developing closer cooperation and coordination among agencies engaged in population and IEC activities.

A. Contract Requirements and Expectations

The CFSC was expected to maintain contact, through visits, the exchange of materials, and correspondence, with all important national and international agencies engaged in population information activities and with specific regional centers, national centers, universities, and agencies that plan and conduct communications and education programs.

The Center also was expected to maintain careful records of the activities and plans of the organizations and to make this information continuously available, both to AID/Washington and the agencies with which it is in contact.

At least once every two years, the CFSC was supposed to organize and host, or co-host, a seminar or conference for the agencies' representatives to discuss strategies, plans, and mutual problems.

Periodically, when requested by AID or whenever it seemed appropriate, the CFSC was to issue reports on the international and national organizations' activities in IEC for population and family planning. The reports were to be distributed widely to professional IEC personnel in all appropriate agencies. The CFSC also was to be prepared to respond to AID's specific requests for information on the activities of organizations engaged in population IEC activities.

A continuous effort was to be made to involve public and private communications organizations that are active in population and family planning.

By the end of the grant period, it was expected that the CFSC would have stimulated increased exchange of information among several international donor agencies, including the United Nations Fund for Population Activities (UNFPA), UNESCO, the International Planned Parenthood Federation (IPPF), the World Health Organization (WHO), the Food and Agricultural Organization (FAO), and Family Planning International Assistance (FPIA), and private foundations, and have promoted agencies to share plans to reduce duplication, competition, and contradictory recommendations.

B. Accomplishments and Activities

Throughout the contract period, the CFSC maintained fairly close relationships with some organizations and, at one time or another, staff visited the headquarters, or regional or field offices, of most agencies. Ordinarily, staff made these visits while en route to other sites in LDCs, and where the CFSC organized workshops or carried on other activities, local offices were contacted routinely. Most of the contacts were ad hoc. Apparently, no systematic attempt was made to record the activities or plans of a range of organizations, or to issue and distribute periodic reports on those activities.

One conference for donors and other interested agencies was organized at the University of Chicago in December, 1978. Twenty-five persons representing 19 organizations attended. The theme of the conference was "Basic Issues in IEC for Population and Family Planning." Five issues were discussed:

- Production and distribution of prototypes to assist LDC production;

- Integration of family planning with other health services, and implications for IEC;
- Community-based distribution systems and their implications for IEC;
- In-country workshops for IEC and family planning; and
- A joint interagency strategy to overcome remaining barriers to family planning.

The CFSC planned to prepare and distribute a report on the proceedings of the conference, but the task was never completed.

In 1979, task-related activities were limited to eight visits to several organizations by staff traveling for other purposes. During the following year, several more visits were made, and the CFSC reported that it was continuing to try to coordinate population IEC activities, but it felt that there were few opportunities to promote closer coordination among international agencies assembled for a general meeting. The CFSC also noted that nearly all the agencies were pursuing IEC activities less vigorously than they had in preceding years, that the AID program seemed to be one of the more active, and that it might be useful to try to bring about closer integration and stimulate co-action among AID contractors and grantees. The CFSC proposed to work to strengthen relations among these agencies in 1981. In addition, it observed that coordination of IEC activity is most probable when efforts are concentrated on activity in an individual country and most difficult at the international level.

In 1981, the CFSC and the SDC began to work with the IPPF in New York to increase governmental and other leaders' awareness of population problems in Latin America. Meetings, jointly sponsored by the Population Crisis Committee (PCC), the UNFPA, and the Brazilian Society for Family Welfare (BEMFAM), were held in Brazil. It is expected that the findings from research and other data will be presented at a major IPPF-sponsored meeting in Brazil which has been scheduled for August, 1982. The participation of a number of international agencies in the francophone workshops, to be held in May, 1982, in Dakar, Senegal, is being sought.

In organizing workshops, the CFSC has worked closely with regional and country representatives of appropriate agencies. Local family planning associations (FPAs) have co-sponsored workshops; United Nations (U.N.) agencies have helped to plan workshops, recruit participants, and facilitate other arrangements; and local AID population officers have also been involved and helpful.

Preliminary plans for 1982 include another donor agency conference in Chicago, possibly in March, with the theme, "IEC for Population and

Family Planning: What Should the Next Phase Be?" Noting that the Governing Council of the UNFPA recently gave population communication and education activities a high priority, the CFSC (which will invite AID to co-sponsor and co-plan the conference) views the proposed gathering as an opportunity for AID to obtain information useful in designing and planning its IEC programs for fiscal year 1983 and beyond.

C. Comments and Recommendations

In accepting this task, the CFSC undertook a most formidable assignment. Formalized coordination and cooperation among national or international agencies concerned with population are laudable, but not attainable, objectives. Such agencies readily give lip service to the idea of coordination, but they firmly oppose any external attempts to achieve it. Thus, it is not surprising that, at those levels where policies are formulated and decisions made about programs, the CFSC has not been able to contribute much to the effort to effect the more systematic and full exchange of information among agencies. Nor have the CFSC's efforts led to significant reduction in duplication, competition, and contradictory recommendations. The CFSC has, however, been able to make significant contributions to efforts to exchange information and promote cooperation among countries by visiting projects and conducting activities jointly with other agencies.

In this, as in other task areas, the CFSC has not had sufficient staff to complete all the activities it was expected to conduct. To monitor and compile records and prepare and distribute periodic reports on the activities and plans of a wide range of organizations active in many places and many ways, the CFSC would have had to expend much more staff time and attention than the Center's resources would have allowed.

The evaluation team recommends that the CFSC continue with its plans to sponsor a donor conference this spring, but that it be given the option to cancel the conference if the agencies that would be invited to it do not respond favorably to the idea, or if the activity would adversely affect other proposed activities, such as the summer workshop or completion of the publication schedule. This kind of task should not be included in any future arrangements that AID negotiates with the CFSC or any other organization with similar interests.

Task Five: Conduct continuing on-campus support activities in professional degree and short-term IEC education and research.

A. Contract Requirements and Expectations

It was expected that the CFSC, the grantee, would maintain short- and long-term on-campus professional training to support and back up its field activities. Where training was not available overseas, the CFSC was to concentrate on training faculty members for LDC training centers, leaders and managers for major family planning programs, and key technicians of IEC units, and to conduct annual summer workshops sponsored by AID and other donors.

Three activities were to be conducted: summer workshops (short-term courses to meet the needs of AID and other operating programs); academic and practical training for professionals to plan, implement, and evaluate IEC activities in population and family planning; and applied and academic research.

It was anticipated that as many as 25 new trainees could be accepted for training each year.

B. Accomplishments and Activities

This grant enabled the CFSC to continue activity begun under an earlier contract; considerable activity had already occurred by the time of the award. For example, by September, 1977, when this grant began, 15 consecutive summer workshops had already been conducted which involved 1,123 persons from more than 80 countries. During the term of the current grant, 4 summer workshops were conducted (an additional workshop is planned for the summer of 1982) in which 191 participants from at least 23 countries participated.

Earlier, in 1976, it was recommended that the communications efforts of the CFSC be integrated with other resources on campus and in the field. Following a university-wide committee report on the matter, a new concentration in communications leading to a master's degree was implemented by the Social Sciences Division. Throughout the term of this grant, the offerings were reorganized and expanded to include master's and doctoral degrees in sociology, with specialization in population studies; master's and doctoral degrees in education, with specialization in population education; and a divisional master's of arts degree, with a concentration in population communication.

The degree programs were reorganized and expanded in part to enable the CFSC to accomplish the objective of Task Two, namely, to upgrade

overseas universities by returning to the institutions regular faculty members who completed the doctoral degree. During the grant period, 40 students either were admitted to the master or doctoral programs or participated in other formally organized postgraduate studies on campus. To date, 22 students have completed either a master's or a doctoral degree in this program. In addition, 6 students expect to complete soon advanced degree requirements. At this time, 8 candidates are seeking admisison. Three will be funded under the grant, if financial arrangements can be made to sponsor their work. (A list of students, including each person's degree status, is presented in Appendix E.)

Beginning with the first nine-week summer workshop conducted under the new grant, 11 courses were offered, and participants were allowed to take them in any combination. The significance of this flexibility is that it allows a participant whose background may be, for example, in production, to take courses and upgrade his skills in a new area, such as research, if he sees a need in his country for this new skill. This is particularly significant when one realizes that most of the participants in the nine-week summer workshops were government officials, policymakers, and persons in positions to make important decisions and give direction to social movements. Opportunities to enable these persons to upgrade their personal skills and knowledge in desirable areas are essential.

The enlarged course offering and its flexibility were not maintained, however. For example, because of a lack of funds, the 1980 and 1981 summer workshops did not include the option to study research and evaluation, a course that had been offered earlier.

The vast majority of participants rated the workshops as "good" or "excellent." The highest percentage of participants (90 percent) who rated the workshops as "good" or "excellent" was claimed in 1980. The lowest percentage of participants (78 percent) who rated the workshops as "good" or "excellent" was obtained in 1978. In 1979, 88 percent of the participants rated the workshop as "good" or "excellent."

Four short-term workshops were held in languages other than English as the language of instruction. Two were held in French and one in Spanish at the University of Chicago. Another, in Spanish, was held in Guatemala. The participants' reaction overall to the relevance and effectiveness of the workshops was outstanding.

For a variety of reasons, enrollments in degree programs did not reach the anticipated level, 25 students per year. Recruiting activities were undertaken, but lack of financial support for the students kept enrollments low.

In addition to the regular publications produced under this grant, research articles by CFSC staff were published in Demography, Studies in Family Planning, and International Family Planning Perspectives.

C. Comments and Recommendations

Generally, activities under Task Five have been reasonably successful. The summer workshops have been a good, solid, ongoing activity for 19 years, the last four of which have been covered under the grant. There is now a large cadre of people around the world who are prepared to conduct IEC activities. Many of these individuals are in government positions or employed by organizations concerned with public and social development.

The academic degree programs are so arranged to be available to persons from LDCs with a wide range of needs. Low enrollment in the degree programs is the likely result of inadequate financial assistance.

The CFSC's role in short-term postgraduate residence study is noteworthy. Residencies serve the needs of persons who may need only to "top off" their experiences, who do not need or desire an advanced degree or long-term study.

The CFSC is to be commended for its willingness, many times on short notice, to receive and host visitors and short-term observers who come to the Center to discuss problems, seek advice, and observe IEC activities.

III. BUDGET

III. BUDGET

The total grant award of $3,114,923 covers five years and averages $600,000 a year. By the end of the period, the CFSC will have conducted 16 month-long workshops (see Appendix F) for almost 850 IEC professionals and have provided other identifiable technical assistance to at least 10 countries. To date, the CFSC has provided assistance to training institutions, instituted a publications service, promoted coordination among international donor agencies, and implemented an on-campus degree program; by August, 1982, it will have conducted five summer workshops. The quality and quantity of the project's outcomes, when weighed against the total grant award, measure up well, reflecting the efficient use of AID funds.

Although ledgers were examined for each year of the grant and compared against planned budgets, it was difficult to draw conclusions about the distribution of funds for various activities. The university system does not have a cost-accounting system, and line items on accounts are not sufficiently detailed to be attributable to various tasks. Dr. Bogue estimated that 66 percent of the total budget, or 85 percent of funds, excluding indirect costs, was used for direct and Chicago-based support overseas.

The 1979 evaluation team estimated cost per student per week in various workshops, but the team for this evaluation did not attempt as thorough an analysis because of limitations of time.

The team recommends that, if AID is considering additional funding for portions of current grant activity, it should consider requiring, at the least, a superficial cost analysis. The analysis could be done by interviewing CFSC staff, because some cost data are accessible. This project was highly productive, and some minimum cost data for future grantees would be valuable for planning.

IV. GENERAL CONCLUSIONS AND RECOMMENDATIONS

IV. GENERAL CONCLUSIONS AND RECOMMENDATIONS

Summary of Observations

The CFSC has been in the population and family planning communications business for a long time. In the past 19 years, more than 1,300 persons have attended the CFSC's workshops. The first of its summer workshops was offered in 1963; the twentieth in the series is planned for the summer of 1982. These workshops have evolved from the single course offered in 1963 and attended by 35 persons from 8 countries, to the seven-course, full-credit workshop offered this year. The latter is expected to attract as many as 60 persons. Peak years were 1969, when 146 persons from 41 countries participated in the workshop, and 1972, when 141 students from 38 countries were involved. Even as early as 1966, when family planning was not so respectable in much of the developing world, the course attracted more than 90 participants from 27 countries. It is probably safe to claim that the series has been the single most influential activity contributing to the development of communications for population and family planning, and that almost every expert in this field in a developing country has attended a CFSC workshop at one time or another.

Through a long period of support from private foundations and during the early years of support from AID, the CFSC conducted its population activities principally on the Chicago campus. Degree training began in 1972, in collaboration with the Departments of Sociology and Education and the Division of Social Sciences. Since that time, 128 students from outside the U.S. have been enrolled, and 70 master's degrees and 20 doctoral degrees have been awarded. A publications program has been in operation since at least 1972.

A. Expansion of Activity and Staffing

The current AID grant began in September, 1977; in December, 1981, authorization was granted to continue activity through August, 1982. The most recent grant continued support for the Chicago workshop, degree-training activities, and expansion of the publications program. It also funded a number of new initiatives, including a program to develop, at the university level, a population IEC training capacity in a number of LDCs; a series of off-campus workshops, similar to the summer program in Chicago, to provide from four to eight weeks of training to personnel who serve population IEC programs in developing countries; and a program to promote collaboration among donor agencies through visits, the exchange of information, and international conferences.

It is likely that, in the past five years, the CFSC has accepted more responsibilities than it has been able to handle comfortably. The staff, never large for the range of activities to be undertaken, and almost entirely composed of temporary and part-time people, the majority of whom have been students, has been shrinking as costs have risen and budgets have remained stable. Furthermore, there is a noticeable lack of staff involvement in internal planning, monitoring, analysis, and coordination--activities that are vital to a project involving nations all over the world depending on so many individuals. Staff are assigned either technical or administrative support tasks, and no management functions.

Currently, there are only seven full-time staff, no more than one or two of whom, other than the director, can be considered to be permanent. The assistant director is a graduate student; she will receive her doctoral degree this spring and will probably return to her home country. The associate director is a very capable woman who, although lacking faculty status, has heavy teaching responsibilities that preclude much off-campus activity.

Several factors may account for the staffing pattern at the CFSC. It may be that the director has preferred to maintain the current configuration. The current approach to staffing may be one way to keep personnel costs as low as possible (because of budget stringency) but still enable the CFSC to fulfill its commitments to conduct the wide range of activities specified in the contract. It also is possible that the CFSC has had no choice in the matter. Department heads and deans, as well as other academic colleagues of the director, have been consistently opposed to the CFSC's involvement in technical assistance and other non-academic activities. The CFSC has needed in its top positions capable people, with academic interests and credentials, who can make a long-term commitment to the Center. A likely requirement of most of these people would have been an academic appointment, but such appointments have not been possible for a variety of reasons, among which may be the reluctance of academic administrators to employ people who would be spending a significant amount of time off campus and in non-academic activities.

B. Opportunities for Hands-On Experience

A beneficial byproduct of the staffing pattern at the CFSC has been the unexcelled opportunity for many students to acquire valuable hands-on experience in the mechanics of communications. Summer students have consistently been offered opportunities to work with equipment of a kind that is likely to be used in their home countries. To provide such opportunities, the CFSC has constructed a number of well-equipped communications studios. Employed students are responsible for demonstrating and maintaining the equipment and, while doing so, they become highly proficient in its use.

C. Instruction

The staffing pattern at the CFSC has made it necessary to employ only temporary teachers for the workshops, both on campus and off. In the early days of the summer workshop, much of the instruction, excepting the practical work with equipment, was provided by volunteer lecturers, some of whom were outstanding people in their field, whose efforts were coordinated only loosely. As a matter of policy, as well as necessity, a substantial portion of the instruction at the regional and in-country workshops is given by local people recruited for that purpose. Usually, a local committee selects these people, and the CFSC has few opportunities to exercise control. The principle of maximizing the use of local talent is excellent, but in practice it can result sometimes in uncoordinated presentations that may be inconsistent with the goals of the workshop or with other presentations. To some extent, the externally stimulated and organized workshop is always risky; thus, it is a credit to the staff of the CFSC that their workshops have been as successful as they have.

