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Final Report of the Three-Week Workshop on

**Advanced Training in
Communication for Social Development
IN
THE GAMBIA**

Held in

BANJUL, THE GAMBIA

February 26 to March 15, 1979

Organized by

Radio Gambia, Ministry of Information

The Gambia Family Planning Association

and

The Community and Family Study Center

The University of Chicago



EMBASSY OF THE GAMBIA

WASHINGTON, D. C. 20037

2550 M Street NW

Suite 300

GEW/206/2

2nd August 1979

Dear Participants,

It gives me great pleasure to congratulate you for your participation in the Advanced Training Workshop on Communication in Social Development held in Banjul from February 26 to March 15, 1979.

The importance of the workshop cannot be overemphasized, since its objective touches the heart of the development process. As you are all aware, the shortage of national personnel to provide the linkage between development activities and rural communities extends to most areas of economic and social life of every developing country. It has therefore become a matter of special concern for countries like The Gambia, to train the needed personnel as urgently as possible.

It is my hope that the extension of your technical know-how, gained as a result of the workshop, will enhance your ability to create and develop new approaches to meet the needs of our people and reflect their values.

Your individual and joint participation in this successful workshop underscores the friendly and productive relationship that exists between The Gambia and the United States. I would therefore take this opportunity to thank The Gambia Ad Hoc Committee, the Community and Family Study Center of the University of Chicago and USAID for making this workshop a possibility.

I hope that the experience gained will further enhance Gambian-United States Cooperation in the years ahead.

A handwritten signature in black ink, appearing to read 'Ousman A. Sallah'.

Ousman A SALLAH
AMBASSADOR

To All Participants.

Acknowledgements

Holding an in-country workshop involves a great deal of effort by citizens within the country and by foreign organizations which participate. The Gambian workshop was a successful venture, as this evaluative report documents, because of vigorous work on all sides.

Planning for the workshop by The Gambian Committee, headed by Swaebou Conetah, was both conscientious and thorough. The day-to-day work of Ebrima Cole, the training director, avoided many pitfalls and quickly repaired those that materialized. The facilities of the Ministry of Information and especially of Radio Gambia were continuously available for the workshop. The generosity of the Central Bank provided the participants with a meeting place that was both comfortable and convenient. The many Gambian professional persons who appeared as guest lecturers took their assignments seriously and did their best to answer the many questions posed by the participants. It can truly be said that the Workshop was Gambian, in orientation, conduct, and results. It is hoped that when they read these acknowledgements they will know that the value of their efforts is recognized and treasured.

The staff of the Community and Family Study Center also merit acknowledgements. For several weeks preceding the workshop the Manuscript Unit and the administrative officers (Isabel Garcia and George Rumsey) prepared boxes of materials and shipped them to Banjul. Robert Higgins, Michael Hoff, and Linus Etyyang made extensive plans on how best to teach the syllabus that had been prepared; thanks are due them also for their energy, high interest in the program, and desire to achieve a good outcome.

The U.S. Agency for International Development, Office of Population, provided the funds that the University of Chicago had available for this program. Their involvement and interest was far more than financial, however. Griffith Davis, the director of I-E-C, arranged for the shipment of more than 45 cartons of materials to the AID office in Banjul, and took a direct personal interest in the details of the program. Much of the successful outcome is a direct result of AID's consultation and assistance.

The CFSC hopes to repeat this workshop in Banjul in 1981. If the same high level of contribution is achieved as occurred in 1979, even greater success can be predicted.

Donald J. Bogue
Director, Community and Family Study Center

Introduction

On January 26, 1979, a Workshop on Advanced Training in Communication for Social Development in The Gambia was opened in Banjul, The Gambia. The workshop was jointly planned, organized, and realized by the efforts of three organizations: The Ministry of Information of The Gambia, The Gambia Family Planning Association, and the Community and Family Study Center of The University of Chicago. A special committee to sponsor the workshop had been formed in March of the preceding year to combine the resources of these and other organizations in order to sponsor the project. The Workshop Committee was comprised of the following persons:

Swaebou Conetah, Chairman

Ebrima Coale, Training Officer

Joseph Taylor-Thomas, The Gambia Family Planning Association

S. D. N'Jie, Radio Gambia

Marcel I. Thomasi, Radio Gambia

Donald J. Bogue, The University of Chicago.

The Gambia Workshop was a direct result of a similar workshop held in Nairobi, Kenya, in January-March of 1978, organized and sponsored by UNICEF, UNESCO, International Planned Parenthood Federation, and the Community and Family Study Center. Participants from The Gambia to the Nairobi workshop desired a similar, shorter workshop for their own country. Instead of making advanced training in communication for social development available to only one or two persons from the country, as had been possible in the regional workshop in Nairobi, an in-country workshop made it possible to train 50 persons from many sectors of the governmental and private organizations engaged in some type of social development activity in the country: Ministry



Participants of The Gambia Workshop on Advanced Training
in Communication for Social Development.

of Health, Department of Agriculture and Natural Resources, Department of Social Welfare, Department of Education, Ministry of Information and Broadcasting, Community and Development, The Gambia Family Planning Association, The Gambia Red Cross Society, and The Gambia College.

Funds for holding the workshop were provided primarily by the United States Agency for International Development (U.S.A.I.D.), through a grant to The University of Chicago. This grant was supplemented by contributions of space, personnel, and numerous services provided by the government of The Gambia.

This document is a final report and evaluation of the project. It is submitted to the sponsors, to the participants, to the United States Agency for International Development, and to other organizations interested in social development communication as a historical record of the event and its evaluation made by the participants. In this report, the evaluation receives heavy emphasis, because it is hoped that not only the sponsors but other organizations can learn valuable lessons from this experiment in conducting future in-country training programs in Africa.

Logistics. The workshop was held in two conference rooms of the Central Bank Building in downtown Banjul. The participants lived in their own homes, or in the homes of friends or relatives (in the case of participants from up-country and out-of-Banjul participants). Lunch was provided to the participants through special arrangements with the "Q" Cafeteria located in a governmental administration building. Thus, the logistical arrangements were very simple and inexpensive, and could be borne primarily by the participants themselves or their sponsoring agencies, using local currency.

Teaching staff. The instruction was performed by a pooling of local resources and a teaching staff which travelled to The Gambia from The University of Chicago. This teaching staff consisted of the following persons: Donald J. Bogue, director of the Community and Family Study Center (CFSC); Michael Hoff, director of Communication Production, CFSC; and Linus Etyyang, advanced doctoral student in communication (citizen of Kenya).