D. Communication and Follow-Up

The CFSC has been noticeably deficient in maintaining routinely and systematically contact with workshop participants and providing follow-up support to the participants and others who have received substantial technical assistance. The 1979 evaluation team called attention to this deficiency, and the CFSC indicated that it intended to correct the problem. Little has been done to date. The group of participants, large in number, widely distributed geographically, representing in some cases strategic positions in LDC population and health programs, and bound by common learning experiences, is an invaluable resource for the exchange of information and the sharing of professional problems and solutions; it acts to strengthen the idea of population communications as a legitimate professional field. The CFSC has not exploited the potential of this resource. The opportunity to do so still exists (if the CFSC has maintained a file of names and addresses). AID should be alert to possibilities of exploiting the group, of drawing on its experiences for some future project in population or family planning communications.

E. Financial Support and Budgeting

It was expected that the evaluation team would review and make a recommendation about a proposed eight-month extension of the CFSC grant which would permit continuation of activity through August, 1982, and thus round out to a full five years Phase II. The extension, it is understood, was approved by AID on December 31, 1981; thus, any recommendation

at this time would be meaningless. The team approves of AID's action in extending the grant (without additional funding). A number of activities which the CFSC expected to complete during the grant period remain unfinished; the extension will enable the Center to complete some of these activities, in accordance with a work plan that already has been prepared. Several of the proposed activities (e.g., workshops in Nigeria and Senegal) can be undertaken only if additional funding is obtained. It is the team's understanding that the CFSC has requested $261,000 from the Africa Bureau to conduct these workshops and two proposed experiments with the Field Support Service in African countries, and that the Bureau is giving favorable consideration to the request but has not yet been able to make a commitment. An early decision would be helpful, because the CFSC has already completed much of the planning for the Nigeria workshop and a prospectus has been circulated both in Nigeria and Senegal.

Budget stringency will require that the CFSC gradually reduce its staff during the extension period; it is likely that there will not be sufficient funds (or personnel) to complete all the activities proposed in the 1982 work plan. Should this be the case, the team would recommend that lowest priority be given to the proposed donors' conference and the proposed Latin American regional workshop, and that highest priority be given to the completion of the Media Monograph series and the summer workshop.

Recommendations for an Add-on Project

The terms of reference for the evaluation stipulated that the team would make recommendations on the scope, priorities, and funding level for a new, three-year, add-on project. It is the team's understanding, from conversations with CFSC personnel and other personnel at the University of Chicago, that, as of the end of August, 1982, the CFSC will give up its technical assistance activities to focus once again on teaching and research on the community and family (not excluding family planning). If this occurs, the Center will not be seeking an extension of support from AID, at least for its activities in technical assistance, population communications, and coordination of donor activities. A year or two ago, several people who are active in the Center's projects organized and incorporated the Social Development Center as an agency through which to channel future technical assistance efforts. Any support which such efforts require will be sought through the SDC, and not the CFSC. It is probable, although by no means certain, that the CFSC may wish to ask for support to continue some on-campus activities that have been supported under the current grant. Should this occur, the team would hope that AID is prepared to consider the request.

It is particularly important, the team believes, that AID continue to provide strong support for population communications and to broaden that field to include, but also go well beyond, communications for family

planning. It is doubtful that any developing country has at this time an adequate program for informing and motivating people for family planning; certainly, none has a comprehensive and effective program for keeping policymakers, administrators, young people, elite leaders, the public, and other audiences informed about the scope of population changes and their implications for all phases of development. There is need for many of the activities which the CFSC and other agencies have conducted--for short-term training overseas; for degree training for leaders and technicians; for prompt and effective technical assistance; for improved instruction in communications and research in academic institutions in LDCs; for books, monographs, research reports, and newsletters; for communications supplies and equipment; for usable research; for national and regional conferences and meetings; and especially for the development of professional programs in population communications. The Governing Council of the United Nations Fund for Population Activities recently gave communications a priority second only to family planning delivery systems. This may be a sign that at least one international agency has come to realize the critical importance of communications for the objectives it is trying to reach. AID should give no less importance to communications as it implements its broader development programs around the world.

Conclusions

Although its performance in some areas has lagged, overall, the CFSC has performed satisfactorily under the contract, considering the variety and difficulty of some of the tasks, the size of the grant in relation to expectations for what could be accomplished, and the small size and changing composition of the CFSC's full-time staff. The CFSC's performance record will be better when the work that is scheduled for 1982 has been completed, at no additional cost to AID.

The CFSC's technical assistance activities and some of its work in publications are highly useful; training, in particular, is excellent. AID should seek ways to continue these activities in some form, either through the CFSC or some other agency, if the CFSC opts not to seek additional support. Other activities (e.g., the attempt to persuade LDC universities to make long-term commitments to population communications training and research, the effort to stimulate collaboration and cooperation among donor agencies, and the provision of a documentation service for which there seems to be little demand) seem to be less productive than training, technical assistance, and publishing, and perhaps they should not be renewed under any auspices.

Considering all its features, both positive and negative, this project has made an exceptionally good return on the financial investment.

APPENDICES

Appendix A

ROSTER OF PERSONNEL

Appendix A

Community and Family Study Center

ROSTER OF PERSONNEL

Donald J. Bogue, Director
Amy O. Tsui, Associate Director
Delia Barcelona, Assistant Director
Isabel Garcia, Administrative Officer

Program Directors

Amy O. Tsui, Population Education and Research; Family Studies*
Donald J. Bogue, Community Studies*
Isabel Garcia, Administration and Finances*
Delia Barcelona, Overseas Field Support Service

Technical Staff

George Rumsey, Editor, Manuscript Unit*
Anura Goonasekera, Communication Laboratory
Gretchen Balanoff, Printing Department*

Research Assistants

Odalia Ho, Documentation, Field Support Service
Ricardo Vernon, Population Education and Research
Albert Woolbright, Population Education and Research; Community Studies
Carlos Brambila, Population Education and Research
Michel Pazul, Community Studies*
Peter Cha, Community Studies
Cindy Rayman, Community Studies
Mariah Evans, Family Studies
Brenda Spencer, Family Studies

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* Indicates full-time employment.

Support Staff

Maggie Gibson, Data Input*
Kyle Henderson, Correspondence and Publications Secretary
Hector Llenderrozos, Mail Clerk

Translators

N'Dri Assie, French
Jon Errazti, Spanish
Jil Levin, French

Publications

Roy Gamero, Manuscript Typist
Bill Goldstein, Manuscript Typist
Paul Losensky, Manuscript Typist
Anne O'Neill, Manuscript Typist
B.J. Putterman-Crigger, Manuscript Typist
Cathy Reiff, Manuscript Typist
Karen Roitman, Manuscript Typist
Wendell Sullivan, Manuscript Typist
Craig Tuchman, Press Operator

Production Consultants	Regular Employer
Jane Bertrand, Research and Evaluation	Tulane University
Scott Craig, TV Production	CBS-TV
Philippe Langlois, Scriptwriting	Burger & Langlois, Inc.
George McVicker, Graphic Arts	Self-Employed
Ed Spray, TV Production	CBS-TV
Terry Peigh, Movies, Radio, Marketing	Foote, Cone, Belding, Inc.

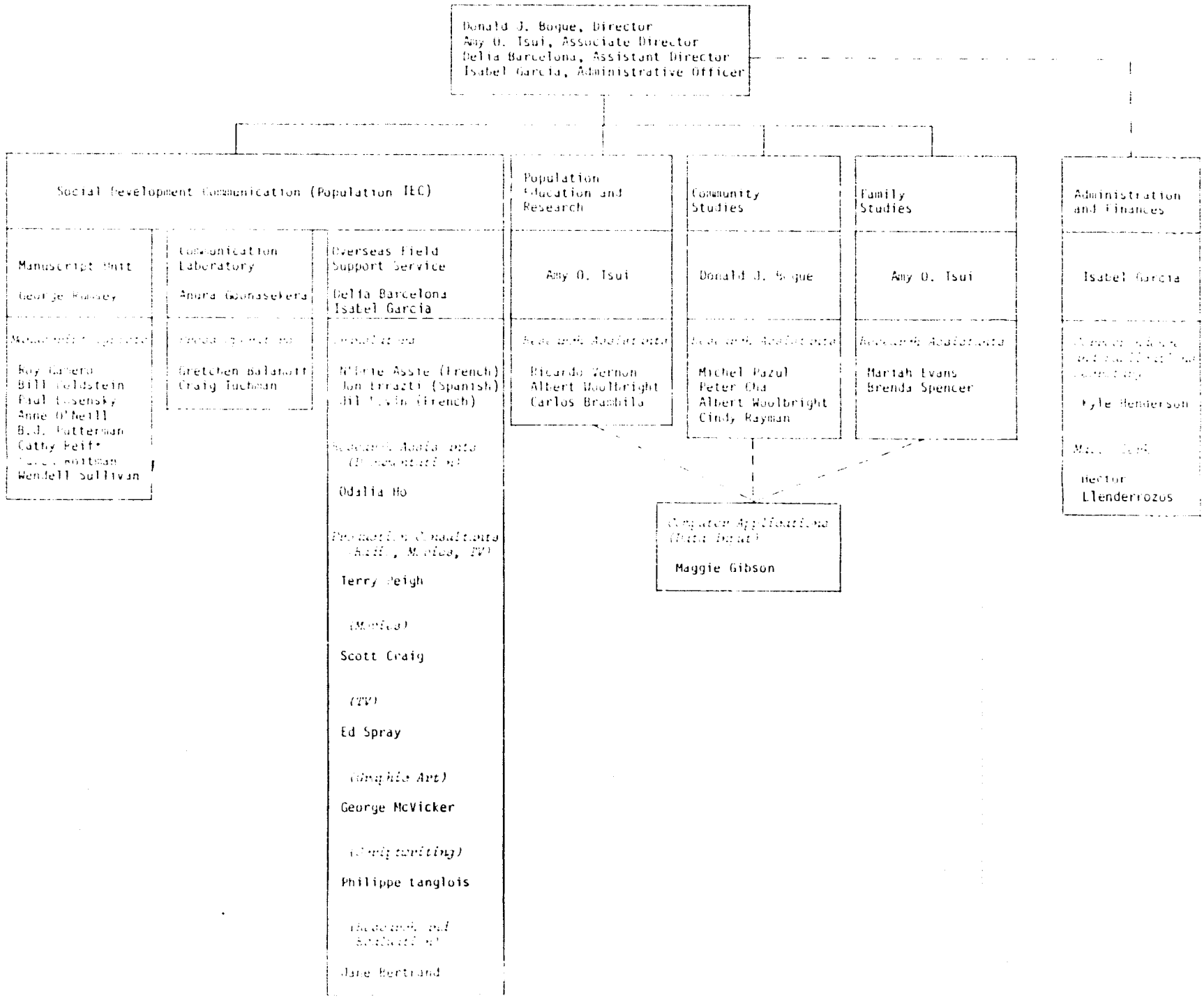
* Indicates full-time employment.

Appendix B

ORGANIZATION OF THE COMMUNITY AND FAMILY STUDY CENTER

Appendix B

ORGANIZATION OF THE COMMUNITY AND FAMILY STUDY CENTER
January 1982



Appendix C

LIST OF BOOKS, MONOGRAPHS, AND PERIODICALS
PUBLISHED UNDER COMMUNICATION GRANT AID-pha-G-1177

Appendix C

LIST OF BOOKS, MONOGRAPHS, AND PERDIODICALS
PUBLISHED UNDER COMMUNICATION GRANT AID-pha-G-1177

1977

Bogue, Donald, Katherine Oettinger, Martha Thompson, and P. Morse (eds.), Adolescent Fertility: Proceedings of an International Conference.

Family Planning Résumé, Volume 1.

1978

Bertrand, Jane T., Communicating Family Planning to Rural Guatemala.

————, Communicating Family Planning to Rural Guatemala (Spanish).

————, Communications Pretesting.

PSD Communication Documentation Service, Catalogue of Available Documents, 1978-1979.

PSD Communication Newsletter, Volume 1, Number 1 (English).

PSD Communication Newsletter, Volume 1, Number 1 (French).

PSD Communication Newsletter, Volume 1, Number 1 (Spanish).

PSD Communication Newsletter, Volume 1, Number 2 (English).

PSD Communication Newsletter, Volume 1, Number 2 (French).

PSD Communication Newsletter, Volume 1, Number 2 (Spanish).

1979

Peigh, Terry, Martin Maloney, Robert Higgins, and Donald Bogue, The Use of Radio in Social Development.

Shevasunt, Somphong, and Dennis Hogan, Fertility and Family Planning in Rural Northern Thailand.

Family Planning Résumé, Volume 2.

PSD Communication Newsletter, Volume 2, Number 1 (English).

PSD Communication Newsletter, Volume 2, Number 1 (Spanish).

PSD Communication Newsletter, Volume 2, Number 1 (French).

PSD Communicaiton Newsletter, Volume 2, Number 2 (English).

1980

Bertrand, Jane T., Audience Research for Improving Family Planning Communication Programs.

PSD Communication Newsletter, Volume 2, Number 2 (Spanish).

PSD Communication Newsletter, Volume 2, Number 2 (French).

1981

Barcelona, Delia, Paulina Bautista, and Donald Bogue, Contraception: A Guide to Birth Planning Methods.

PSD Communication Newsletter, Volume 3, Number 1 (English).

Communications Pretesting (Spanish).

The Use of Radio in Social Development (Spanish).

1982

IN FINAL STAGES:

PSD Documentation Service Catalogue, 1980-1981.

Contraception: A Guide to Birth Planning Methods (Spanish).

Contraception: A Guide to Birth Planning Methods (French).

Field Support Service Catalogue.

The Use of Radio in Social Development (French).

Audience Research for Improving Family Planning Communication Programs (Spanish).

READY FOR FINAL PRODUCTION:

Peigh, Terry, Donald Bogue, and Robert Higgins, Producing and Administrating Communication Campaigns for Social Development.

Audience Research (French).

Communications Pretesting (French).

PSD Communication Newsletter, Volume 3, Number 1 (Spanish).

PSD Communication Newsletter, Volume 3, Number 1 (French).

PENDING:

Person-to-Person Communication for Social Development (Media Mono 9).

Communication Research and Evaluation for SD Programs (Media Mono 10).

Direct Mailing Campaigns for Social Development (revision).

Communication Obstacles to Social Development (revision).

Relevant Posters for Social Development (revision).

Population Education, Volume I.

Population Education, Volume II.

Textbook for Family Planning Fieldworkers (revision).

Media Habits Research for Social Development.

Appendix D

DOCUMENTATION SERVICE
IN POPULATION AND SOCIAL DEVELOPMENT

Appendix D

DOCUMENTATION SERVICE
IN POPULATION AND SOCIAL DEVELOPMENT

Table 1

Source of Request	Number of Request	Number of Pages	Date of Request	Date of Response
Jakarta	1	Catalogue	10-2-78	10-10-78
South Africa	1	Catalogue	10-4-78	10-10-78
Michigan	11	469	N.D.	10-16-78
India	2	103	10-17-78	11-13-78
Indonesia	14	774	10-25-78	11-26-78
Michigan	1	105	10-26-78	11-26-78
Kenya	3	213	10-31-78	11-26-78
Taiwan	16	1,615	11-8-78	11-28-78
Nicaragua	1	70	11-13-78	12-12-78
Malaysia	1	N.A.	11-23-78	12-13-78
Taipei	13*	650	10-23-78	11-13-78
Thailand	24*	2,010	11-14-78	12-8-78
New Jersey	1	Catalogue	11-20-78	12-19-78
Indonesia	1	Catalogue	11-22-78	12-20-78
Philippines	1	Catalogue	11-27-78	12-19-78
India	1	Catalogue	N.D.	11-29-78
Indiana	22	537	11-30-78	12-14-78
Hong Kong	1	Catalogue	12-1-78	12-19-78
Philippines	1	Catalogue	12-21-78	12-26-78
India	18	Leaflets	12-7-78	2-8-79
Taiwan	150**	Unprovided	N.D.	12-13-78
Egypt	4	17	12-19-78	12-27-78
India	151**	Unprovided	12-1-78	1-6-79
Oregon	3**	Unprovided	12-27-78	1-16-79
Japan	1	N.A.	1-26-78	2-15-79
India	1	Catalogue	11-25-78	2-16-79
New York	1	Catalogue	1-26-79	2-17-79
India	1	Catalogue	1-20-78	2-17-79
Nicaragua	1	80	1-8-79	2-20-79
India	7	572	N.D.	4-19-79
Guyana	4	116	12-28-78	1-16-79
Indonesia	11	590	3-17-79	5-23-79
Germany	1	89	2-23-79	4-16-79
Africa	1	Newsletter	N.D.	4-24-79
Maryland	9	Leaflets	N.D.	2-16-79
Wisconsin	7	Leaflets	N.D.	2-21-79

NOTES TO TABLE 1

Total number of pages does not include materials in microfiche that were not provided because of problems in duplication.

Voluminous requests were received to be further screened. There were no further communications.

Other Information:

There were five inquiries from Latin America and four from Asia about the kind of materials CFSC produces and disseminates. There also were four from Africa. To these agencies and individuals were sent the PSD catalogue and newsletter.

Eight letters were received from institutions and individuals requesting that they be included in the mailing list.

Table 2

Source of Request	Number of Request	Number of Pages	Date of Request	Date of Response
New York*	25	920	1-18-79	5-10-79
Kenya*	31	365	2-16-79	5-31-79
London	1	Referral*	3-13-79	8-27-79
Sierra Leone	1	Catalogue and FP Book	3-16-79	8-27-79
Philippines	1	Catalogue	3-22-79	6-22-79
Pennsylvania	1	FP Book	5-9-79	5-15-79
Canada	9	325	5-18-79	5-31-79
Hawaii	1	Referral*	6-1-79	8-28-79
South Africa*	15	269	6-6-79	9-24-79
Tunisia	1	Catalogue	7-10-79	8-28-79
Turkey	1	Catalogue	7-11-79	8-7-79
Venezuela	1	Catalogue	7-23-79	8-28-79
India	1	Catalogue	8-9-79	8-28-79
India	1	Catalogue	8-18-79	9-24-79
India	1	Catalogue	8-29-79	9-24-79
India	1	Catalogue	N.D.	9-21-79
Nigeria	1	Catalogue	N.D.	9-24-79
Philippines	1	Catalogue	N.D.	12-10-79
Jamaica	1	Catalogue	9-12-79	1-25-80
Pakistan	1	Book N.A.	10-22-79	1-31-80
Kenya**	20	200	10-25-79	1-25-80
Mexico	1	CFSC Publication	N.D.	9-6-79
Tunisia	5	215	11-13-79	1-31-80
Canada	1	Newsletter	12-13-79	1-31-80
Thailand	2	PSD Newsletter	1-18-80	3-24-80
Norway	1	Catalogue	2-13-80	3-7-80
Honduras	1	Catalogue	2-13-80	3-7-80
Iowa	1	Catalogue	2-15-80	5-21-80
Philippines	1	Catalogue	2-29-80	3-27-80
Germany	1	Monograph 186	3-21-80	3-28-80
Zambia	1	Newsletter	N.D.	4-3-80
Sweden	1	Catalogue	N.D.	4-3-80
Korea	1	Referral*	4-1-80	4-3-80
Kentucky	1	Catalogue	1-17-81	2-20-81
Jamaica	10	In Microfiche (unprovided)	10-3-80	12-18-80
South Africa	1	Catalogue Newsletter	N.D.	5-1-80
India	1	Monograph 85	10-30-80	11-30-80
Virginia	1	Catalogue	11-24-80	12-18-80

NOTES TO TABLE 2

* Library

** For workshop.

† Referral means that requestor has been referred to another agency which distributes the material(s) being requested.

In addition to the above requests, 19 other letters from the U.S. and 28 from overseas were received by the service inquiring about CFSC resources or responding to requests for materials to be included in the catalogue.

The PSD service is most active during the summer workshops, when participants use the materials to develop their course papers and other assignments. During the last three years, a total of 1,850 materials was taken in and out of the Documentation Service by the following country representatives:

1979 Summer Workshop	1980 Summer Workshop	1981 Summer Workshop
Canada	Bangladesh	Bangladesh
Jamaica	Egypt	Dominican Republic
Kenya	Haiti	Egypt
Netherlands	Indonesia	Ghana
Nigeria	Jamaica	Indonesia
Philippines	Jordan	Lesotho
Tunisia	Kenya	Malaysia
Turkey	Korea	Nepal
U.S.A.	Mexico	Pakistan
Venezuela	Morocco	Sri Lanka
	Philippines	Sudan
	Sierra Leone	Tanzania
	South Africa	Trinidad and Tobago
	Sri Lanka	Uganda
	Swaziland	United Kingdom
	Tanzania	
	Turkey	

Appendix E

FOREIGN STUDENTS ENROLLED IN CFSC PROGRAM

Appendix E

FOREIGN STUDENTS ENROLLED IN THE CFSC PROGRAM

Name	Country	Degree	Date
Ahmed, Ashraf*	Bangladesh	Ph.D.	9/82
Ahmed, Tehera	Bangladesh	M.A.	12/78
Barcelona, Delia*	Philippines	Ph.D.	6/82
Bhuyan, Aboul	Bangladesh	M.A.	3/79
Boonlue, Thanavadee*	Thailand	Ph.D.	3/79
Brambila, Carlos*	Mexico	Ph.D.	6/82
Buutap, Nguyen*	Vietnam	Ph.D.	6/79
Chanes, Carlos Welti	Mexico	M.A.	6/80
El-Kamel, Farag*	Egypt	Ph.D.	9/81
Ettyang, Linus	Kenya	M.A.	6/79
Goonasekera, Anura*	Sri Lanka	Ph.D.	6/83
Guebre-Christos, Guenet	Ethiopia	M.A.	6/80
Haaland, Ane	Norway	M.A.	9/81
Kwakye, Sylvester*	Ghana	Ph.D.	6/79
Mohamed, Salwa	Egypt	M.A.	6/78
Raggab, M. Saber Antar	Egypt	S.A.L.	--
Rahman, Moshahidur	Bangladesh	M.A.	3/79
Shahidullah, Sheikh*	Bangladesh	Ph.D.	12/81
Soeradji, Budi*	Indonesia	Ph.D.	9/79
Suharto, Bar*	Indonesia	Ph.D.	6/79
Travesi, Enrique Garcia	Mexico	S.A.L.	--
Valenzuela, Margarita	Dominican Republic	S.A.L.	--
Vernon, Ricardo*	Mexico	Ph.D.	6/82
Wijeratne, Cisira	Sri Lanka	M.A.	Withdrew

* Indicates student completed both M.A. and Ph.D. degrees while in Chicago.

Appendix F

REGIONAL AND IN-COUNTRY WORKSHOPS

Appendix F

REGIONAL AND IN-COUNTRY WORKSHOPS

Regional Workshops

Country	Number of Persons	Number of Countries	Date
1. Kenya	54	18	Unknown
2. Guatemala (Spanish)	46	16	1978
3. Lesotho	Unknown	Unknown	
4. University of Chicago I (French)	61	Unknown	1979
5. University of Chicago II (French)	62	Unknown	1981
6. University of Chicago (Spanish)	55	Unknown	1979

In-Country Workshops

Country	Number of Persons	Date
7. Liberia	48	January 15-February 9, 1979
8. Gambia	47	February 26-March 15, 1979
9. Sierra Leone	47	July 9-August 3, 1979
10. Morocco	45	May 19-June 7, 1980
11. Ghana	63	July 7-August 2, 1980
12. Kenya	58	November 10-December 3, 1980
13. Egypt	56	May 23-June 10, 1981
14. Nigeria	21	July 13-31, 1981
15. Senegal	--	To be held in 1982
16. Nigeria	--	To be held in 1982

Appendix G

LIST OF PERSONS INTERVIEWED

Appendix G

LIST OF PERSONS INTERVIEWED

Kenya

Mr. N.H. Chomba, Family Planning Association, International Planned Parenthood Federation (IPPF), Youth Programs

Mr. A.S. Hussein, Family Planning Association, IPPF, Outreach

Mr. David Kamau, Kenya Institute of Education

Mrs. Jane Kiano, Supervisor (not participant), Maendeleo Ya Wanawake*

Mr. David N. Mbai, Chief, Health Education Unit, Ministry of Health

Ms. Mbecha, Nutrition Teacher, Karen College

Mrs. Anne Mbugua, Nutritionist, Health Education Unit, Ministry of Health

Mrs. Juliana Muehe, Nutritionist, Health Education Unit, Ministry of Health

Mr. Henry Mukabi, Kenya Institute of Education

Mrs. Jennifer Mukolwe, Maendeleo Ya Wanawake*

Mrs. Mary Runanu, Nutritionist, Freedom from Hunger Foundation

Mr. Spencer Silberstein, Population Officer, USAID/Nairobi

Mr. Peter Waithaka, Kenya Institute of Education

Ms. Rose Wanders, Kenya Institute of Education

* A women's organization.

Lesotho*

Dr. Donald Bogue, Communication and Family Study Center (CFSC), University of Chicago

Mr. Patrick Coleman, Consultant, CFSC, University of Chicago

Mrs. Mateboho Henriett Green, Reporter, Government Weekly Newspaper

Mr. Sylvester S. Kwakye, Ministry of Information, Ghana

Mrs. Motheba Tsoanelo Lerotholi, Executive Secretary, International Planned Parenthood Affiliate of Lesotho

Mr. Tsabo E. Makhakhe, News Room Editor, Radio Lesotho

Mrs. Malineo E. Motsephe, Ministry of Cooperatives and Rural Development

Mr. Mokuba E. Petlane, Chief Health Educator, Ministry of Health, Lesotho

Guatemala

Mr. Jorge Cajas, Education Unit, APROFAM (Family Planning Association)

Mrs. Sandra Guerra, Evaluation Unit, APROFAM

Mrs. Josefa de Isaacs, Maternal and Child Health, Ministry of Health

Mrs. Maricel Marroquin, Evaluation Unit, APROFAM

Mr. Orlando Marroquin, Health Education Division, Ministry of Health

Mrs. Antonieta Pinera, Chief, Evaluation Unit, APROFAM

Dr. Roberto Santiso, Executive Director, APROFAM

Mr. Enrique Soto, Chief, Education Unit, APROFAM

Mr. Neil Woodruff, Population Officer, USAID/Guatemala

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* During the three days, at least one dozen other participants were interviewed, although not in as much depth as those above.

Egypt

Mr. Mahmoud Amine Abdallah, Ministry of Education, Cairo

Mr. Shawky Gormaa Abdel-Ghanee, Television, Cairo

Mr. Gada Gamil Mohamed Abdin, State Information Service, Cairo

Dr. Mostafa Hussein Ahmed, Television, Cairo

Mr. Mohamed Fahim Aly, Ministry of WAKFS, Cairo

Mr. Sofi El-Din Abou El-Atta, Mass Culture, Cairo

Ms. Shadia El-Kassoley, State Information Service, Cairo

Mr. Bob Higgins, State Information Service, Cairo

Mr. Marschal Roethe, USAID Mission, Cairo

Mr. Sharaaf, State Information Service, Cairo

Mr. Yossef Sayed Yossef, Ministry of Social Affairs, Cairo

Sierra Leone

Mr. Augustine Joe Allieu, Ministry of Information and Broadcasting, Freetown

Mr. Priestly A. Bell, Ministry of Information and Broadcasting, Freetown

Mrs. Bernadette Cole, Ministry of Information and Broadcasting, Freetown

Mrs. Admira Davies, Ministry of Social Welfare, Freetown

Mrs. Decker, Training, USAID Mission, Freetown

Mr. Arnold Gordon, Ministry of Information, Freetown

Ms. Noela I. Jackson, Catholic Development, Freetown

Mr. Ronald Pat Jenner-Lewis, Ministry of Agriculture and Forestry, Freetown

Dr. Abu Bakar H. Kargbo, Sierra Leone Broadcasting Service, Freetown

Mr. Issa Allison Konteh, Acting Director, Ministry of Information and Broadcasting, Freetown

Miss Jemima Thomas, Provilac Restaurant, Freetown

Morocco

Mr. Gerard Bowers, Population Officer, USAID Mission

Appendix H

TRIP REPORTS

Appendix H

TRIP REPORTS

Egypt

The travel itinerary was completed as scheduled. The stay in Egypt was from November 22, 1981, to November 26, 1981. Eight persons were interviewed, as were several government officials and AID personnel. (The names and positions of these persons are presented in Appendix G.)

The workshop in Cairo, Egypt, was held from May 23, 1981, to June 10, 1981. There were 56 participants from various ministry and government agencies, such as the State Information Service (SIS); the Ministries of Health, Social Affairs, Education, Labor, and Mass Culture; and radio and television.

The persons interviewed were from the Ministries of Culture, Education, Works, and Social Affairs; the SIS; and Cairo television and radio stations.

The evaluation of the workshop experience by participants was good. Typically, participants indicated that they learned a lot about communication theory, research and evaluation, mass media production, organization and administration, person-to-person communication, and family planning information. Six of the eight persons who were interviewed rated the workshop experience as "high." Similarly, seven of the eight indicated that the workshop experience had contributed to their professional growth and development.

Additional comments by participants show that instructors were generally effective and enthusiastic. Instructors' concern for participants' achievement was high. Individual attention by instructors was cited and appreciated by the participants.

The singular criticism, consistently cited and overwhelming in its negative impact, was the failure of the Community and Family Study Center (CFSC) to provide follow-up information and ongoing contact with participants. Instances were cited where requests to the CFSC were submitted but no response was made.

Another criticism was that three weeks were too brief a period, given the amount of information to be covered.

Additional workshops for at least 40-50 more people in Egypt were cited as necessary. Also cited was the need for long-term training for key government personnel, as well as short-term workshops.

Morocco

The travel itinerary was completed as scheduled. The stay in Morocco was from November 27, 1981, to November 30, 1981. No participants were interviewed because of problems in scheduling. (The AID official who was interviewed is listed in Appendix G.)

The workshop in Rabat, Morocco, was held from May 19, 1980, to June 7, 1980. There were 44 participants from various ministry and government agencies, representing fields such as sanitation, radio and television, medicine, nutrition, education, and family planning. The population officer at the AID mission said that no persons were scheduled for interviews because the timing was poor.

The writer arrived at noon on Friday and was informed that all offices were closed that afternoon and were open only theoretically on Saturday morning. Therefore, because departure was scheduled for Monday morning, it was not possible to interview any participants.

The only information about the workshop was obtained by reviewing the "Boque Folio" in the AID file and talking to the population officer. From the file, the consultant learned that the workshop was conducted in accordance with the objectives that had been specified. The population officer indicated that it was probable that no Moroccans would be sent to a Boque workshop this summer. Basically, the job has been done and a search would have to be undertaken to find someone to send to the workshop this year. It was stated also that the lack of family planning activity in Morocco is probably not a fault of the Boque workshop. Cultural and other factors outside the scope of responsibility of the workshop were cited as an explanation.

Sierra Leone

The travel itinerary was completed as scheduled. The stay in Sierra Leone was from December 1, 1981, to December 4, 1981. Eight participants were interviewed, as were government officials, including the acting director of the Ministry of Information.

The workshop in Freetown, Sierra Leone, was held from July 9, 1979, to August 3, 1979. There were 46 participants from various ministry and government agencies, including the Ministry of Information, the Planned Parenthood Association, the Ministry of Education, the Ministry of Social Welfare, colleges, social welfare and rural development organizations, and radio and television. (A list of persons interviewed is presented in Appendix G.)

The overwhelming response to the workshop was positive. Participants stated that more are needed. Six of the eight persons who were interviewed rated the workshop experience as "very high." Two rated their experience as "high." All indicated that they learned a lot about communication theory, use of family planning information, mass media production, person-to-person communication, organization and administration, and the use of research and evaluation information as presented in the workshop. Each topic was of some value to the participants.

Seven of the eight interviewees indicated that they have had considerable opportunity to apply the skills they learned in the workshop. Six said the workshop had contributed to their professional growth and development. Seven observed that there were at least 40 other persons in Sierra Leone in key positions who need the skills they developed during the workshop.

The strengths that were cited included the role of the instructors, the mix of practical aspects and theory, and the scheduling of the conference at Fourah Bay College.