Courses and content. A total of eight courses were offered (each is described briefly below). A detailed schedule of topics to be covered in each session was prepared by the Committee. This schedule of topics is reported in full below, for it specifies the content of the training given. Because The University of Chicago awarded a certificate to each participant who completed the course successfully, the Community and Family Study Center was given overall responsibility for selecting and scheduling teachers for the courses, in order to assure academic quality, continuity, and cohesion. However, the Committee participated actively in the teaching plans, with the result that the best possible advantage could be taken of teaching resources in The Gambia. The University of Chicago teaching staff primarily supplemented the teaching efforts and provided day-to-day detailed attention to the orderly progress of each course and to the work of individual students.

Organization of this report. This report is organized into five sections, as follows:

- I. Description of the Courses
- II. List of Participants
- III. Evaluation of the Workshop by the Participants
- IV. Financial Record of the Workshop
- V. Synthesis and Recommendations.

Description of the Courses

The training program consisted of eight courses. Each course met according to a fixed schedule throughout the three-week training period. Each participant was allowed to take three or four courses, as he or she chose. The schedule was arranged so that courses could be taken in almost any combination. This permitted each participant to take whatever combination of courses best suited the particular work assignment. The eight courses offered were as follows:

- Communication 101. Principles and Theories of Communication
- Communication 102. Social, Demographic, Ecological, and Psychological Aspects of the Development Process
- Communication 103. The Content of Social Development Programs in The Gambia
- Communication 104. Person-to-Person Communication for Social Development
- Communication 105. Mass Media for Social Development
- Communication 106. Communication Research and Evaluation
- Communication 107. The Tabulation and Analysis of Social Research Data
- Communication 108. The Planning and Management of Communication Programs.

There were assigned readings, laboratory exercises, studio exercises at Radio Gambia, and individual projects. Each student was guided to do individual work on problems that would improve the student's performance when returned to his or her regular job.

The participants fell into four general categories:

- (a) Planners and administrators. A typical course for this group consisted of the following: Courses 101, 102, 103, and 108.
- (b) Producers of mass communication. Courses 101, 102, 103, and 105.
- (c) Person-to-Person communicators. Courses 101, 102, 103, and 104.
- (d) Communication researchers. Courses 102, 103, 106, and 107.

The courses were planned and conducted as academic training, and the participants who enrolled were placed in an environment very similar to the third or fourth year of university study. Intense concentration and study, with a heavy workload, was required to keep up with the class. The instruction was planned and guided by The University of Chicago teaching team, working in close collaboration with and under the guidance of The Gambian sponsors. The University of Chicago was charged with the task of maintaining the academic standards of the courses, while their counterparts from The Gambia were charged with helping to make the content of the course practical and applicable to the needs of the nation and of the organizations which sponsored the participants.

Course 101. PRINCIPLES AND THEORIES OF COMMUNICATION.

This course was designed to present, in a succinct and organized way, the findings of research, practical experience, and critical thinking about how to use communication to bring about desired changes in human behavior, particularly with reference to helping citizens of developing countries to comprehend the advantages of new technologies in order to improve their quality of life. Those principles and theories which could be given practical application in The Gambia were selected for emphasis.

Week I - Class met 8:30-9:20 (50 minutes) daily Monday through Friday

- Session 1. Opening Ceremonies (no class)
2. Nature of the Communication Process
 3. How People Learn New Ideas
 4. Human Attitudes and Values: What Are They?
 5. The Play Theory of Communication

Week II

6. The Adoption Process
7. Role of Motivation in Adoption
8. Role of Legitimacy (Social Acceptability) in Adoption
9. Role of Efficacy (Inner Control) on Adoption
10. Role of Opinion Leadership in Adoption

Week III

11. Selecting Message to Promote Particular Social Development Goals
12. Use of Change-Agents (Field Workers) in Social Development Communication--Potentials and Limitations
13. Use of Mass Media in Social Development Communication--Potentials and Limitations
14. The Importance of Pretesting Messages
15. Strategy for Designing Multi-Media Programs for a Social Development Project.

Instructors: This course was taught by Professor Donald Bogue of The University of Chicago. It was designed to be an intensive and systematic "backbone" for the entire workshop, and to maintain continuity.

Course 102. SOCIAL, DEMOGRAPHIC, ECOLOGICAL, AND PSYCHOLOGICAL ASPECTS OF THE SOCIAL DEVELOPMENT PROCESS.

This course presented the student with a variety of perspectives on the process of social development. The process was examined not only from the viewpoint of the nation and community, but also from the point of view of the individual citizen and his family. This was done by taking a series of topics, and considering them as seen by professional persons from The Gambia who were actively engaged in social development.

Almost all of the instruction of this course was arranged by the Workshop Committee, and consisted of a series of presentations by invited guest speakers.

The topics discussed at each session, and the speakers who discussed them were as follows:

Week I - Class met 9:30-10:20 (50 minutes) daily, Monday through Friday

- Session 1. Opening Ceremonies (no class)
2. The Gap in Social Conditions Between What Actually Exists and What Is Possible in Developing Countries of the World--
Mr. Jay Saigy, N.T.C.G.
 3. The Gap in Health Conditions and Death Rates Between What Actually Exists and What Is Possible in Developing Countries--
Dr. Ian Magragor, Medical Research Council
 4. The Gap in Economic Conditions Between What Actually Exists and What Is Possible in Developing Countries--
Mr. Sulayman Fye, Ministry of Economic Planning and Social Development
 5. The Gap in Food and Nutritional Conditions between What Actually Exists and What Is Possible in Developing Countries--
Dr. M. Watkinson, Medical Research Council

NOTE: These first four sessions reviewed the situation in Asia and Latin America in comparison with Africa; it also examined the nations of Africa, and discussed The Gambia's position in Africa.

Week II

6. Family Building Patterns in Relation to Economic Development and Social Development (Age at Marriage, Proportion Never Marrying, Divorce, Remarriage, Orphanhood, Widowhood)
7. Fertility and Family Size in Relation to Social Development (Implications of Large and Smaller Families for Individuals, Families, Communities and the Nation)
8. Population Size and Rate of Growth in Relation to Social Development
9. Population Distribution, Urbanization and Migration in Relation to Economic Development
10. Psychological Aspects of Social Development: Changes in Outlook and Personality

Week III

11. Effects of the Development Process Upon Family Economics
12. Effects of the Development Process Upon Family Life: Relations Between Spouses and Between Parents and Children--
Rev. J. C. Fye, Anglican Mission
13. Ecological Aspects of Development: Resources and the Environment--
Dr. Wally Ndow, CIISS Secretariat
14. High Energy Technoloby vs. Intermediate Energy Technology and Their Respective Economic and Social Advantages and Disadvantages
15. Review of the Course, With Particular Reference to The Gambia.

Course 103. THE CONTENT OF SOCIAL DEVELOPMENT COMMUNICATION PROGRAMS IN THE GAMBIA.