Extreme criticism was directed at the Community and Family Study Center (CFSC) which failed to maintain contact with participants and to send CFSC publications.

Lesotho

The objective of the visit to Lesotho was to attend a workshop in progress and to interview both participants (see Appendix G) and trainers, including Dr. Boque, Mr. Patrick Coleman, and Mr. Sylvester Kwayke, who delivered the Community and Family Study Center's (CFSC) portion of the workshop. The visit was made between November 3, 1981, and November 6, 1981. The key people in Lesotho were the co-sponsors, Mr. Petlane, chief health educator of the Ministry of Health, and Mrs. Lerotholi, executive secretary of the affiliate of the International Planned Parenthood Federation (IPPF). During the three days at the training center, where 12 hours were spent each day, the writer was able to interview many participants superficially and a few participants in depth, as well as to observe both theoretical and practical aspects of the course.

Dr. Boque provided background on the evolution of the workshops, noting that they are a condensation of a much longer workshop (the nine-week summer workshop in Chicago), which requires a fairly highly skilled participant. Mr. Coleman provided information about his specialty and past experiences, in addition to information for an up-coming trip to Guatemala. Mr. Kwayke described his specialty and gave feedback on the impact of the CFSC workshop in Ghana. Mr. Kwayke is serious about obtaining additional support to conduct another workshop, which, he feels, is badly needed, and he is willing to organize and implement it himself if he can spend some time at the CFSC to update materials and techniques.

In general, the course was well-organized, with clear-cut objectives; theory was provided in a lecture setting which was appropriate to the level of the participants who were invited to attend; and practice was conducted in small groups, with sufficient time for individual attention to projects. Mr. Coleman and Mr. Kwayke also scheduled visits with all participants in their groups to develop their individual projects.

Mr. Petlane has been the chief of health education for the Ministry of Health since 1972, and he has built up its capability during that time. He has several program staff in the capital, but no field educators. His two major expectations from the workshop were training for central-office education staff, so that they could develop regional programs in information, education, and communication (IEC), and family planning IEC skills for education professionals in all social development fields on whom he must rely to transmit family planning messages. Mr. Petlane was not only responsible for providing all the logistical support for the workshop and selecting the participants; he also stayed at the training site for the entire period to fully participate.

Mrs. Lerotholi of the IPPF and one of her key IEC staff are relatively new to their positions. They felt that the workshop was timely, because they need to overhaul their IEC efforts. Mrs. Lerotholi also

needed to make the contacts afforded by the workshop, because of the poor image of her organization which developed under her predecessor. Although pressured to remedy many of the administrative problems which accumulated before she assumed the position, Mrs. Lerotholi was committed enough to remain at the training site with her IEC staff person.

Other participants who were interviewed expressed the strong feeling that women's issues, family planning, and other programs in social development are interrelated. Furthermore, the media expressed pleasure at working with professionals in the field, because this work helped them to better understand the programs brought to them for broadcasting. They also felt the contacts were very good for the professionals who would know how to better use the media people. In general, there was a high level of awareness among all participants about the relationship among family planning, women's issues, and all social development activities.

Kenya

The objective of the visit to Kenya was to interview participants (see Appendix G) in the Kenya workshop which took place a year earlier. After spending the first morning with Mr. Silberstein of USAID and Mr. Mbai, chief of health education at the Ministry, the writer met a nutritionist (Mrs. Mbugua) from Mr. Mbai's office who was a workshop participant. Mrs. Mbugua took the writer around to interview other participants during the visit.

The site visit began on November 9, 1981, and ended on November 12, 1981.

During the visit the writer interviewed 11 participants, a supervisor, Mr. David Mbai, and Mr. Spencer. The near unanimous opinion about the workshop was that it provided practical skills in the development, implementation, and evaluation of information and education programs which participants are applying at this time. Participants gave high marks to the trainers in each of the areas they selected for their workshop project paper. There are many more people who would participate in future workshops; the workshop held last year was "highly booked." Participants also expressed enthusiasm for advanced training for themselves. Not much enthusiasm was expressed for follow-up workshops, if they were merely to exchange information; the desire definitely was to advance skills.

There was also unanimous opinion that follow-up contact with other participants was obstructed by Chicago's failure to do its own follow-up with participants. A year had passed and the participants had heard nothing. Their project papers had been collected by the Chicago staff and participants understood that the papers would be returned, with copies of everyone else's papers, and also the proceedings of the conference. The participants had been asked to give their names and the reference materials they would like to receive. Nothing has been done to fulfill their requests. The participants also had left their names and requests for information on fellowships and scholarships. Again, they have received no response.

In sum, most of the negative opinion stems from Chicago's failure to follow through with documents and reference materials, some of which are essential for the course but were not available in sufficient numbers because some participants took more than one copy. Another negative experience had to do with very poor communication beforehand about per diem, travel, and other participant expenses. Participants exhibited a surprising amount of knowledge about the budget for the conference, expressing annoyance even a year later that they had not received more. In the future, such information should never be general knowledge, and participants should be told clearly what they can expect with regard to support. This approach was discussed with the participants, who agreed that it would have eliminated much animosity.

The following questions about the workshop were asked during interviews:

1. Do you make use of the skills learned and how do you make use of them?

2. Was it useful to have participants from other fields and, if so, how? Give examples of collaborative working relationships that resulted.

3. Was the information on family planning useful to you? Did you know much about family planning in your country before the workshop? Do you know more now? Were you involved with family planning before the workshop, and are you more involved now? How?

In contrast to Lesotho, where there was a strong level of awareness about family planning among key participants, the family planning theme in the Kenya workshop was ambiguous. The handout that participants received in advance of the workshop did say that the workshop was co-sponsored by the Family Planning Association (FPA), but topics on family planning and objectives were not clear. Some participants asked the consultant if the objective was to encourage them personally to practice family planning. Female participants said that they were disappointed with the Ministry of Health official (a male physician) who delivered a family planning lecture. Apparently, this person did not respond to their concerns about contraceptives, side effects, and contraindications.

During the interview with Mr. Spencer, it became clear that, in fact, there is a great deal of ambiguity about family planning in Kenya. Furthermore, a decade of support to the health education unit has not produced "desired results." In the future, the planning stage of the workshop should incorporate more input from the AID mission to ensure that the family planning orientation of the workshop is consistent with the situation in the country. If the AID population officer is new to the area, another "country expert" should be brought in.

Guatemala

A site visit was made to Guatemala on December 15, 1981. It lasted until December 17, 1981.

During the first morning, the writer met with Mr. Neil Woodruff, population officer, USAID, who provided an overview of the family planning program, APROFAM, and gave high ratings to the Community and Family Study Center's (CFSC) involvement and collaboration with the AID mission. The consultant then went to meet Dr. Roberto Santiso, executive director of APROFAM. Dr. Santiso provided an overview of APROFAM and its efforts in information, education, and communication (IEC). He described the extensive assistance received from the CFSC. In 1975, AID withdrew financial support for family planning from the Ministry of Health and APROFAM's effort began to grow; at the same time, AID asked the CFSC to assist with a survey to identify barriers to services. This was followed by development of a communication effort, another survey in 1978 tied to a fertility survey by the Centers for Disease Control, and further development of IEC efforts. Direct assistance was provided to both the education and research units of APROFAM. In 1979, a Spanish regional workshop was conducted by the CFSC and APROFAM. This drew on expertise from other countries. Two short-term training sessions were held subsequently for personnel of radio stations. Other technical assistance efforts included reproduction of materials for IEC, a one-month orientation at the CFSC for an employee of the education unit, and short-term technical assistance from two CFSC student employees, Ricardo Vernon and Pat Coleman. Dr. Santiso said that, in general, he felt the long-term technical assistance provided primarily by Jane Bertrand, but also from Dr. Bogue, was valuable to APROFAM and that the short-term assistance from the student employees was perhaps too superficial to be useful. The training held in Guatemala and the training in Chicago which APROFAM employees attended also were valuable. Future assistance should be long-term to allow consultants to acquire a better understanding of local conditions.

In general, all the workshop participants rated the session highly (primarily the regional workshop held in Chicago in 1979, but also one summer workshop), and all participants were able to describe how skills currently are being used. The exception was a Ministry of Health official whose job was changed within days of his return to Guatemala. APROFAM staff who received on-site technical assistance were highly enthusiastic and provided a detailed account of how the assistance has influenced their work. (A list of persons interviewed is presented in Appendix G.)

Appendix I

EVALUATION QUESTIONNAIRE

Appendix I

University of Chicago
CFSC "Communication for Social Development" Training Workshops

EVALUATION QUESTIONNAIRE

PLEASE ANSWER EACH QUESTION. ADDITIONAL COMMENTS SHOULD BE MADE ON THE REVERSE.

In order to make decisions about sponsoring future programs, the U.S. Agency for International Development (USAID) has asked the American Public Health Association (APHA) to evaluate the activities of the Community and Family Study Center (CFSC) of the University of Chicago. As you were a participant in one of the workshops conducted by the Center, we urgently request your help in this evaluation. Your answers will be used to help us judge the effectiveness of the training provided by the Center. Please answer each of the questions and return the questionnaire in the pre-addressed envelope. Thank you for your cooperation.

1. In which type of workshop did you participate and during which year?

___ Regional (with participants from other countries) 19____

___ In-Country (with participants mainly from one country) 19____

___ Chicago Campus: ___ M.D. or Ph.D. Program 19____

___ Summer "Boque" Workshop 19____

2. What was your working title or position and name of your employing agency/department/ministry/organization at the time of the training workshop?

_____

3. What is your working title or position now? _____

_____

a. Has your position and/or employer changed since the workshop?

___ Yes ___ No

b. If yes, was it due to the workshop that it changed? _____

_____

4. What percent of your current workload is directly related to:

   a. Family Planning? _____%

   b. Maternal and Child Health Program? _____%

   c. Another Social Development Program? _____%

5. Indicate the value to you of each of the following elements of the training workshop.

   (Use this scale of values: AL - A Lot, SV - Some Value, LN - Little or None, NA - Not Applicable)

   ____ Communication Theory

   ____ Family Planning Information

   ____ Mass Media Production

   ____ Person-to-Person Communication

   ____ Organization and Administration

   ____ Research and Evaluation

   ____ Contact with Other Participants

   ____ Other (Specify) _____

6. What is your overall rating of the total experience you received in the workshops? PLEASE CIRCLE

1	2	3	4	5
Very High	High	Adequate	Low	Very Low

7. Have you had opportunities to apply skills learned in the workshop?

1	2	3
A Lot	Some	Little or None

How? _____

8. Has the workshop contributed to your professional growth and development? PLEASE CIRCLE.

1	2	3
A Lot	Some	Little or None

How? _____

9. Do you believe there is need for this type of training for additional persons in your country? _____ If yes,

   a. How many persons per year? PLEASE CIRCLE.

   1-10 11-20 21-30 31-40 41-50 More than 50

   b. For how many weeks should it be? _____

   c. If no, why not? _____

10. Would you attend a similar workshop to advance your communication skills in social development? _____

11. Do you believe there is still a continuing need for family planning services in your country? PLEASE CIRCLE.

1	2	3
A Lot	Some	Little Need

12. Have you been receiving information from the University of Chicago CFSC program (publications, monographs, communications, etc.)? _____

    If yes, which have been most helpful in your work? _____

    _____

    _____

ADDITIONAL COMMENTS (Optional)

- Please return this questionnaire in the pre-addressed envelope provided for your use. Do not sign the questionnaire.

- Also, please check off the free book you want sent to you. Be sure to indicate your current mailing address.

QUESTIONNAIRE RESPONDENT: Presented below is a list of CFSC publications. When you return the enclosed questionnaire (please do so no later than January 1), you are entitled to one free copy of your choice. Send us the name and address to which you want the publication sent.

Thank you for your help. Your publication should arrive shortly after we receive your completed questionnaire.

1. Population and Social Development Communication Newsletter.

2. Population and Social Development Communication Documentation Service Catalogue.

3. Mass Mailing Manual for Family Planning.

4. Twenty-Five Communication Obstacles to the Success of Family Planning, Media Monograph No. 1, Bjorn Berndtson and Donald J. Bogue (1972; 115 pages).

5. Twenty-Five Communication Obstacles to the Success of Family Planning Programs, Media Monograph No. 2, Donald J. Bogue (1975; 84 pages).

6. The Use of Radio in Social Development, Media Monograph No. 5, Terry Peigh, Martin Maloney, Robert Higgins, and Donald J. Bogue (1979; 172 pages). Also available in French and Spanish.

7. Communications Pretesting, Media Monograph No. 6, Jane T. Bertrand (1978; 144 pages). Also available in French and Spanish.

8. Audience Research, Media Monograph No. 7, Jane T. Bertrand (1978; 103 pages).

9. Communicating Family Planning to Rural Guatemala, Jane T. Bertrand (1978; 103 pages).

10. Information, Education, and Communication in Population and Family Planning, W. Bert Johnson, Frank Wilder, and Donald J. Bogue (1973; 207 pages).

11. Family Planning Résumé, Donald J. Bogue.

12. The Impact of Family Planning Programs on Fertility Rates: A Case Study of Four Nations, Jay Teachman, Donald J. Bogue, Juan Londono, and Dennis P. Hogan (1979; 143 pages).

13. Adolescent Fertility, The Proceedings of an International Conference, Donald J. Bogue (1977; 193 pages).

14. Family Planning Improvement through Evaluation; A Manual of Basic Principles, Donald J. Bogue (82 pages). Also in Spanish.

Appendix J

RESULTS OF ANALYSIS OF QUESTIONNAIRE

Appendix J

RESULTS OF ANALYSIS OF QUESTIONNAIRE

1. In which type of workshop did you participate?

Type of Workshop	Percent	
Regional	14	
In-Country	37	
Degree Program	3	N = 187
Summer Workshop	44	
No Response	1	
TOTAL	99*	

*In some cases, the figure will not equal 100 percent because of rounding off.

2. What was your working title or position at the time of the training workshop?

Type of Position*	Percent	
Health or Health Education	36	
Family Planning	21	
Education	14	N = 187
Mass Media	15	
Other or No Response	13	
TOTAL	99	

*Position titles were too varied for tabulation and included a wide range of responsibilities. What has been tabulated are the broad activity areas in which respondents are employed.

3a. Has your position and/or employer changed since the workshop?

Yes	No	Total
50	137	187

3b. If yes, was it due to the workshop that it changed?

Yes	No	No Response	Total
30	20	137	187

4. What percent of your current work load is directly related to family planning, maternal and child health programs, or another social development program?

Type of Program	Percent of Current Work Load: Under 25%	25-49%	50-74%	75-100%	NA	
Family Planning	29	21	14	17	20	
Maternal/Child Health	32	28	7	3	30	N = 187
Social Development	27	21	18	10	25	

5. Indicate the value to you of each of the following elements of the training workshop.

Program Elements	Scale of Values: A Lot	Some Value	Little or No Value	NA	
Communication Theory	69	24	2	5	
Family Planning Information	48	37	7	7	
Mass Media Production	38	30	16	16	
Person-to-Person Communication*	60	23	3	14	N = 187
Organization and Administration	38	34	12	16	
Research and Evaluation	42	36	9	13	
Contact with Other Participants	49	29	12	10	
Other	5	2	0	93	

Figures in the table above are in percentages. For example, 69 percent of the participants rated Communication Theory as worth "a lot" to them.

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* Due to a printing error, N = 124 for Person-to-Person Communication. One group of questionnaires was printed and mailed with this program element omitted.

6. What is your overall rating of the total experience you received in the workshop?

	Percent	
Very High	29	
High	47	
Adequate	20	N = 187
Low	1	
Very Low	1	
No Response	1	
TOTAL	99	

7. Have you had opportunities to apply skills learned in the workshop?

	Percent	
A Lot	54	
Some	40	N = 187
Little or None	4	
No Response	2	
TOTAL	100	

8. Has the workshop contributed to your professional growth and development?

	Percent	
A Lot	58	
Some	34	N = 187
Little or None	5	
No Response	3	
TOTAL	100	

9. Do you believe there is need for this type of training for additional persons in your country?

Yes	No	No Response	Total
133	3	51	187

9a. If yes, how many persons per year?