The objective of this course was to take up each of The Gambia's major social development projects and programs individually, and to discuss it in terms of the information that needs to be diffused and the plans that have been made or should be made to arrange for that diffusion. Each session began with a presentation by a senior official or representative of the program. This guest speaker described the program, stated its goals, and outlined plans for accomplishing the goals. The education and communication aspects of these plans were examined in greater detail. The information which the public needs in order to use fully the service or facility to be provided by the program was considered for each program. The presentation by the guest speaker was followed by a very lively discussion and question-and-answer session with the participants.

Most of the participants were intimately familiar with the social development program of the agency which employed them, but had only a very general knowledge of the programs of other agencies. This course gave them a very

comprehensive and in-depth understanding of The Gambia's problems of development and of the programs underway to deal with them.

The guest speakers were selected and invited by the Workshop Committee.

The topics discussed and the speakers making the presentations were as follows:

Week I - Class met 10:30-12:30 three times weekly on Monday, Wednesday, and Friday

- Session 1. TE SITO: Origins and Applications; Comparison With Other Self Reliance Concepts (Special Presentation in Connection With Opening Ceremonies)
2. The Gambia's Health Program: Infant and Maternal Health--
Mrs. Bertha Mboge, Medical and Health Department
 3. The Gambia's Health Program: Prevention and Treatment of Disease--
Dr. Fred Oldfield, Royal Victoria Hospital
 - (a) The Infectious Diseases
 - (b) The Chronic Diseases

Week II

4. The Gambia's Program for Improving Agricultural Productivity--
Mr. A. A. M. Jagne, Agriculture Department
5. The Gambia's Program to Improve Nutrition--
Mrs. Adel N'Jie, The Gambia College
6. The Gambia's Program to Expand Education
 - (a) Primary and Secondary Education--
Dr. Mam Biram Joof, Ministry of Education
 - (b) Adult Education--
Mr. Omar Darbo, Community Development Department

Week III

7. The Gambia's Family Planning Program
 - (a) Why The Gambia Needs Family Planning--
Mr. Joseph Taylor-Thomas, The Gambia Family Planning Association
 - (b) Methods of Contraception and Family Planning Services--
Dr. Sam Palmer, Westfield Clinic
 - (c) Family Planning: The Official Approach--
Dr. Hatib N'Jie, Royal Victoria Hospital
8. Programs to Improve the Legal, Economic, and Social Status of Women in The Gambia--
Mrs. Cecilia Cole, Gambia High School and Mrs. Louise N'Jie, Ministry of Health, Labour, and Social Welfare.

Course 104. PERSON-TO-PERSON COMMUNICATION FOR SOCIAL DEVELOPMENT.

Person-to-person communication is the most-used medium for influencing rural folk to adopt new ideas and behavior in the fields of agriculture, health, and child care, nutrition, family planning, and other social development projects. In order to be effective, person-to-person communication must correctly apply certain principles and skills for conducting group discussions, counseling individual persons, or working informally with community and opinion leaders. These principles and skills were both taught and practiced in Course 104. This was basically a "production course," with a great deal of laboratory work, practice, and demonstration in the various types of person-to-person communication. The course was divided into eight sessions.

Week I - Class met 10:30-12:30 on Tuesday and Thursday, with laboratory work on Saturday morning

- Session 1. Theories of Person-to-Person Interaction and Group Dynamics.
2. Planning and Designing a Training Course
 3. Conducting Group Discussions-I (laboratory)

Week II

4. Conducting Group Discussions-II (theory)
5. Counseling of Individuals-I (theory)
6. Counseling of Individuals-II (laboratory)

Week III

7. Techniques of Classroom Instruction
8. Mrs. Cole's Presentation.

Lecturers: The course was under the supervision of Professor Bogue. He made use of local resources as possible. During the laboratory sessions, recordings were made and the students reviewed and criticized their own performance.

Course 105. MASS MEDIA FOR SOCIAL DEVELOPMENT COMMUNICATION AND EDUCATION.

This course introduced the participants to the basic production processes of each of the major mass media: radio, television, newspapers, magazines, posters, and leaflets. Production was examined in the context of using these media for promoting public knowledge, appreciation, and acceptance of social development projects. The goal was not to create expert producers in all of these media, but to give the participants sufficient insight and practical experience so they could work intelligently and critically with persons who are expert producers in the respective media. By providing them with a fundamental foundation, the participants were placed in a position where, by continued study and practice, they could develop full professional competence in any one of the media in which their work is concentrated.

Week I - Class met 2:00-3:50 (110 minutes) on Monday, Wednesday, and Friday with laboratory session on Saturday morning

- Session 1. Radio Programming: General Principles--
Mr. Bemba Tamedou, Radio Gambia
2. Radio Programming: Educational Commercials--
Mr. Michael Hoff, CFSC
3. Radio Programming: Interviews, Discussions, News--
Mr. Musa Manneh, Radio Gambia

Week II

4. Radio Programming: Radio Drama--
Mr. M. L. Thomasi, Radio Gambia
5. Print Media: Posters and Cartoons--
Mr. Michael Hoff, CFSC
6. Print Media: Brochures and Leaflets--
Mr. Michael Hoff, CFSC

Week III

7. Photography: Educational Documentaries--
Mr. Madoun Jobe, Film Unit

8. Newspapers: How to Write a News Story--
Mr. Swaebou Conateh, Information and Broadcasting
9. Producing Audiovisual Aids for Other Communicators--
Mr. Madoun Jobe, Film Unit.

In addition to the class sessions, there were individual projects which each student undertook with reference to his particular work. There were also laboratory exercises each week.

Laboratory Exercises.

- Week I. Write and Produce an Educational Radio Commercial
- Week II. Draft an SD Poster and Brochure and Produce an Educational Radio Drama
- Week III. Demonstration of Closed Circuit TV.

Course 106. COMMUNICATION RESEARCH AND EVALUATION.

Course 107. THE TABULATION AND ANALYSIS OF SOCIAL RESEARCH DATA.

These courses were merged in order to manage an integrated presentation within the three-week period. The courses focused on the research that needs to be done in order to plan good communication campaigns, monitor them, and evaluate them. Course work included the collection of data about audiences and their media habits, getting data about the attitudes and resistances of the public concerning particular social development programs, the pretesting of communication materials before mass producing them, and the follow-up evaluation of communication programs. The statistical and data-processing skills that need to be mastered in order to do communication research were taught, in their simplest form. However, the participants were given textbook materials with which they could expand upon this brief training by future independent study.

The course was taught by Linus I. A. Etyyang. Mr. Etyyang is a Kenyan specializing in communication and educational research as a doctoral student at

The University of Chicago. His extensive experience in field research in Kenya, combined with his technical training, helped accomplish the objectives of making research and statistical procedures simple and directly applicable in social development communication research in developing countries.

Week I - Class met from 12:30-1:30 (1 hour) on Monday and Wednesday, and from 1:00-3:00 (2 hours) on Tuesday and Thursday

- Session 1. The Relevance of Research for Social Development Programs
2. (a) Defining a Research Project and Drawing Up a Research Proposal
 - (b) Concepts, Variables, and Hypotheses in Social Sciences
 3. Types of Variables: Independent, Dependent, Intervening, Continuous and Discrete
 4. (a) Theoretical and Operational Definitions of Variables; Measurement Validity and Reliability
 - (b) Variables: Number of Categories, and Levels of Measurement

Week II

5. How to Write Questions for Interviews
6. (a) How to Prepare a Questionnaire for Field Interviewing
- (b) Questionnaire Pretesting and Interview of Study Subjects
7. How to Code and Edit Data
8. (a) Data Analysis and Interpretation
- (b) Descriptive and Inferential Statistics

Week III

9. Data Tabulation and Interpretation of Contingency Tables
10. (a) Study Findings and Conclusions
- (b) How to Organize and Write a Research Report
11. Population Vis-a-vis Sample
12. (a) Probability Sampling in Relation to Efficiency and Economy
- (b) Chi-Square and Measures of Association Between Variables.

Course 108. THE PLANNING AND MANAGEMENT OF COMMUNICATION PROGRAMS.

Many times social development communication programs focus so narrowly upon the production of particular materials--a movie, a series of radio programs, a set of leaflets or posters, etc.--that the part which this production should accomplish in terms of promoting a particular social development project is lost from view. This course attempted to help the participants see their communication work as a series of carefully planned multimedia campaigns, each carefully planned, organized, and integrated with the delivery of service or conduct of action.

Week I - Class met from 4:00-6:00 twice weekly, Tuesday and Thursday

- Session 1. Planning a Social Development Communication Program
2. Organizing and Staffing of a Communication Unit

Week II

3. Care and Use of Equipment Required for SD Production
4. Personnel Management in Communication Programs

Week III

5. Diffusion and Monitoring the Progress of Multi-Media Programs
6. Evaluating the Performance of Communication Campaigns.

In addition, each student designed a multimedia communication campaign appropriate for each organization. The students defined the audience objective, the obstacles to achieving the objective, and the messages that would combat the obstacles. They selected media and a diffusion schedule appropriate for their audience and messages. Finally, they also produced a budget in accordance with their projected campaign.

This course was taught by Michael Hoff, with the exception of Session 3 which was taught by Mr. A. D. Jobe of Radio Gambia.

List of Participants

The workshop was intended to provide training to four groups of persons:

- (a) Administrators of social development programs
- (b) Mass media communicators in social development programs
- (c) Person-to-person communicators in social development programs
- (d) Researchers and evaluators in social development communication program

The recruitment and selection of candidates was a responsibility of the Workshop Committee. The Committee circulated a prospectus which described the workshop and its content and invited applications. From the applications received, a final selection of participants was made. An effort was made to recruit applicants from every ministry and from every private agency working in social development in The Gambia. Pressures of work and lack of qualified personnel who could be freed to attend made it difficult to get the full representation from all ministries that was desired. In general, however, the recruitment program was highly successful, and trainees from the entire spectrum of development effort in The Gambia attended.

A total of 47 persons officially enrolled in the program. The names of the participants, the agencies which employ them, and their permanent mailing addresses are provided below.

THE GAMBIA WORKSHOP ON
COMMUNICATION FOR SOCIAL DEVELOPMENT
February 25 to March 16, 1979

List of Participants:

<u>Name</u>		<u>Department/Ministry or Organization</u>
1. Fodeh Baldeh	Position: Senior Lecturer in English Address: c/o Gambia College, Yundum The Gambia West Africa	Gambia College, Yundum
2. Zainabou E. Savage	Position: Assistant Youth Instructor Address: Gambia Red Cross Society, P.O. Box 472 Banjul The Gambia West Africa	Gambia Red Cross Society
3. Augusta H. Jawara	Position: Health Sister--Maternal and Child Health Address: P.O. Box 188 Banjul The Gambia West Africa	Ministry of Health
4. Kujejatou M. Manneh	Position: Agricultural Assistant Address: Jenoi Agricultural Station L.R. Division The Gambia West Africa	Department of Agriculture
5. Penda P. Jahumpa	Position: Assistant Social Welfare Officer Address: Department of Social Welfare 8A Marina Parade Banjul The Gambia West Africa	Department of Social Welfare
6. Isaac J. Goode	Position: Education Officer Address: c/o Education Department Banjul The Gambia West Africa	Education

<u>Name</u>	<u>Department/Ministry or Organization</u>
7. Ramatulaye Jagne Position: Secretary Address: 7 Hill Street Banjul The Gambia West Africa	Attorney General's Chambers, Banjul
8. Sidia S. Jatta Position: Linguist Address: Curriculum Development Centre 10 Cameroon Street Banjul The Gambia West Africa	Education/Curriculum Development Centre
9. Pet Metuge Position: Curriculum Development Specialist - Social Sciences Address: 10 Cameroon Street Banjul The Gambia West Africa	Department of Education Curriculum Development Centre
10. Sasi S. Ndure Position: Research and Evaluation Co-ordinator Address: Curriculum Development Centre 10 Cameroon Street Banjul The Gambia West Africa	Education/Curriculum Development Centre
11. Abdoulie Danso Position: Forest Ranger Address: Forestry Department, Yundum The Gambia West Africa	Forestry/Agriculture
12. Kemo Conteh Position: Magazine Editor Address: Extension Aids Unit M.A.N.R. Yundum The Gambia West Africa	Agriculture
13. Momodou S. Bahoum Position: Farm Radio Broadcaster Address: Extension Aids Unit, Yundum The Gambia West Africa	Agriculture

<u>Name</u>	<u>Department Ministry or Organization</u>
14. Baboucar Manneh Position: Agricultural Superintendent Gambian Head of Extension Aids Unit Address: Agricultural Department Cape St. Mary Bakau The Gambia West Africa	Ministry of Agriculture and Natural Resources
15. Ousman Jarju Position: Agricultural Assistant Address: Somita Mixed Farming Centre c/o Yundum Agricultural Station, W. Division Banjul The Gambia West Africa	Agriculture
16. Hassan Sallah Position: Producer E.A.U. Address: Extension Aids Unit Yundum Agricultural Station The Gambia West Africa	Agriculture
17. Priscilla M. Cole Position: Teacher (English) Address: P.O. Box 83 Banjul The Gambia West Africa	Education
18. Veronica B. Jagne Position: Home-Economics Teacher Address: 22 Grant Street Banjul The Gambia West Africa	Education
19. Alhaji Ismaila Suso Position: Radio Announcer Address: c/o Radio Gambia Mile Seven Banjul The Gambia West Africa	Information and Broadcasting
20. Sering Fye Position: Trainee Senior Announcer Address: 30 Perseverance Street Banjul The Gambia West Africa	Information and Broadcasting