Persons Per Year	Percent	
1-10	25	
11-20	9	
21-30	12	N = 187
31-40	6	
41-50	12	
More than 50	30	
No Response	5	
TOTAL	99	

9b. For how many weeks should it be?

Weeks	Percent	
1-4	23	
5-8	41	
9-12	20	N = 187
More than 12	6	
No Response	11	
TOTAL	101	

10. Would you attend a similar workshop to advance your communication skills in social development?

Yes	No	Other	No Response	Total
163	8	4	12	187

11. Do you believe there is still a continuing need for family planning services in your country?

	Percent	
A Lot	83	
Some	5	N = 187
Little Need	-	
No Response	12	
TOTAL	100	

12. Have you been receiving information from the University of Chicago CFSC program?

Yes	No	No Response	Total
38	128	21	187

Additional Comments (optional)

	Percent	
Positive	26	
Negative	14	N = 187
Neutral	21	
No Response	38	
TOTAL	99	

OBSERVATIONS ON THE RESULTS OF THE QUESTIONNAIRE

1. An exceptionally large number of questionnaires, 272, was returned by the participants. Some 187 had been returned by the deadline and were analyzed. Those data are presented in the tables in this appendix. At press time, an additional 35 had arrived. Considering the hazards of international mail and the dispersion of the 300 participants across some 73 countries, the return of this large a number of questionnaires is significant indeed. The team concludes that this success is based on at least two things:

   - The timeliness and importance of the subject matter content. Information, education, and communication assistance in population and family planning activities is highly prized by a significant number of influential persons in developing nations.

   - The continuing need in the field for information and relevant data on this topic.

2. Of the 50 individuals who have changed positions or employers since they participated in the workshop, 30 attribute that change to this workshop.

3. The overall rating of the total experience received by the participants in the workshop is significant. Seventy-six percent rated their total experience as "high" or "very high." In addition, 94 percent stated that they had "some" or "a lot" of opportunity to apply the skills they had learned, and 92 percent stated that the workshop had contributed "some" or "a lot" to their professional growth and development.

4. There is strong indication that additional training of this type is needed. More than 130 respondents stated that as few as 1 and as many as 50 or more people in their country need such training. The data indicate a bi-modal distribution. Twenty-five percent of the respondents stated that from 1 to 10 additional persons in their country need the training, and 30 percent indicated that 50 or more persons in their country need the training. A considerably smaller proportion of respondents checked categories for numbers from 11 to 50.

   In addition, some 87 percent of the respondents indicated that they would attend similar workshops to advance their communication skills.

5. Of particular importance is the overwhelming need for the continuation of family planning services. Eighty-three percent stated that there was "a lot" of need, and an additional 5 percent indicated there was "some" need. Thus, a total of 88 percent of the respondents indicated that there is "a lot" or "some" need for the continuation of family planning services in their countries.

6. Respondents were given an opportunity and space on the questionnaire to make additional comments, if they wished to do so. Some 61 percent took the opportunity by writing in certain remarks. The remarks were judged by the evaluation team to be either "positive," "negative," or "neutral." "Positive" comments were made by 25 percent, "negative" comments were made by 14 percent, and those judged to be "neutral" accounted for 21 percent.

   The "negative" comments are worth noting. By far, the single most critical and recurring comment related to the CFSC's lack of follow-up. That weakness has been cited elsewhere in this evaluation report and should not be overlooked.

Appendix K

BUDGET

Appendix K

BUDGET

The funds provided herein shall be used to finance the following items:

Category	From: 9/1/77 To: 12/13/79	From: 1/1/80 To: 12/31/80	From: 1/1/81 To: 12/31/81	Total
1. Salaries (Academic)	$ 27,933	$ 31,863	$ 37,412	$ 97,208
2. Salaries (Non-Academic)	330,697	122,068	146,806	599,571
3. Honoraria	77,597	52,500	63,929	194,026
4. Travel (Foreign/Domestic)	147,166	73,633	97,590	318,389
5. Equipment (Training/Research)	41,213	17,000	25,000	83,213
6. Office and General Expense	178,625	73,566	113,000	365,191
7. Staff Benefits	34,909	24,203	21,581	80,693
8. Indirect Costs	227,147	98,707	101,417	427,271
9. Student Fellowships	243,686	38,960	85,265	367,911
10. Overseas Workshops	138,000	123,000	98,000	359,000
11. Domestic Workshops	-0-	42,450	165,000	207,450
12. Communication Field Support	-0-	15,000	-0-	15,000
TOTAL	$1,446,973	$712,950	$955,000	$3,114,923

Appendix L

COPY OF COMMUNICATION NEWSLETTER

psd population and social development

COMMUNICATION NEWSLETTER

VOLUME 3 NOVEMBER, 1981 NUMBER 1

CFSC BEGINS 20TH YEAR OF SD COMMUNICATION TRAINING

In July, 1963, the Community and Family Study Center (CFSC) sponsored a four-week "summer workshop" on "Communication for Family Planning." It was attended by 35 persons from 8 countries. Since then, the CFSC Summer Workshop has been an annual event. Plans for the 20th Summer Workshop, to begin June 21, 1982, have just been announced.

Over the years, the workshop has expanded in a number of ways. In that first workshop, there was only one course which was taken by all participants. Since then, the number of courses has been increased to seven, thereby providing the participants with a wide choice of topics in which to specialize. In addition, the workshop has been expanded to eight weeks and elevated to the status of being a regular part of the summer graduate training. The focus on family planning has been broadened to include a wide spectrum of social development issues.

Despite these changes, the "flavor" of the workshops has remained the same. Each year, a group of high- and mid-level professionals who are responsible for SD programs throughout the world assemble at the University of Chicago. While in Chicago, they learn how to educate the underprivileged and disadvantaged in ways to motivate them to adopt life-improving innovations being offered by the social development programs. The participants also discover a great deal about the world outside their own country during the workshop experience. Since they live together in the humble but comfortable student surroundings of the University's International House, they have a chance to exchange information across personal, occupational, and national boundaries. Although the students arrive as a group of strangers, they depart as a family.

The instructors for the workshop are either "downtown experts" or "guest lecturers." The "downtown experts" are leading communication professionals who earn their living in Chicago by working for television or radio stations, for newspapers, as documentary movie-makers, or as free-lance artists, scriptwriters, or "talent." The "guest lecturers" are well-known officials in organizations dealing with population, family planning, communication, or management; they come to the campus from New York, Washington, or elsewhere (often from abroad). Collectively, this faculty brings a rich diet of instruction, served during long days that often involve twelve hours or more of work. *(continued on page 14)*

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Catalogue of FP Field Support Services Released

The Field Support Service for Family Planning, sponsored jointly by the Social Development Center Chicago and the Community and Family Study Center, has just released a catalogue itemizing materials that are available for Information-Education-Communication programs. These services can be used by any social development program to support family planning and population education activities. The services fall into eleven categories:

1. Pamphlets and leaflets
2. Posters
3. Flip charts and wall charts
4. Radio programming
5. Movie and movie scripts
6. Slide/sound shows, filmstrips, and comic books
7. Person-to-person communication
8. Monographs, manuals, books, and reports
9. Demonstration equipment and materials
10. Communication and audio-visual equipment and supplies.
11. Books, journals, and library services.

The catalogue lists and briefly describes the items in each category of service. All items listed have been selected or developed especially for use in family planning programs in developing countries or among underprivileged populations in developed countries, as well as for communicators and educators who work with such audiences.

How to use the catalogue

Many of the materials listed in this catalogue are the property of either the SDC or the CFSC. The Field Support Service will help customers modify these royalty-free items to conform to their particular desires and needs using art, scripts, and ideas proposed by the customer. The Field Support Service is prepared to interact with the customer to arrive at exactly what the customer needs and wants.

The Field Support Service is also able to provide single copies (usually photo-duplicated or photographed) of the materials compiled from other organizations around the world. It is also equipped to modify many of these materials or to assist a customer in acquiring larger quantities.

New materials to be added

The Field Support Service catalogue will be revised and reissued within one year. The sponsors are working continually to add new items to its listings. Readers and users are urged to bring to the service's attention (by sending a copy for examination) any items that have extraordinarily high appeal or special effectiveness in specific applications; these items will be reviewed and possibly included in the next issue.

This catalogue does not purport to make available all items of I-E-C materials for family planning that have been produced throughout the world. Only items that are meritorious and worthy of consideration for use by others will be included.

How to request copies of the catalogue

This program is subsidized by a limited grant from the United States Agency for International Development. The subsidy enables the Field Support Service to provide one free copy of the catalogue to any non-profit organization that requests it (not to individuals), and to provide single copies of most items in the catalogue to organizations actively engaged in family planning action programs. Readers wishing to order a free copy for their organizations should request their executive directors to write:

Field Support Service (FP)
Community and Family Study Center
1411 East 60th Street
Chicago, Illinois 60637-2999 USA.

FREE PUBLICATIONS CATALOGUE

Now available, the *CFSC Publications Catalogue* is a useful reference catalogue which lists and briefly summarizes all CFSC publications, both standard and recent. The *Catalogue* includes items in the areas of Communication, Demography and Family Planning, Community and Family etc. Discounts on orders are available for all libraries and members of social science professional societies. For a free copy of the *Catalogue*, write to:

The Community and Family Study Center
1411 East 60th Street
Chicago, Illinois 60637-2999, USA.

New PSD Documentation Service Catalogue Now Available

The PSD Communication Documentation Service has just published an up-to-date listing of new items in its collection. The *Catalogue of Available Documents 1980-81* provides the user with an additional 1,419 carefully selected articles, bringing the total number of documents contained in the service to 4,229.

This new catalogue lists documents by the serial number given when they were added to the service. To facilitate its use, two other indices are included in the catalogue: a subject index and an author index. Copies of the new supplement will be distributed without charge to previous users of the Documentation Service and to major private and national family planning organizations throughout the world. Requests for free copies are invited from university and other nonprofit organizations engaged in population-related activities.

This Documentation Service is funded by the U.S. Agency for International Development. It has one overriding objective: to provide documents that may be useful but difficult to obtain to researchers, field workers, and new organizations involved in population, family planning, and social development communication. Items listed by the service include papers submitted to conferences, reports, newspaper articles, and other manuscripts that are not printed in available periodicals.

All organizations wishing to bring their reports and publications to the attention of an international audience should send copies to the address listed below. An editorial review will be made of all documents submitted and those selected will be listed in each new catalogue.

Who can use the PSD Communication Documentation Service? There are three categories of users:

- Class A—*Free Airmail Service.* Nonprofit organizations involved in family planning action on a national scale.
- Class B—*Free Sea Mail Service.* Other nonprofit organizations engaged in family planning action as well as research organizations.
- Class C—*Prepaid Orders.* Users in this category must accompany their order with prepayment, such as a check, money order, or bank draft, or an official purchase order from an organization. Charges are set to meet the out-of-pocket expenses for filling an order. All organizations in any nation designated by the United Nations as a developed country or organizations in developing countries not explicitly included in Class A or B are in this class, as are all private individuals making requests for personal use.

Copies of the new PSD Documentation Service Catalogue can be obtained by writing:

PSD Communication Documentation Service
Community and Family Study Center
1411 East 60th Street
Chicago, Illinois 60637-2999 USA.

Improving Communication with Audience Research

Persons interested in improving current Information-Education-Communication programs or designing completely new programs should explore the possibilities of "diagnostic audience research," a field that is new to many population and social development communicators. Dr. Jane T. Bertrand, a noted expert in the field of communications pretesting, has just published a monograph that shows how to reach an audience more effectively by identifying the communication obstacles that need to be overcome in order to achieve a specific goal. *Audience Research for Improving Family Planning Communication Programs* explains how to carry out audience research, analyze the results, and incorporate the findings into an I-E-C program for family planning.

The book presents a very logical, straightforward approach to audience research. The first two chapters introduce the reader to the topic by discussing the purpose and goals of audience research. Dr. Bertrand identifies three areas in which such research is especially useful:

(continued on page 17)

Refresher: How To Develop a Course Curriculum

An essential step in training SD communicators is to develop a curriculum that will improve the skills and abilities of the trainees within a very short time. The training time available may be as short as one-half day, and will seldom be as long as one month. Discourses on curriculum planning by professional educators very often deal with more ambitious issues, such as planning the training for a certificate or degree requiring as many as four years to acquire. Consequently, those who wish to develop a solid and effective curriculum for a three-week workshop are often confused and left unsatisfied by the advice they get from experts in curriculum planning. The following points, extracted from general training theory and addressed explicitly toward short-term training, are intended to help the trainer who needs to present much information in a short time, in order to reach a desired result.

- Inventory of training needs

List the broad abilities that the trainees should possess at the end of their training, such as effectiveness in motivating adoption through home visits, ability to plan and conduct a multimedia program, or ability to evaluate a communication campaign.

List the skills that the trainees should have in order to attain the new abilities. Under each general ability, list the specific skills that are presupposed or essential for achievement. Examples are ability to conduct a small group discussion, ability to write radio spot announcements, and ability to pretest a leaflet.

List the topics of information that the trainee must earn in order to attain each specific skill. Often, the same item of information will be needed for several different skills, and it should be listed under each category. Examples include group dynamics of leadership in small groups, how to use music and sound effects for radio programming, and how to write a questionnaire.

List the "general," "background," or "orientation" items of information that the trainees should possess as overall preparation for their task. Examples are "the communication process," "attitude change theory," or "response bias in surveys."

List the items of knowledge content that the trainees must possess in order to write or produce messages on the topic of their work, including examples such as fundamentals of nutrition, physiology of human reproduction, methods of contraception, oral rehydration, and prenatal care.

- Classification and organization of training needs

Assign each item in the above list to a few broad categories that represent major divisions of fields of study. Examples might be "person-to-person communication," "mass media communication," "maternal and child health," "family planning," or "communication research and evaluation." These major subdivisions become the components of the training program. They may be individual courses or major segments of a single program.

Organize the topics that have been assigned to each broad category into a training outline. Place items first that are easiest to master, prerequisite to other items later in the outline, interest arousing, and less technical. Later in the outline, place items that require more technical information, that are more complex, and that involve information which is being presented earlier in the course. This training outline should have a logical, interesting arrangement, which takes up each topic in a sequence that makes the training an integrated and coordinated experience.

Subdivide the outline into training sessions. Remember that the training requires the participants to attend classes, which have a specified time limit (50 minutes, 80 minutes, etc.). Assign the course content to one of these training sessions, keeping in mind how much can be taught in one session. The result will be a course outline of a given number of sessions.

Decide what practical experience (laboratory training) needs to accompany each session to make it lively and practical for the participants. Decide how much group discussion or other participant activity will be required.

Decide what homework, individual study, or exercise each student needs to prepare for each training session.

- Development of the training schedule

The above process produces a set of courses, subdivided into sessions, with the accompanying individual and group work and practical work needed. The next step is to integrate this into a training schedule, making the necessary compromises.

Add all of the hours of training implied by the plan developed above. Decide how many hours per day are possible for training. Divide the number of available daily hours into the total training hours. This yields an estimate of the number of training days that will be required. Discuss this number with others, and decide whether or not it is practical. If too many days are re-

(continued on page 20)

WORKSHOP HELD IN CHICAGO FOR FP AND SD IN FRANCOPHONE COUNTRIES

In an attempt to encourage social development communication in Francophone countries, the Community and Family Study Center sponsored a four-week workshop in Chicago from August 24 to September 18, 1981. The program, called the "Séminaire de la communication pour le développement social dans les pays francophones," received an overwhelming number of applications (more than 250) from high-level professionals throughout the French-speaking world. Because of the great interest, the planned number of 50 participants was expanded to 62 very qualified persons from 20 countries.

The workshop was originally scheduled to be held in Senegal, but due to organizational difficulties, the sponsors decided to use the CFSC headquarters and the University of Chicago facilities. The participants stayed at the University's International House, where they were assisted by an around-the-clock translating staff.

Because of the large number of participants and the limits on space, the students were divided into two groups. Both groups received identical instruction in all of the courses that were taught. Overall, there were five courses:

101. Communication theory, organization, and research
102. Messages for Social Development
103. Person-to-Person Communication
104. The Use of Mass Media and Audio-Visual Techniques for Social Development
105. Population and Social Change in Africa

All classroom instruction was in French, by professionals brought to Chicago from throughout the world. Instructors included Prof. Donald J. Bogue (Director of CFSC), Prof. Babacar Siné (University of Dakar, Senegal), Prof. Phebean Whest-Allegré (The Blue Cross Clinic, Dakar, Senegal), Prof. Jane Bertrand (Tulane University, New Orleans, USA), Prof. Nathan Keyfitz (Harvard University), Prof. Remi Clignet (Department of Sociology, University of Maryland), Mr. Philippe Langlois and Mr. Jean-Claude Burger (Communication Consultants, Montreal), Ms. Carol Jones (psychologist, Abidjan, Ivory Coast), and Ms. N'Dri Assié (graduate student in Sociology, University of Chicago, from the Ivory Coast). In addition, the workshop was visited by Mr. Griffith J. Davis (AID/Washington) and by Madame Maimouna Kane, Minister of Development Activities for Senegal.

Participants in the 1981 Francophone Workshop in Chicago.

CFSC Outlines Curriculum for Training SD Communicators

Comprehensive and advanced training for social development communication can be accomplished in a surprisingly short time—three to eight weeks, depending upon the degree of sophistication and skill desired and the knowledge and abilities of the person to be trained. Success in such training requires adhering to a few basic guidelines, careful curriculum planning, and finding teachers with requisite skills. Following is a highly condensed description of the program for training social development communicators that the Community and Family Study Center has developed for use in its workshop program.

Basic guidelines

Ten principles guided the development of the curriculum.

1. Communication production involves learning new skills that can be acquired only by actually performing production work under the guidance of experts. For this reason, the training must follow a "workshop" format rather than a "seminar" format.

2. Persons need to *specialize* either in mass media production or in person-to-person communication. It is impossible, within a short time, to gain a high degree of skill and proficiency in both. However, both types of communicators need to be trained together, in order that they may interact and come to understand each other's work.

3. Since the primary goal of SD communication is to improve the quality of life throughout the general public by stimulating voluntary acceptance and use of new technologies and procedures, the orientation is one of *education* and *motivation*, not "advertising" or "propaganda."

4. The primary ultimate audience of the communicator is adults from the underprivileged and disadvantaged segments of the population—the illiterate and poverty-stricken in both urban and rural areas. Secondary audiences may be political or community leaders, whose cooperation and support may be needed.

5. Communicators must learn the fundamental content of the technologies that they are attempting to introduce. Their training must therefore involve learning "what to say" as well as "how to say it."

6. Communication programs must be planned, organized, and administered to form coherent campaigns or programs of several weeks, months, or even years of duration. This means that communicators must learn to be good managers as well as creative producers.

7. In order to devise solutions to overcome the obstacles that SD projects face, communicators must have a solid foundation in communication theory.

8. Each communicator needs to appreciate the importance of research, pretesting, and evaluation—and be familiar with how they are performed.

9. Communication activities need to be closely linked to the provision of technological services. Hence, communicators must be informed about these services and how they are performed. This should be part of the information transmitted to the public. Communicators must learn to coordinate their work with the providers of service.

10. The ultimate goal of training SD communicators is not to produce experts who can organize and manage self-sufficient units, but to produce generalists who know enough about each area of work to be able to work intelligently with specialized technicians, many of whom will be freelancers in a variety of fields or employees of other organizations.

Curriculum—division into courses

A curriculum that complies with these guidelines has been developed by the Community and Family Study Center. This curriculum subdivides the training into seven courses of two types: "content courses" and "skill courses."

- *Content courses*
  1. Communication theory
  2. The content of messages for social development
  3. Population and family planning in social development
  4. Planning, organizing, and administrating communication programs
- *Skill courses*
  5. Person-to-person communication
  6. Mass media communication
  7. Research, pretesting, and evaluation.

The content courses should be taught in short sessions (30 to 50 minutes) and should emphasize the learning of content—acquisition of knowledge. A lecture-discussion format is appropriate for this training. There should be materials assigned for reading and study, individual exercises that require the participant to make practical application of the content being learned, and a final examination to assure that the content has been mastered.

The skill courses should be conducted in long sessions of two or three hours, giving ample time for exposition, demonstration, and actual production by the participants (working individually or in small teams). Readings that provide technical instructions and details should be offered for study and reference. Progress should be evaluated primarily in terms of the quantity and quality of materials produced in the practical work assignments.

Curriculum—content of individual courses

Each class session for each course must be assigned a topic, and the work to be accomplished identified in advance; otherwise, it would be impossible to cover all of the relevant materials for each of the seven courses. Following is a brief outline of the topics which the CFSC recommends covering in each course. The suggested number of sessions to be devoted to each topic is indicated for both a 4-week and an 8-week workshop.

Instructors

The instructors for each course must be chosen with great care, and must be briefed fully and carefully before they plan their instruction.

- They must be expert in the subject they teach, having actually performed the work they will discuss in a real life context.
- They must be sensitive to the needs of social development, particularly in the nations from which the participants come.
- They must have the capacity to speak clearly and simply, making complex concepts and ideas simple.
- They must be able to teach by demonstration and laboratory practice, and to supervise the learning of others by this procedure.
- They must be able to teach in a cross-cultural situation, and to deal with individuals with heterogeneous backgrounds, coming from diverse ministries, occupations, and work assignments.

Reading materials

It cannot be emphasized too strongly that the participants must have study materials to cover the content of classes. Since the workshop pace is fast, the students must study in the evenings; they can study or consult written materials after the workshop instruction is over.

Table A. SUGGESTED CONTENT OF INDIVIDUAL COURSES.

Course	*4-Week Session*	*8-Week Session*
1. Communication Theory		
a. The communication process	1	1
b. How people learn (educational psychology)	1	2
c. Communication and culture, values and tradition	1	1
d. Attitudes and how they are formed	1	1
e. How attitudes can be changed by communication	1	2
f. Motivation and persuasion theory	1	2
g. Adoption process theory	1	2
h. Theories of message transmission: two-step flow, selective exposure, interpersonal influence, opinion leadership, characteristics of source	1	2
i. Theories of persuasion and behavior change: cognitive consistency, primacy-recency, one-sided versus two-sided arguments	1	2
Total	10	15

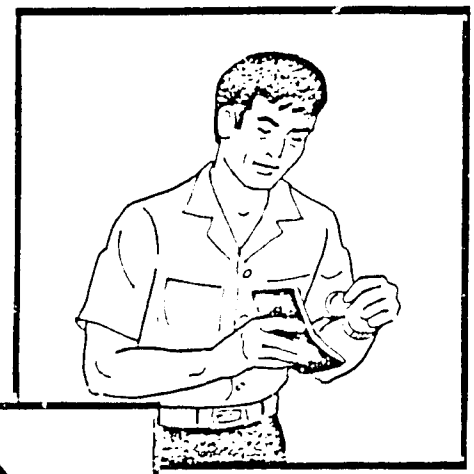
(continued on page 18)

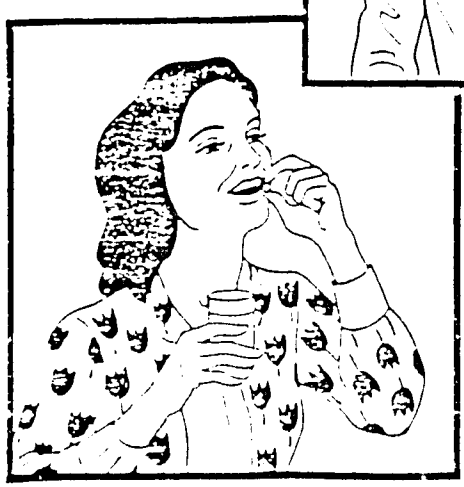
Guide to Contraceptive Methods Published

Health and family planning workers are daily asked difficult questions about the safety and reliability of the different contraceptive methods. In an effort to help them answer such questions more accurately and easily, the Social Development Center and the Community and Family Study Center have just published *Contraception: A Guide to Birth Planning Methods.*

Contraception attempts to present essential information about each contraceptive method in a simple, straightforward, and clear manner. This book provides details on the Pill, the IUD, the diaphragm, the condom, spermicides, periodic abstinence, injectables, and female and male sterilization. There are also chapters on human reproduction and sexuality.

The chapters are carefully illustrated with simple line drawings designed to help the readers better understand the use of each method. Illustrations include pictures of the method itself and diagrams about use and supply. The artwork is medically accurate, yet it is sensitively drawn so that the book is acceptable within any culture.





Sample Illustrations from *Contraception: A Guide to Birth Planning Methods*

Each chapter of the book describes a different contraceptive method, then discusses its reliability, side effects or other possible problems for the client, and the procedures for adoption and use. For example, in the chapter on the Pill, *Contraception* tells about the composition of the Pill, the differences between the 21-day and the 28 day pill, some possible side effects (and what to do about each one), and who should not use the Pill, while answering some of the most frequently asked questions and dispelling some of the common rumors about the Pill.

Editorial: The Localization of SD Communication Training

During recent years, major strides have been taken in the training of communicators and educators for social development programs. (The lead article in this issue describes the work of one organization.) Major contributions have been made by UNESCO, UNICEF, WHO, FAO, Ford Foundation, Rockefeller Foundation, and other international bodies. Despite the fact that substantial contributions have also been made by individual national institutions, most training programs have been primarily international or regional (groups of nations) rather than national. Individual countries may be involved in the training, but usually in a secondary, collaborative role; the initiative and direction comes from the international sponsor, which provides the funds, the basic plans, a major share of the teaching staff, and which also strongly influences the orientation and content. This arrangement, which is unquestionably the only quick way to initiate social development communication training of good quality, has resulted in the training of key persons in most developing countries. Since many leaders of social development programs now appreciate the importance of communication for the success of their programs, they have arranged for a substantial number of persons in the top echelons of their communication units to be trained through one of these internationally-organized programs.

It appears that the time has arrived for a new phase of training for social development communication. This should be *local training, using local resources, mobilized and organized under local initiative.* Each developing country has universities or other training institutions with the capability of studying the curriculum plans used in the international programs (such as the one produced in this newsletter), adapting it for local needs, and single-handedly carrying out a training program for national SD communication/education workers. For textbooks, they can use the training materials that have already been produced for the international training programs, or modify and supplement them with national materials. Unfortunately, in many nations, the local universities and the local government—even though in the same city—communicate and interact less with each other than they do with external international bodies. The localization of SD communication training will involve the establishing of stronger links of interdependency between the nation and its training institutions. To meet the national needs, training institutions may need to expand their mission beyond the provision of degree training to include special short-term extension training, perhaps in vacation periods.

The emergence of this localization may not completely replace the earlier phase of international training, which may continue for the "training of trainers" and high-level workers. However, the great need now is for improved and localized SD communication training—not for the few at the top, but for the hundreds or thousands of middle-level or low-level people who are daily meeting the clients of the social development programs.

The compilers of *Contraception* are Dr. Donald Bogue, Ms. Della Barcelona, and Ms. Paulina Bautista. With the help of a lengthy list of medical reviewers and advisers, they have produced a book that is practical, usable, and full of easily understood information.

This book is intended for mass distribution; it is subsidized by the United States Agency for International Development. Organizations involved in a national family planning program may obtain a free examination copy by writing to:

Community and Family Study Center
1411 East 60th Street
Chicago, Illinois 60637-2999 USA.

Information about single copies and discounts for larger orders (up to 60 percent) can also be obtained by writing to the CFSC.

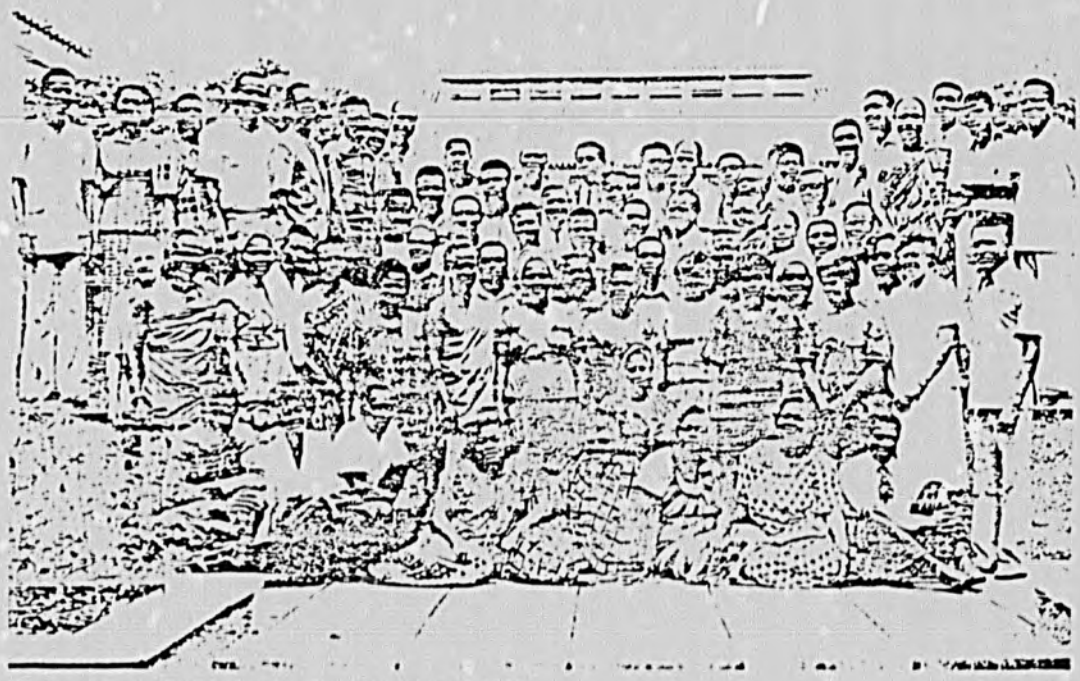
The Community and Family Study Center continued its program of advanced training in communication for population and social development during 1980-81 with five overseas workshops. Various in-country organizations, the U.S. Agency for International Development, and the CFSC and its affiliate, the Social Development Center, worked together to sponsor, plan, and administer these training sessions.

The workshops were designed to attract top-level communicators, researchers, administrators, and evaluators. They emphasized both theory and application, through the use of classroom instruction and extensive laboratory practice. Participants came from a variety of backgrounds, including such ministries as Health, Information, Education, Social Security, Human Welfare, Defense, Agriculture, and Community Development; still other participants came from the various SD programs, television and radio corporations, and colleges and universities. A combined staff of instructors taught the individual courses.

At the end of each workshop, the participants were asked to complete a comprehensive evaluation of their experience. Generally, the workshops met with overwhelming approval; the only criticism mentioned by more than a few students was that the three-to-four week duration of the workshops should be lengthened.

CFSC CONTINUES OVERSEAS WORKSHOP ACTIVITIES

Participants in the Morocco Workshop, May 19 to June 7, 1980.



Participants in the Ghana Workshop, July 7 to August 2, 1980.

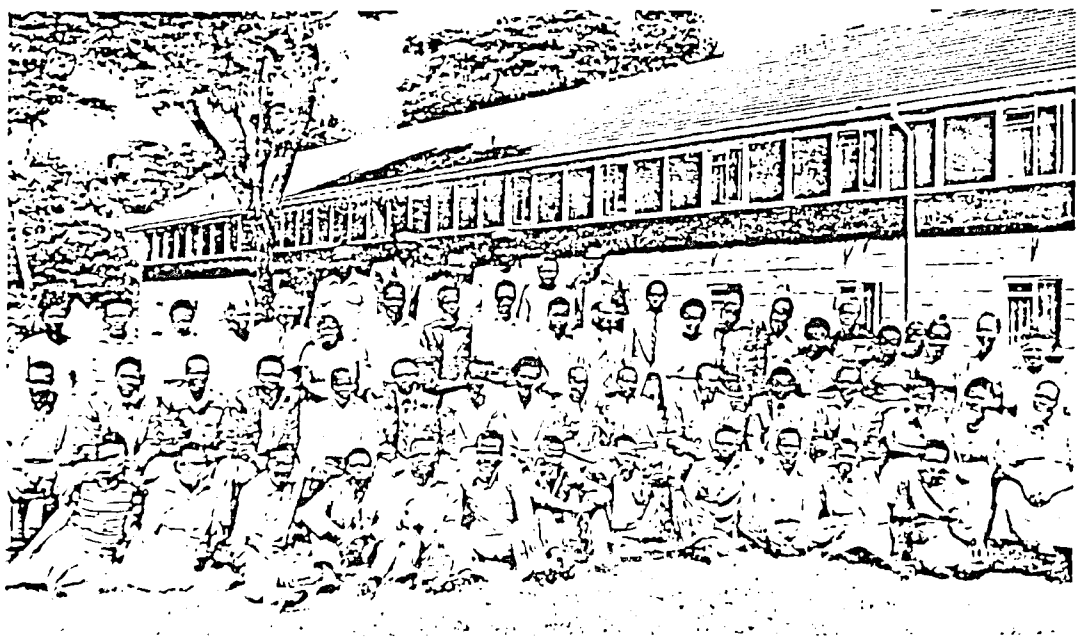
Morocco

From May 19 to June 7, a workshop for advanced training in communication for population and social development was held at the headquarters of the Moroccan National Population Program in Rabat. This workshop was sponsored by the CFSC, the SDC, and the Moroccan Ministry of Health, with support from AID/Rabat, the Ministry of Education, and UNICEF. Four different communication courses were taught by the French-speaking staff of Donald J. Bogue (Director, CFSC, and Professor of Sociology, University of Chicago), Björn Berndtson (former head of SD communication for UNICEF), Jean-Claude Burger and Philippe Langlois (Burger and Langlois Communication Consultants, Quebec), and 16 in-country guest lecturers. The 45 participants were extremely positive in their evaluations—100 percent gave overall ratings of "good" or "excellent." None of the individual courses was rated "unsatisfactory."