<u>Name</u>	<u>Department/Ministry or Organization</u>
21. Maimuna Bah Position: Radio Announcer Address: Radio Gambia Banjul The Gambia West Africa	Information and Broadcasting
22. Lalo J. Samateh Position: Assistant Head of Local Languages Programmes Address: Radio Gambia Mile 7 Banjul The Gambia West Africa	Information and Broadcasting
23. Edmund E. Thomas Position: Producer/Announcer Address: P.O. Box 112 Banjul The Gambia West Africa	Information and Broadcasting
24. Malick A.S. Jeng Position: Trainee News Assistant Address: Radio Gambia Mile 7 Banjul The Gambia West Africa	Information and Broadcasting
25. Alieu E.C. Joof Position: Head of Local Languages Programmes Address: Radio Gambia Mile 7 Banjul The Gambia West Africa	Information and Broadcasting
26. Yankuba Dibba Position: Trainee Film Technician Address: Film Production Unit Information Office Banjul The Gambia West Africa	Information and Broadcasting
27. Abdou K. Soako Position: Trainee Sound Recordist and Cameraman Address: Information Office Banjul The Gambia West Africa	Information and Broadcasting

<u>Name</u>	<u>Department Ministry or Organization</u>
23. Lansana I.S. Jobarteh Position: Trainee Film Technician Address: Information Office Film Unit Banjul The Gambia West Africa	Information and Broadcasting
29. Ahmed A. Carayol Position: Sub-Editor Address: P.O. Box 923 Banjul The Gambia West Africa	Information and Broadcasting
30. Sulayman O. Jobe Position: Trainee Information Assistant Address: Information Department Bedford Place Building Banjul The Gambia West Africa	Information and Broadcasting
31. Sillah B. Momodou Position: Information Officer Address: Information Centre Basse Upper River Division Republic of the Gambia West Africa	Information and Broadcasting
32. Bintanding Jarju Position: Community Development Assistant Address: Department of Community Development Ministry of Economic Planning Banjul The Gambia West Africa	Community Development
33. Tayib A. Thomas Position: Assistant Registrar- Education and Training Address: Department of Co-operation 14 Marina Parade Banjul The Gambia West Africa	Agriculture and Natural Resources
34. Doolou A.S. Jone Position: Co-operative Officer Address: Department of Co-operation 14 Marina Parade Banjul The Gambia West Africa	Agriculture and Natural Resources

<u>Name</u>	<u>Department Ministry or Organization</u>
35. Masaneh L.S. Jamneh Position: Co-operative Officer Education and Training Address: Department of Co-operation 14 Marina Parade Banjul The Gambia West Africa	Agriculture and Natural Resources
36. Ousman M. Cham Position: Co-operative Inspector Education and Training Unit Address: Department of Co-operation 14 Marina Parade Banjul The Gambia West Africa	Agriculture and Natural Resources
37. Matarr Ban Position: Fisheries Field Assistant Address: 6 Marina Foreshore, Fisheries Dept. Banjul The Gambia West Africa	Agriculture and Natural Resources
38. Abdou S. Savage Position: Fisheries Field Inspector Address: Fisheries Department 6 Marina Foreshore Banjul The Gambia West Africa	Agriculture and Natural Resources
39. Solomon A. Tamoh Position: Fisheries Field Assistant Address: Fisheries Department 6 Marina Foreshore Banjul The Gambia West Africa	Agriculture and Natural Resources
40. Mary A. Thomas Position: Fieldwork Supervisor Lower River Division Address: The Gambia Family Planning Assoc. P.O. Box 325 Banjul The Gambia West Africa	Gambia Family Planning Association
41. Wilhemina C. Williams Position: Welfare Assistant-FieldWorker Address: The Gambia Family Planning Assoc. P.O. Box 325 Banjul The Gambia West Africa	Gambia Family Planning Association

<u>Name</u>	<u>Department/Ministry or Organization</u>
42. Abdou Touray Position: Community Development Assistant Address: Department of Community Development Mansakonko L.R.D The Gambia West Africa	Community Development
43. Fatou Jobe Position: Trainee Research Assistant/ Librarian Address: Information Office Banjul The Gambia West Africa	Information and Broadcasting
44. Lang A.S. Kinieh Position: Address:	
45. Sukai Mbye Position: Address:	
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Evaluation of the Workshop by the Participants

On the evening of the next-to-last day of the workshop, each participant was given a questionnaire which requested a confidential evaluation of the entire workshop and of each course the participant had taken. The questionnaire was to be filled out anonymously (participants were asked not to give their names) and deposited in a special "ballot box" in such a way that the reports could not be linked to the persons completing them. The questionnaire invited the participants to be constructively critical as a basis for improving future workshops.

Forty-one of the participants filled out the questionnaire. This section of the report is an analysis of their responses.

The questionnaire contained two types of items: (a) "fixed-answer" questions, which could easily be converted into statistics, and (b) "open-ended" questions, which asked the student to comment or make suggestions in his own words.

A detailed analysis of both types of questions has been made. In the following pages the information contained in these questionnaires is reported in three parts. Part A is an analysis of the participants' responses to questions regarding the overall nature, methods, and accomplishments of the workshop; the statistics are based on responses to the fixed-answer questions. Part B consists of a detailed examination of each course through fixed-answer questions as well as an inventory of relevant verbatim comments made by the participants about each course. By quoting these spontaneous comments in full, the "flavor" of the participants' attitudes toward the training experience can be fully appreciated. The combination of statistical data and the verbatim

comments provides, we believed, an in-depth diagnosis of the successes and weaknesses of the training program. Part C of this section lists other verbatim comments of the participants that are important to complete a working view of the workshop and its strengths and failures for use in future workshops.

A. Overall rating of the workshop

Instruction

Each of the 41 participants who filled out the questionnaire was asked to rate all of his courses by answering the following question: "Taking everything into consideration, how would you rate this course?" The responses were as follows:

No.	Course Name and teacher	Percent distribution					No rating	Number of parti- cipants
		Excel.	Good	Adequate	Poor			
	TOTAL ratings.	43	41	7	2	7		
101	Communication Theory--Bogue	55	36	3	0	6	33	
102	Social Aspects of Develop- ment--Gambian Guests. . .	21	63	13	0	4	24	
103	Social Development in The Gambia--Gambian Guests. .	43	40	13	0	3	30	
104	Person-to-Person Communication--Bogue. . .	60	28	0	0	12	25	
105	Mass Media Communication-- Radio Gambia and Hoff . .	58	26	0	5	10	19	
106/107	Research and Evaluation--Ettyang . . .	40	50	10	0	0	10	
108	Administration--Hoff . . .	27	47	7	7	13	15	

Overall response to the workshop was extremely positive. The participants were almost evenly split between rating it as "excellent" and "good," with only a very small minority rating it as "adequate" or "poor." In fact, only 2 percent of the responses were clearly negative.

Although there are variations among the courses, all received an overwhelmingly favorable rating.

Importance of the workshop

The participants responded as follows to the question, "How important do you think it was for The Gambia to have a special short-term training in Communication for Social Development?"

<u>Response</u>	<u>Percent</u>
Very important.	85
Moderately important.	15
Not very important.	0
A waste of time	<u>0</u>
TOTAL100

Clearly, the participants believed they had participated in an important event.

Amount learned

The participants were asked: "Considering all courses you took, how much did you learn or how much did you improve your communication skills during the three weeks?" They responded as follows:

<u>Response</u>	<u>Percent</u>
Almost nothing.	0
Only a little bit	0
A moderate amount	12
A lot	64
More than I thought possible.	<u>24</u>
TOTAL100

There were some senior communication officers in the course, and we had feared that we were boring some of them. The above pattern of responses reassure us that the majority of participants felt they had gained much new knowledge, and no one felt he had gained little or almost nothing.

Usefulness of knowledge gained

All of the participants thought that the information they had gained would be helpful in their work next year, and some were emphatic about it, as the responses to the following question show: "Taking the courses together, how helpful do you think what you learned will be in your work next year?"

<u>Responses</u>	<u>Percent</u>
No help at all.	0
Only a little help.	0
A moderate amount of help . . .	20
A lot of help	60
A tremendous amount of help . .	<u>20</u>
TOTAL100

Mixture of Gambian and foreign specialists

In general, the mixture of Gambian and Chicago specialists was approved, as the following question and distribution of responses shows: "What is your opinion about the use of the Gambian specialists in this workshop?"

<u>Responses</u>	<u>Percent</u>
Not enough time was given to presentations by The Gambian experts.	29
There was about the right mixture of presen- tation by the Gambians and foreigners	43
Not enough time was given to the foreigner specialists to take full advantage of their skills.	17
Ambiguous answer.	<u>11</u>
TOTAL100

However, there is a significant number of participants who thought that not enough use was made of Gambian specialists. Although we cannot be certain (because a follow-up question was not included), we think that many of the media people believed that more use could have been made of their talents, and in this the Chicago team fully concurs. Course 104, Person-to-Person Communication, made no use of Gambian specialists, not did Course 101, Principles of Communication. On the other hand, Courses 102 and 103, which were taught entirely by Gambian specialists, were two of the most active courses, with lively and animated discussions. Course 105 was also largely Gambian taught.

Performance of the University of Chicago team

In general, the University of Chicago received high marks for its performance as a part of the workshop. This is reflected in the forty participants' responses to the question: "Taking the whole workshop course together, how would you evaluate the performance of the complete University of Chicago team?"

<u>Responses</u>	<u>Percent</u>
Very poor.	0
Poor	0
Adequate	0
Good	23
Very good.	47
Truly outstanding.	<u>30</u>
TOTAL.100

Theory vs. practical material

More than one-half of the forty participants who responded believed that the University of Chicago presented too much theory at the Gambia workshop. The responses to the following question reveal this as a strong criticism: "The University of Chicago contribution was a mixture of theory and practical work. How would you evaluate this mixture?"

<u>Response</u>	<u>Percent</u>
Far too much theory, not enough practical work.	25
Somewhat too much theory, not enough practical work.	30
About the right mixture of theory and practical work	45
Somewhat too much practical work, not enough theory.	0
Far too much practical work, not enough theory.	0
TOTAL.	100

The Chicago team's strategy was to use Gambian specialists for all matters pertaining to national policy, local programs, and applied matters and to present mostly theory and technical matters because these might otherwise be in short supply. Perhaps these criticisms are focused principally upon course 101, Principles of Communication. This course was all theory and was taught entirely by the University of Chicago team. The participants possibly perceived that the scarce time available could better have been used in more practical ways.

Division of Course work

As the following question and answers show, there was majority support for the way the courses were organized, but there was a considerable amount of dissatisfaction at the three-track system. "How do you evaluate the idea of dividing the participants into three major groups, so that they must specialize in (a) Mass Communication, (b) Person-to-Person Communication, or (c) Research/Evaluation?"

<u>Responses</u>	<u>Percent</u>
Good idea, it keeps the groups homogeneous and lets them go faster to higher levels	56

Poor idea, it keeps out people who want to get a little of two or more fields.	18
Good idea, but needs to be changed. . . .	24
Ambiguous answer.	<u>2</u>
TOTAL100

In general, the participants resent not being able to take the courses in any possible combination. Somehow, greater flexibility should be introduced in future workshops.

Length of the workshop

More than three-quarters of the participants believed the workshop was too short. The pertinent question asked was: "Taking everything into consideration, do you think this workshop lasted:"

<u>Responses</u>	<u>Percent</u>
Too long.	2
About the right time.	20
Not long enough	<u>78</u>
TOTAL100

The reduction of the workshop to three weeks, instead of the four used in Liberia, imposed restrictions which probably underlie many of the other specific criticisms. There was not sufficient time to do all of the practical work that was desirable. There was not enough time for the staff really to get to know each participant as an individual, and talk to him about his work. Based on the Liberian and Gambian experiences, the Chicago team now believes that five weeks is the optimum time for such a workshop, that four weeks is the minimum desirable, and that three weeks is definitely too short.

Site of the workshop

The workshop was held in the Central Bank Building in downtown Banjul. The participants could live in their homes and walk or drive to class. Lunch was arranged at a nearby cafeteria. The classes were held in one large sem-

inar room and a smaller room, with a third room for office/storage/laboratory space. The Ministry of Information had a secretary working full-time in a nearby building, typing materials for the workshop. Although it was a little cramped, it was by far the best arrangement that could be made. There were forty participants who responded to this question and their reactions were quite positive, as the following information shows: "What is your evaluation of using the Central Bank Building? (Take into account possible advantages and disadvantages.) Everything considered, I think the use of the Central Bank's room was:"

<u>Responses</u>	<u>Percent</u>
A very poor arrangement	10
An adequate arrangement	30
A good arrangement.	28
Almost the best possible arrangement.	<u>32</u>
TOTAL100

Repetition of the course next year

A substantial number of participants approved the repetition of the course. This is evident in the responses to the question: "How important for Social Development in The Gambia do you think it is that this course be repeated for a new class of participants next year?"

<u>Responses</u>	<u>Percent</u>
Very important.	71
Moderately important.	27
Not very important.	2
Completely unimportant.	<u>0</u>
TOTAL100

In discussions with the sponsoring committee, the Chicago team concluded that this year's workshop had taken the "cream" of the intermediate-level trainees and that it would be best to wait for one year to hold a second workshop. There

seems to be strong support for holding another workshop of this type in The Gambia in the very near future, either in 1980 or 1981.