Ghana

A four-week workshop for communication training was held in Legon, Ghana, from July 7 to August 2, 1980. The University of Ghana's School of Journalism and Communication provided the site for training, and the 63 participants were drawn from all areas of administration, communication, and research. The workshop was arranged by the Ghana Ministry of Information, the National Family Planning Program Secretariat, and the CFSC. Sylvester Kwakye (Project Director, Upper Region Development Program), Donald J. Bogue, and Patrick L. Coleman (Supervisor of the CFSC Communication Laboratory) taught the 8 courses, with the assistance of 15 guest lecturers. This workshop was also very well received, with 98.4 percent rating it as "good" or "excellent." The participants particularly liked the "interagency contacts and exchange."

(continued on next page)



Participants in the Kenya Workshop, November 10 to December 3, 1980.

Participants in the Egypt Workshop, May 23 to June 10, 1981.

CFSC Continues Overseas Workshop Activities

Kenya

The Kenyan Ministry of Health, the Family Planning Association of Kenya, and the CFSC hosted a workshop at Karen College (the training institute of the Ministry of Health) in Nairobi from November 10 to December 3, 1980. Fifty-eight participants completed this workshop, which was the first held in Kenya since the 1973 Pan-African Workshop. Instructors for the workshop included Donald J. Bogue, Terry Pagh (Communication and Production Consultant, Chicago), and Linus Ettyang (a University of Chicago doctoral candidate from Kenya), along with David Mbai (Health Education Unit, Ministry of Health). Thirteen guest lecturers also helped in the teaching activities for the 7 courses. Perhaps due to the high level of education and professional experience of the Kenyan participants, ratings for this workshop were slightly lower than in other African workshops (even though the only frequent suggestion was to change the length from four to six or eight weeks). Overall 66 percent rated the workshop as "good" or "excellent," and another 30 percent said it was "adequate." Significantly, however, 88 percent of the participants thought the workshop training was very "important for Kenya."

Egypt

A bilingual (Arabic/English) workshop for Egyptian professionals was sponsored in 1981 by the State Information Service of the Arab Republic of Egypt and the CFSC. The sessions were held at the Radio Training Centre of the Radio-TV Building in Cairo from May 23 to June 10, 1981, and were attended by 56 participants. The extensive preparations for this workshop were coordinated by the IEC Centre of the State Information Service, by AID, and by the SDC. The 7 courses were arranged into 3 categories—Mass Media, Person-to-Person Communication, and Research—with each participant selecting one area of emphasis. Instruction was provided by Donald J. Bogue, Patrick L. Coleman, Royal Colle (Professor of Communication Arts, Cornell University, New York), Robert Higgins (SDC/Cairo), Philippe Langlois, Amy Ong Tsui (Associate Director, CFSC, and Research Associate in Sociology, University of Chicago), Michael Wolff (German Agency for Technical Cooperation/Cairo), and 13 guest lecturers. In the final evaluation, the participants rated the instruction as 56 percent "good" and 44 percent "very good." An especially important evaluation was that 86 percent thought the workshop content would be of "considerable use" in their work.

(continued on page 20)

Participants in the Nigeria Workshop, July 13-31, 1981.

CFSC Begins 20th Year of SD Communication Training

(continued from page 1)

The guiding principles and the curriculum that has been developed to meet the needs of this international audience are described in detail elsewhere in this issue.

A total of 1,314 persons from 89 countries have graduated from the 19 Summer Workshops held so far. The total for each year is provided in Table 1. The number of persons who have been trained in the Chicago workshops from each country is summarized in Table 2.

Regional and in-country workshops

In 1978, the CFSC joined with UNICEF, UNESCO, and the International Planned Parenthood Federation to sponsor a regional workshop for Anglophone Africa, held in Nairobi, Kenya. The following year, the CFSC began to hold in-country and regional workshops in cooperation with local and international agencies, with funds provided by the U.S. Agency for International Development. In the 34 months from January, 1979, through October, 1981, 12 in-country and regional workshops were held (in addition to the regular Summer Workshops). Three of these workshops were taught in French, two in Spanish, and one in Arabic. A total of 609 persons attended these workshops (including the 54 who attended the first workshop in Nairobi), as summarized in Table 3. These workshops were unique in that participants from a large number of government ministries and private development organizations were trained together as a team. In all of these workshops, population and family planning was a major theme. The distribution by country of these participants is provided in Column 3 of Table 4. Clearly, the regional and in-country workshops have had a major effect on Latin America and Africa.

Degree training

In 1972, the CFSC began to sponsor M.A. and Ph.D. training in social development communication, working through the Departments of Sociology, Education, Behavioral Science and through the Social Science Divisional M.A. program. In the 10 years in which the program has run, a total of 70 M.A. and 20 Ph.D. degrees have been awarded. The distribution of graduate students for all years by country is shown in

(continued on page 16)

Table 1. NUMBER OF PARTICIPANTS AND NUMBER OF COUNTRIES AT EACH CHICAGO SUMMER WORKSHOP: 1963 TO 1981.

Year	Number of persons	Number of countries
Total . . .	1,314	89*
1963	35	8
1964	59	12
1965	69	16
1966	93	27
1967	40	20
1968	70	27
1969	146	41
1970	99	26
1971	111	26
1972	141	38
1973	24	16
1974	70	26
1975	54	23
1976	45	10
1977	67	19
1978	53	17
1979	52	20
1980	41	16
1981	46	23

*The "Total" shows the number of all countries represented between 1963 and 1981.

Table 3. ENROLLMENT IN IN-COUNTRY AND REGIONAL WORKSHOPS: 1978 TO 1981.

Country/Region	Year	Language of instruction	Number of participants
Total . . .	–	–	609
Liberia . .	1979	English	48
The Gambia . .	1979	English	47
Sierra Leone . .	1979	English	47
Morocco . . .	1980	French	45
Ghana . . .	1980	English	63
Kenya . . .	1980	English	58
Egypt . . .	1981	English/ Arabic	56
Nigeria . . .	1981	English	21
Spanish Regional I	1978	Spanish	46
Spanish Regional II	1979	Spanish	55
Francophone I .	1979	French	61
Francophone II .	1981	French	62

Table 2. NUMBER OF PARTICIPANTS AND NUMBER OF COUNTRIES REPRESENTED AT EACH CHICAGO SUMMER WORKSHOP: 1963 TO 1981.

Country	Number of Participants		
	Total 1963-1981	1963-1972	1973-1981
Total	1,314	863	451
1. Afghanistan	2	1	1
2. Algeria	5	5	0
3. Argentina	1	1	0
4. Australia	1	1	0
5. Bangladesh	78	29	49
6. Barbados	4	4	0
7. Belgium	4	4	0
8. Bolivia	3	2	1
9. Botswana	1	0	1
10. Brazil	15	12	3
11. Cameroon	1	0	1
12. Canada	3	3	0
13. Chile	8	6	2
14. Colombia	64	54	10
15. Congo	4	4	0
16. Costa Rica	2	2	0
17. Dahomey	3	3	0
18. Dominica	2	1	1
19. Dominican Republic	2	0	2
20. Ecuador	6	1	5
21. Egypt	78	22	56
22. El Salvador	3	3	0
23. England	3	2	1
24. Ethiopia	9	7	2
25. Finland	1	1	0
26. France	3	3	0
27. The Gambia	2	2	0
28. Ghana	29	18	11
29. Guadeloupe	1	1	0
30. Guyana	1	1	0
31. Haiti	5	2	3
32. Holland	2	2	0
33. Hong Kong	1	1	0
34. India	85	77	8
35. Indonesia	101	45	56
36. Iran	21	18	3
37. Ivory Coast	4	4	0
38. Jamaica	15	12	3
39. Japan	2	1	1
40. Jordan	4	1	3
41. Kampuchea	1	0	1
42. Kenya	40	12	28
43. Laos	2	2	0
44. Lebanon	2	2	0
45. Lesotho	1	0	1
46. Liberia	6	5	1
47. Malaysia	18	13	5
48. Mauritius	2	2	0
49. Mexico	16	4	12
50. Morocco	6	4	2
51. Nepal	40	25	15
52. Netherlands	1	1	0
53. Nigeria	37	25	12
54. Pakistan	77	61	16
55. Panama	2	1	1
56. Paraguay	7	7	0
57. Peru	9	9	0
58. Philippines	59	36	23
59. Poland	1	1	0
60. Puerto Rico	3	3	0
61. Senegal	5	4	1
62. Sierra Leone	14	7	7
63. South Africa	3	0	3
64. South Korea	23	20	3
65. Sri Lanka	14	6	8
66. St. Kitts	1	1	0
67. St. Lucia	2	2	0
68. St. Vincent	3	1	2
69. Sudan	6	0	6
70. Surinam	1	0	1
71. Swaziland	1	0	1
72. Sweden	2	2	0
73. Taiwan	6	3	3
74. Tanzania	10	7	3
75. Thailand	48	15	33
76. Togo	4	4	0
77. Tonga	1	0	1
78. Trinidad/Tobago	12	8	4
79. Tunisia	15	9	6
80. Turkey	21	17	4
81. Uganda	6	2	4
82. United States	185	174	11
83. Uruguay	1	1	0
84. Venezuela	6	6	0
85. Vietnam	6	2	4
86. West Germany	5	0	5
87. Yemen	1	0	1
88. Yugoslavia	2	2	0
89. Zambia	1	1	0

CFSC BEGINS 20TH YEAR OF SD COMMUNICATION TRAINING

(continued from page 15)

Table 4, Col. 4. The curriculum for these degree programs places strong emphasis on basic theory and on research and evaluation. Those who obtained degrees in this program were equipped to solve the problems of development communication by reasoning from basic principles and on the basis of available facts.

CFSC staff

The architect of this 20-year program of training for social development communication has been Professor Donald J. Bogue, aided by the staff of the Community and Family Study Center. Working with dedicated media well-wishers who were willing to donate time and effort to teaching in the workshops, they have been able to propose, plan, and conduct workshops in rapid succession—not only in Chicago, but in many countries. Consistent and generous support from the U. S. Agency for International Development since 1972 has made this communication training effort possible. The CFSC has literally seeded the developing world with social development communicators, and alumnae from its program can be found at work in almost every major development project throughout the world.

Table 4. TOTAL OF PERSONS TRAINED BY COMMUNITY AND FAMILY STUDY CENTER, ALL PROGRAMS: 1963 TO 1981.

Country	Total	Program		
		Summer Workshop	In-country/ Regional	Degree Training
Total	2,091	1,314	609	168
1. Afghanistan	3	2	0	1
2. Algeria	9	5	3	0
3. Argentina	4	1	2	1
4. Australia	1	1	0	0
5. Bangladesh	81	78	0	3
6. Barbados	4	4	0	0
7. Belgium	6	4	0	2
8. Benin	7	0	7	0
9. Bolivia	9	3	5	1
10. Botswana	1	1	0	0

Table 4. TOTAL OF PERSONS TRAINED BY COMMUNITY AND FAMILY STUDY CENTER, ALL PROGRAMS: 1963 TO 1981 (continued).

Country	Total	Program		
		Summer Workshop	In-country/ Regional	Degree Training
11. Brazil	29	15	13	1
12. Cameroon	6	1	4	1
13. Canada	3	3	0	0
14. Central African Republic	4	0	4	0
15. Chile	12	8	3	1
16. Colombia	78	64	8	6
17. Congo	7	4	3	0
18. Costa Rica	6	2	4	0
19. Dahomey	3	3	0	0
20. Dominica	2	2	0	0
21. Dominican Republic	10	2	7	1
22. Ecuador	13	6	7	0
23. Egypt	139	78	56	5
24. El Salvador	6	3	3	0
25. England	3	3	0	0
26. Ethiopia	10	9	0	1
27. Finland	1	1	0	0
28. France	3	3	0	0
29. Gabon	3	0	3	0
30. The Gambia	49	2	47	0
31. Ghana	98	29	63	6
32. Guadeloupe	2	1	1	0
33. Guatemala	17	0	17	0
34. Guyana	1	1	0	0
35. Haiti	19	5	14	0
36. Holland	2	2	0	0
37. Honduras	4	0	4	0
38. Hong Kong	1	1	0	0
39. India	105	85	0	20
40. Indonesia	107	101	0	6
41. Iran	22	21	0	1
42. Ivory Coast	9	4	5	0
43. Jamaica	15	15	0	0
44. Japan	2	2	0	0
45. Jordan	4	4	0	0
46. Kampuchea	1	1	0	0
47. Kenya	101	40	58	2
48. Laos	2	2	0	0
49. Lebanon	2	2	0	0
50. Lesotho	1	1	0	0
51. Liberia	54	6	48	0
52. Madagascar	5	0	5	0
53. Malaysia	19	18	0	1
54. Mali	8	0	8	0
55. Mauritania	3	0	3	0

Table – TOTAL OF PERSONS TRAINED BY COMMUNITY AND FAMILY STUDY CENTER, ALL PROGRAMS 1963 TO 1981 (continued)

Country	Total	Program		
		Summer Workshop	In-country Regional	Degree Training
56. Mauritius	2	2	0	0
57. Mexico	24	16	6	2
58. Morocco	70	6	64	0
59. Nepal	41	40	0	1
60. Netherlands	1	1	0	0
61. Nicaragua	4	0	4	0
62. Nigeria	62	37	21	4
63. Pakistan	99	77	0	22
64. Panama	10	2	7	1
65. Paraguay	8	7	1	0
66. Peru	15	9	6	1
67. Philippines	64	59	0	5
68. Poland	1	1	0	0
69. Puerto Rico	3	3	0	0
70. Rwanda	9	0	9	0
71. Senegal	12	5	7	0
72. Sierra Leone	61	14	47	0
73. South Africa	4	3	0	1
74. South Korea	33	23	0	10
75. Sri Lanka	18	14	0	4
76. St. Kitts	1	1	0	0
77. St. Lucia	2	2	0	0
78. St. Vincent	3	3	0	0
79. Sudan	6	6	0	0
80. Suriname	1	1	0	0
81. Syria	1	0	1	0
82. Swaziland	1	1	0	0
83. Sweden	2	2	0	0
84. Taiwan	3	6	0	2
85. Tanzania	11	10	0	1
86. Thailand	61	48	0	13
87. Togo	10	4	6	0
88. Tonga	1	1	0	0
89. Trinidad Tobago	14	12	0	2
90. Tunisia	23	15	5	3
91. Turkey	21	21	0	0
92. Uganda	6	6	0	0
93. United States	217	185	0	32
94. Upper Volta	9	0	9	0
95. Uruguay	5	1	4	0
96. Venezuela	8	6	0	2
97. Vietnam	8	6	0	2
98. West Germany	5	5	0	0
99. Yemen	1	1	0	0
100. Yugoslavia	2	2	0	0
101. Zaire	7	0	7	0
102. Zambia	1	1	0	0

IMPROVING COMMUNICATION WITH AUDIENCE RESEARCH

(continued from page 3)

(1) assessing the current situation;
(2) identifying factors that influence acceptance (such as sociodemographic or social psychological variables); and
(3) identifying the most effective channels of mass and interpersonal communication.