Participation of the University of Chicago in Communication Production

The idea that the Chicago team might work with this year's class at a higher level in their actual production work was given strong positive support by the forty participants, but was less strongly supported than the idea of another workshop, as the following data show: "There is a possibility that at least some members (Prof. Bogue/Mr. Hoff/Mr. ETTYANG) of the University of Chicago can come back to The Gambia to work with individual ministries and The Gambia Family Planning Association to help them plan and improve the production for their individual programs. How important do you think it is that such arrangements be made?"

Response	Percent
A complete waste of time. . . .	2
Not very important.	12
Moderately important.	15
Very important.	28
Absolutely essential.	43
TOTAL	<u>100</u>

If we do hold another workshop in The Gambia, perhaps in 1981, it would be a good idea to hold special meetings with this year's graduates to work on special problems they may have. It is possible that with a longer time span to work in, this would be possible on a volunteer basis.

Usefulness of workshops in Africa

The participants were asked about the usefulness of this type of workshop in other nations of Africa, especially if co-sponsored by several international

donor agencies. The response given by thirty-nine of the participants was overwhelmingly favorable: "It is possible that USAID, UNESCO, UNICEF, and IPFF could join resources to sponsor similar courses to this and use other universities in addition to the University of Chicago to bring a program like this to other countries in Africa. What do you think of this idea?"

<u>Response</u>	<u>Percent</u>
Absolutely unnecessary	3
Useful for about 1/4 of African countries. . .	3
Useful for about 1/2 of African countries. . .	5
Useful for about 3/4 of African countries. . .	15
Useful for absolutely every country in Africa	72
Ambiguous response	3
TOTAL	100

Nearly 90 percent of the participants thought it would be useful for half or more of the nations of Africa, and nearly 7 out of every 10 believed that it would be useful in every country.

Conclusion and summary

The response of the participants to The Gambian Workshop on Communication for Social Development was enthusiastic and overwhelmingly favorable. Not only did the workshop bring training in communication techniques and some theory which participants would not otherwise have gained, it also provided them with an opportunity to interact with their government leaders and program directors in reviewing all of the major development programs for the nation. It helped to remove barriers between ministries and agencies and established many warm friendships for future collaboration in communication endeavors. The workshop was much too short, and the University of Chicago team probably insisted on too much

theory in this short time. Not enough Gambian experts were used in some courses, and the three-track system prevented some participants from taking the exact set of courses they wished. But these are minor criticisms of what was apparently a most successful overall accomplishment. The students were nearly unanimous in reporting that they had learned a great deal of useful information which would help them in their work in coming years. The Committee which sponsored the workshop should take great satisfaction in this appreciation of their efforts. The University of Chicago is pleased to have been a partner.

B. Detailed Evaluation of Each Course

To evaluate the courses offered, four aspects of each course were considered of interest. These are:

- (a) Course content
- (b) Reading materials
- (c) Teaching
- (d) Laboratory work.

Participants were asked to rate each of these aspects separately on a five-point scale ranging from "Very Good" to "Very Poor." The ratings for each course are presented in the tables which follow.

The participants were also asked two questions about each course they took. First, "In your own words, state what you found most useful or helpful about each course you took." Second, "In your own words, state what you found disappointing, unsatisfactory or unnecessary about each course you took."

Following are the pertinent responses with specific strengths and limitations of each course.

Participants' Evaluation of Course 101:Principles and Theories of Communication.

Aspects of course	Ratings							Total	
	Very good	Good	Ade-quate	Poor	Very poor	No rating	Ambig-uous re-sponse	Percent	Number
Content	46	42	3	--	--	6	3	100	3
Reading Materials	62	22	3	3	--	10	--	100	3
Teaching	55	24	6	--	--	9	6	100	3

Thirty-three participants took Course 101. It was taught primarily by Professor Donald J. Bogue.

Considering the "Very Good" and "Good" ratings, the participants gave slightly stronger approval to the course content than to the reading materials and the teaching. The reading materials were assessed as "Poor" by one participant. The materials for the course consisted of a document compiled for the course. One participant, in response to one of the limitations of this course, pointed out that this reading material had small print. This probably made easy reading difficult. Such feedback seems to suggest the need to improve some of the reading material in future workshops.

Course 101, like a few others, had no laboratory work.

* POSITIVE COMMENTS FOR COURSE 101. There were 30 positive comments in all. They may be categorized as follows:

Improvement of job related skills. Some respondents considered the knowledge they acquired in the course useful. It would enable them to communicate effectively as change agents.

The course was relevant. This description was used by one participant who viewed the course as relevant to his job.

Course presentation. Some of those who took the course indicated that the course was well presented.

Furthermore, there was the comment the "The way the instructor introduced the subject made it captivating and worth listening."

* CRITICISMS OF COURSE 101. There were twelve criticisms for the course. They were about the reading materials, time available for the course, the participants, and instruction. Some of the specific criticisms were:

Reading materials. "There were plenty of reading materials to cope with." "The materials offered for reading had small print, and the words were compact which inhibited easy reading."

Time limitation. "Not enough time was given for the lectures." "The course was unsatisfactory in that the time was too short and the topic was wide."

Participants as a constraint. "Some participants tended to speak too much." The participants comprised a "wide gap of people of various levels of understanding and knowledge; thus, some could not learn adequately."

Course instruction. "The lecturer is always very fast and doesn't tend to explain things very clearly."

Participants' Evaluation of Course 102:

Social, Demographic, Ecological, and Psychological Aspects of the Development Process.

Aspects of course	Ratings							Total	
	Very good	Good	Ade-quate	Poor	Very poor	No rating	Ambig-uous re-sponse	Percent	Number
Content	17	45	25	--	--	13	--	100	24
Reading Materials	25	29	29	4	--	13	--	100	24
Teaching	25	37	25	--	--	13	--	100	24

Twenty-four participants took Course 102. This course was taught by Gambian guest speakers. The topics covered were many and varied. They are listed in Section I--

Description of the Courses.

Of the 21 participants who responded, about two-thirds considered the course content and teaching either very good or good. The participants who rated content, reading materials, and teaching, as "Very Good" were the lowest of any other course; except for Course 108. Each lecturer was asked to bring documented materials for the class for distribution. These materials received lower rates than the content or the teaching.

* POSITIVE COMMENTS FOR COURSE 102. Course 102 had 23 favorable comments. The aspects which were of interest to the participants were:

Reading materials. The materials for the course provided knowledge which would improve field activities.

Information about the activities of other government departments. The following statements are illustrative of this position: The course "enabled me to know a lot about almost all the government departments of the country." "I acquired information about other departments and ministries (which) I had not known."

Fundamental issues and problems concerning development. The specific comments in this context include: The course provided information about what is possible in development given The Gambia's present resource base. "I got some new ideas about the development process." "This course is most useful in that it enables one to know the theories of social development." "It highlighted the route to development and means of development with reference to the economic situation of The Gambia." "The guest lecturers contributed immensely to my knowledge of socio-economic problems of The Gambia."

Discussions. The discussions which followed each lecture were considered interesting. "There was provision for discussion," is another comment related to discussions.