The author next gives the reader an actual questionnaire to be used as a sample or guide. The items included in the sample represent possible questions to be included in a diagnostic interview, with the thought that each individual researcher can selectively choose what to include in any particular study. The lengthy questionnaire is followed by a concise discussion of methodological considerations (such as sampling, selecting respondents, and coding) and a set of guidelines for analyzing the data.

In the final chapter of the book, the reader is shown how to use the research results to design or modify an I-E-C strategy. This chapter is extremely useful since it not only presents a wide range of possible findings and implications, but also suggests recommendations for coping with each result.

Although this book primarily focusses on the family planning situation, the usefulness of its content is extensive. The information that Dr. Bertrand discusses is applicable to almost any field that involves work with a sizable audience.

This manual is the seventh volume in the Media Monograph Series of the CFSC Communication Laboratory. Copies of the book cost $3.50 and can be obtained from:

Community and Family Study Center
1411 East 60th Street
Chicago, Illinois 60637-2999 USA.

There are several other volumes in this series that are still available. *Communications Pretesting*, also by Jane Bertrand, provides guidelines on how to pretest radio spots, posters, pamphlets, TV spots, and movies [cost, $3.50]. *The Use of Radio in Social Development*, by Terry Peigh *et al.*, investigates all elements necessary to produce an effective radio program and/or spot announcement for social development [cost, $3.75]. Other titles in the series include *Twenty-five Communication Obstacles to the Success of Family Planning Programs* and *Relevant Posters for Family Planning*.

CFSC Curriculum

(continued from page 7)

Course	4-Week Session	8-Week Session
2. The Content of Messages for Social Development		
a. Maternal and child health	1	2
b. Nutrition, growing vegetables and meat for home consumption	1	2
c. Personal hygiene, food handling, household sanitation	1	1
d. Prevention and treatment of major infectious diseases	1	2
e. Accident prevention and basic first aid treatment	1	1
f. Physiology of reproduction and methods of contraception	1	2
g. Women's status and social development	1	1
h. Adult education for literacy and vocations	1	1
i. Improving agricultural productivity	1	2
j. Environmental sanitation and protection (water, waste, pest control)	1	1
k. Primary health care, local clinics, and self help	1	1
l. Community development (electricity, roads, buildings, cooperatives, clubs)	1	1
Total	12	17
3. Population and Family Planning in Social Development		
a. Population growth and its components	1	1
b. Fertility and family formation	1	2
c. Mortality and morbidity	1	1
d. Population composition—economic characteristics	1	2
e. Population composition—social characteristics	1	1
f. Population distribution and migration	1	2
g. Population projections	1	2
h. Theories of transition and growth decline	1	1
i. Implications of growth for economic development	1	2
j. Implications of growth for social development	1	2
k. Implications of growth for the welfare of individuals and families	1	2
l. Family planning programs and their effect on fertility; research on contraceptive use	1	2
Total	12	20
4. Planning, Organizing, and Administrating Communication Programs		
a. Steps in a social development campaign	1	1
b. Development of a campaign plan, theme, and strategy	1	2
c. Management of the production for a campaign	1	2
d. Launching and monitoring a campaign	1	1
e. Staffing and organizing the personnel of a social development campaign unit	1	1
f. Physical facilities and equipment needed for a communication unit	1	1
g. Budgeting for communication campaigns and programs	1	2
h. Post-campaign evaluation		
Total	8	12
5. Person-to-Person Communication		
a. Skills of interpersonal communication	1	2
b. Group dynamics and small group discussions	3	5

Course	4-Week Session	8-Week Session
c. Individual counseling and home visiting	3	5
d. Classroom instruction: curriculum development	2	5
e. Classroom instruction: techniques of classroom teaching	2	5
f. Improving public speaking	3	5
g. How to hold public meetings	2	3
h. Organizing conferences, workshops, seminars	1	2
i. Folk media: drama, songs, dance, art	1	2
Total	18	34
6. Mass Media Production		
a. Fundamentals of radio communication	1	1
b. Scriptwriting for radio spot announcements	2	2
c. Producing radio spot announcements	1	1
d. Radio discussions and interviews	1	2
e. Script writing for radio drama	2	2
f. Producing for radio drama	1	3
g. Poster making	2	2
h. Leaflets for social development	2	3
i. Writing of news releases	1	2
j. Writing of newspaper feature stories	1	2
k. Photography for posters and sound/slide shows	0	3
l. Scriptwriting and producing sound/slide shows	0	2
m. Fundamentals of television production	1	2
n. Scriptwriting and producing for television spot announcements	1	2
o. Radio and television interviews and panel discussions	1	2
p. Scriptwriting and producing television drama	1	2
q. Fundamentals of movie production	0	1
r. Scriptwriting for movies	0	2
s. Shooting and editing movies	0	2
Total	18	38
7. Communication Research and Evaluation		
a. Hypothesis construction and variable definition	1	2
b. Planning a research project	1	2
c. Question wording and questionnaire design	1	3
d. Techniques of interviewing	1	2
e. Sampling for surveys	1	2
f. Field work organization and supervision	1	2
g. Coding data and codebook construction	1	2
h. Frequency distributions	1	1
i. Cross tabulation	1	2
j. Hypothesis testing and statistical significance	1	2
k. Control variables	1	2
l. Multiple cross tabulations	0	2
m. Simple and multiple regression	0	2
n. Data analysis and report writing	1	2
o. Pretesting of communication materials	2	4
p. Techniques for evaluating campaigns and programs	1	2
q. Content analysis	0	3
Total	14	38

REFRESHER

(continued from page 4)

quired, decide upon the minimum number available.

Subdivide each training day into sessions, with appropriate coffee/tea or rest breaks. Assign courses to the training times. Thus, "mass media" might meet daily from 10:00–12:00, and "person-to-person communication" from 2:00–4:00 daily. The length of training sessions for each subject, and the number of sessions required, should be adjusted until the training program fits into the number of days and the training time available.

Finalize the curriculum as a comprehensive syllabus for the training program. Select appropriate materials for each session, and prepare a reading list to accompany each course.

- Curriculum errors to be avoided

Keep out topics and information that are not absolutely essential. For example, many training organizations waste valuable time teaching the history of their organization or of family planning, or other material which does not contribute either skill or insight.

Avoid being more technical than necessary. Many training programs give technical details about anatomy, sampling theory, electronics, or psychology that are far more detailed and technical than the trainees need for their work.

Avoid teaching any materials that most of the participants already possess. Some training programs want to "start at the beginning," and in doing so waste time rehearsing content that is taught in most schools or easily acquired on the job (examples: basic grammar, basic arithmetic, basic science). Persons who lack this information should be excluded from the training course.

- Curriculum practices to be encouraged

Link the training sessions to the work activities of the participants. For the sessions to be of value, the participants must be able to relate the new information to their jobs.

Promote group discussion, giving the participants an opportunity to contribute and share their knowledge, experience, and ideas.

Require individual work that forces the trainee to concentrate on the course work, think about its application, and translate its possibilities into practical terms. If everything is group work, a few dominant leaders do the work, and the rest learn little.

Arrange for the trainees to continue learning, self-study, and application on the job after training is over.

Ask for a frank and complete evaluation of the training after each session. Use the results to correct weaknesses and problems and to apply the materials and methods that appear to work best.

OVERSEAS WORKSHOPS

(continued from page 13)

Nigeria

The most recent in-country PSD communication workshop was held in Ascon, Nigeria from [illegible] 13-31, 1981. This workshop was sponsored and coordinated by the U.S. Agency for International Development, the Population Commission of the Planned Parenthood Federation of Nigeria, the Nigerian Ministry of Health, and the CFSC. Instruction was provided by Donald J. Bogue, Michael [illegible] White (Associate Director of the CFSC), and 16 Nigerian experts. The 21 students who completed the workshop were very pleased with their experience, with 95 percent rating it very favorably (62 percent thought it was "good" and another 33 percent thought it was "excellent"). Even more positive were the students' responses when asked to judge the workshop's impact on Nigeria: 100 percent thought the workshop was either very important or moderately important for the development of their country.

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Senior Editor . . . . . George M. Rumsey
Managing Editor . . . . . Donald J. Bogue

The *PSD Communication Newsletter* is glad to receive submissions from its readers. All copy should be typed, double-spaced. Photographs will be retained by the newsletter for its permanent files unless otherwise requested. Materials should be submitted to:

PSD Communication Newsletter
Community and Family Study Center
1411 East 60th Street
Chicago, Illinois, 60637-2999, USA

Appendix M

RESPONSE TO THE EVALUATION
OF THE
COMMUNITY AND FAMILY STUDY CENTER
BY THE
AID EVALUATION TEAM

Appendix M

RESPONSE TO THE EVALUATION OF THE COMMUNITY AND FAMILY STUDY CENTER BY THE AID EVALUATION TEAM

The evaluation of the performance of the Community and Family Study Center (under Grant AID/pha-G-1177) is, in my opinion, comprehensive, constructive, and fair. The team recognizes the accomplishments of the program while identifying weak points that are valid. Its recommendations should be highly useful to AID in planning its next steps.

The following discussion, which focused on the shortcomings of the program, is offered more as an explanation than as a defense.

Follow-Up

Follow-up is of two types: (a) contact immediately after a workshop, to clean up course work projects, etc.; and (b) long-term contact and professional support of trainees in their jobs.

In the case of Kenya, we clearly "goofed." A box containing student work was brought back to the Center, and the director requested one of the instructors to duplicate and return the materials. The instructor (a Kenyan) failed to do this, and no checkup was made. The error was not discovered until it was reported by Ms. Jewell, a member of the evaluation team. The materials were sought, located, duplicated, and distributed with apologies. This is a most valid criticism. We believe we have been reasonably conscientious in our other workshops, although several months often elapse before we get the evaluations tabulated, analyzed, written, and distributed.

We expect to end the project with a great deal of good will in all countries where we worked. As a "close out" to the project, we are mailing newsletters and requested monographs to all trainees of the last three years, in addition to those who answered the questionnaires.

Long-Term Support

On this point, we would like to explain our policy. Our workshops have a broader range, reaching persons working in many different areas. Many trainees had marginal interest in population at the start of the training, and may have had interest in it--but no responsibility for it--at the end.

Throughout our entire project, *we have focused on agencies actively providing, and potentially providing, family planning,* including trainees from such agencies.

We maintain a free mailing list of 800 such organizations, which receive a free copy of our new publications for their libraries. Our PSD Documentation Service and our Field Support Service are focused on these agencies and the IEC officers who work in them, irrespective of whether or not they have been trained by the CFSC. This policy has kept us in close contact with those trainees most relevant to the population program, and has done so in an institution-building, rather than an alumnae, tradition. In view of the budget available to us, the extremely high rate of personnel turnover in LDCs, and the heterogeneous orientation of our trainees, we think this may have been a valid strategy.

From first-hand experience, we know that follow-up of the long-term variety requires a *program*, with personnel, budget, and ability to deliver in several places at once. Our Field Support Service was proposed by us, and is being introduced, as the correct solution to long-term follow-up support (see below).

Training of University Personnel

With respect to university support for population, we have no defense, except "we tried." We wrote almost annually to approximately 50 LDC universities offering fellowships (the Ford Foundation also gave us funds for this kind of training, of which we returned approximately one-half unspent). A single fellowship is not a big inducement for a university to start a population program, if it does not have one. Most universities want their staff members to get a Ph.D. degree, and the CFSC funds were limited to the M.A. degree. Most of the success we did have was with universities that had been drawn into the national program on a national level. A very high proportion of candidates proposed to us was not admissible to the University of Chicago. We believed many of the candidates could have been made admissible by special work, but we got little concession from the University of Chicago Office of Admissions.

We believe the CFSC "saved" this program by helping the best of its trainees get Ph.D. degrees by a devious route. We paid their tuition from sales of our publications to Americans and Europeans, and hired them as research assistants to enable them to earn their room and board. Some were able to get supplemental help from their home countries. The fact that we turned out this crop of Ph.D. population communicators (plus the several M.A.s) who are functioning at key spots is due to our commitment to a program that should strike fire, but has not.

Publications

It is true that the CFSC set its own publication goals; AID did not impose them. Each year we perceived the needs and tried to meet them. We have written as much and as quickly as we could--and we have maintained a quality product. At project's end, we believe we will have covered all the major needs, but much later than we would have liked. We have kept an eye open for publications that others were writing, and have tried to focus on areas not covered. The modules of the East-West Center, the Gillespie manual on evaluation, the UNESCO publications, the works of the Ford Foundation, Population Reports, and other materials were duplicated and used, both in training and in our documentation service. The fact that we have had to reprint some of our items two or three times attests to their long-term usefulness. We have been guilty of placing training (workshops) ahead of publications, in the sense that we have used our energies to train (using the best materials available from all sources) rather than curtail training to sit at home and write.

Translation is a slow, tedious, and expensive process that pleases no one. It cannot be undertaken until the English version is completed. Yet, we have made steady progress and our production in 1982 will be more French and Spanish than English.

To summarize, it is late, and we should have done better. The evaluation is correct. We will end the grant period with a share of our ambitious publication goals incompleted. However, we expect to have enough unexpended money to complete the job, and we plan to appeal to AID for an extra six months (without an increase in the budget) to finish it. In a race where there has been only one horse, we will finish last.

Documentation Service

When we took over the East-West Center's Documentation Service, one of our first discoveries was that East-West Center's statistics of service *included its own unsolicited distribution of its own publications*. Our statistics refer only to use of document files *other than our own publications*. We believe our level of service is actually about the same; most universities use their own resources, and most "action agencies" do not read or research much. But we have served some excellent projects well, and have expanded the coverage of the East-West collection greatly while improving its quality.

We would welcome having POPINFORM or POPLINE take over this activity, although we seriously doubt that either is equipped to do the insightful task of discovering relevant items and getting a copy of them on file to be able to offer them to the inattentive public. In some desperation

at this indolence, we tried to force good IEC materials on the attention of key agencies with our publication Family Planning Résumé. We received some good comments from the few lively family planning agencies and a thundering silence from the majority of recipients.

Field Support

We believe that the Field Support Service will be a source of fresh ideas and stimulation, but to really be effective, we think it must be able to function on-site in a collaborative way. This harkens back to follow-up, but with something very substantial to offer. We have asked AID for a supplemental grant to try on-site field support, with a small budget for real production, in two African countries. We think it can work where the local people are "ready to do something," but we doubt that it can generate much IEC action where the will is weak.

Coordination with Agencies

We are reluctant to hold an IEC "funeral" at the end of our IEC program, and can think of no major theme to introduce at the present moment. UNESCO's efforts in population have been a disappointment; the same may be said of the FAO. The IPPF has reduced its IEC work to a small effort. The Ford Foundation and the Population Council have withdrawn from the arena. North Carolina, Cornell, Michigan, Berkeley, and the CDC have all lowered their IEC voice to a whisper. The CFSC is one of a very few agencies still lustily enthusiastic about population IEC, trying to push it wherever it can be pushed and trying to work with whomever wants to work. The Population Reference Bureau, BEMFAM's IEC program, Tulane University, and the University of the Philippines (and a few others) are about the only foci left to coordinate.

Social Development Center

The University of Chicago, as have the other universities, has lost its enthusiasm for supporting population action programs with an "advocacy" flavor. However, it has no objections to allowing the Social Development Center to continue its efforts. The staff that have worked on population IEC are still firmly committed to the principles and needs for continued effort, and would like to have its resources used.

However, we ourselves are in somewhat of an "identity crisis." On the one hand, we think we have learned a great deal, have had a hand in moving the world toward greater awareness, knowledge, and decision, and have some vision about next steps. On the other hand, we know that every organization reaches a peak and then loses relevance because it insists on a particular orientation despite changing times. When that occurs, it is time for "new blood." Right now, we do not know which camp we are in.

We propose to make a bid to participate in the next phase of AID's IEC program, and we will certainly read the lines (and between them) of this evaluation report in an effort to prove that time in IEC need not lead to hardening of the arteries.

Thanks to the team.

Donald J. Bogue