Lectures. The lectures on economics, health conditions, nutrition, and "TESITO" were informative. "The lecture series and general discussions were very stimulating and educative."

* CRITICISMS OF COURSE 102. The limitations of Course 102 fall into three main categories:

Shortcomings of the lectures. The following comments about the course are illustrative: "Most of the lectures were unsatisfactory and some irrelevant to the course." "Some of the speakers were not as effective as I thought they would be." "The course was disappointing, for some of the lecturers came in late and wasted people's time for next course." Guest lecturers identified problems but did not seek for their solutions. Quite a few lecturers took more time than was allocated to them. "Most of the ideas dealt with were irrelevant to participants." "Some topics were not dealt with exhaustively and their application was not considered." "Participants never discussed to formulate suggestions about the topics."

Time was a limiting factor. There seemed to be a general concern about the shortage of time for the courses. The following statements are indicative of this development. "Time for general theories about this course was too short-- too much had to be covered." "The period of the course was not enough." "The program for this course was not completely carried out."

Family planning. "I found family planning not relevant to my field work."

Participants' Evaluation of Course 103:

The Content of Social Development Programs in The Gambia.

Aspects of course	Ratings							Total	
	Very good	Good	Adequate	Poor	Very poor	No rating	Ambiguous response	Percent	Number
Content	27	43	10	7	--	10	--	100	30
Reading materials	30	30	20	3	--	10	7	100	30
Teaching	44	20	23	--	--	13	--	100	30

This course, like 102, was taught mainly by The Gambian professionals who also provided the reading materials. The bulk of the materials for this course was a set of papers presented by the guest speakers. As evidenced in the table, 3 out of 10 participants thought the reading materials were "Very Good." Slightly less than one-half rated the teaching as "Very Good." The course content was described as "Very Good" by a little more than one-fourth of the respondents.

Overall, about 6 out of 10 participants rated content, reading materials, and teaching as both "Very Good" and "Good." Diverse issues were addressed in this course. A comprehensive list of the topics covered by the guest lecturers is provided in Section I.

★ POSITIVE COMMENTS FOR COURSE 103. The comments generally concerned three areas. These were the scope of social development, the role of the mass media, and the discussions following the talks. Some of the specific comments were:

Social development. "Social development in The Gambia is a vital factor; this course has taught us the various ways and means of social development." "I was made to understand that social development is not just a miracle but the selective employment of the available resources."

Mass media. One participant pointed out that the mass media are for communication with rural people.

Discussions. The discussions which followed the papers presented by the guest speakers were of considerable interest to the participants. The following statements are illustrative: "The course delivered various inputs and provoked thoughtful and critical discussions." "The lecture series and general discussions were very stimulating and educative."

★ CRITICISMS OF COURSE 103. There were 21 negative comments about the course. They were about the following aspects:

Inadequacy of time. This was evident in the following statements the participants made. "There was not enough time." "Time for discussion was limited." "In view of the time shortage, there was a tendency to rush things; this was unsatisfactory."

Lecturers. "Some of the lecturers did not prepare their work, and as a result, spoke on something else." "Some lecturers were not properly prepared."

Irrelevant materials. "Most of the papers handed out by some of our countrymen are not what is taking place here." "Much was not relevant."

Problem solutions. "Some of the guest speakers did not identify the problem or give a genuine solution." "Guest speakers identified problems, but did not seek for their solutions."

Duplication of lectures. "It was unnecessary to invite two lecturers to speak on the same issue."

Course was unsystematic. "Course 103 was not sufficiently systematized and structured to allow a permanent record of very useful contributions from the participants."

Participants' Evaluation of Course 104:

Person-to-Person Communication for Social Development.

Aspects of course	Ratings							Total	
	Very good	Good	Ade-quate	Poor	Very poor	No rating	Ambig-u-ous re-sponse	Percent	Number
Content	64	20	--	--	--	12	4	100	25
Reading material	60	8	8	4	--	20	--	100	25
Teaching	64	16	--	--	--	16	4	100	25
Laboratory Work	40	20	--	4	--	36	--	100	25

Course 104 was taught by Professor Donald J. Bogue. The reading materials consisted of the following five articles; chapters from a training manual he is writing:

1. Interpersonal Communication Skills
2. The Planning and Conduct of Small Group Discussions
3. Techniques of Counselling
4. Classroom Teaching
5. Planning and Conduct of Public Meetings

About two-thirds of those who took Course 104 considered both the content and the teaching as "Very Good." Six out of ten said the reading materials were very good.

Although more than one-third of those who took the course did not rate the laboratory work, a fairly substantial number, 60 percent, felt that it was either very good or good. In view of the large number of participants who did not rate the laboratory work, the practical application of this and other courses certainly needs to be reinforced in forthcoming workshops.

* POSITIVE COMMENTS FOR COURSE 104. The 24 comments given in this case may be categorized as follows:

Acquired skills. The following represent the comments which were pointed out by the participants who took the course: "The course enabled me to develop skills of person-to-person communication and made me aware of the presence of others." "I learnt the strengths and weaknesses of the communications process." "It helped me to know how one can be a good interpersonal communicator." "This course improved my skills in how to carry out my job."

Improved job performance. "The course will help me relate better with people in my profession." "The skills which I have acquired from the course will improve my performance." "Person-to-person communication is helpful to me as a field worker and learnt new methods of communication." "This course improved my person-to-person communication for social development. For it concerns more about my job." "I found the course very relevant to my work and was well dealt with."

Group discussions. The favorable comments here suggest that the participants

found group discussions beneficial. Some of the comments in this context were: "Discussion in small groups was helpful." "I found the conducting of group discussions useful." "The discussion groups made it most useful." "What was helpful to me was the process of group discussion." "Group discussion undoubtedly could help me in my field activities.

Laboratory work. "The labs helped me especially in interviewing and group discussion." "Laboratory work enabled participants to get a better understanding of each other."

★ **CRITICISMS OF COURSE 104.** The participants who took the course came up with 10 criticisms. They focused on:

Inadequate time. "The time was usually not adequate for discussions." "There was not enough time to cover the syllabus." "The course was too intensive."

Lack of practical work. "Not enough practical work done." "There was not much laboratory work."

Other criticisms. "Group discussions were not frequent enough--we could have applied a lot more of what was acquired in Course 101." "It was disappointing in that the course was too devoted to family planning."

Participants' Evaluation of Course 105:

Mass Media for Social Development.

Aspects of course	Ratings							Total	
	Very good	Good	Ade-quate	Poor	Very poor	No rating	Ambig-uous re-sponse	Percent	Number
Content	58	21	5	--	--	16	--	100	19
Reading materials	52	21	11	--	--	16	--	100	19
Teaching	68	16	--	--	--	16	--	100	19
Laboratory work	52	11	5	--	--	32	--	100	19

Course 105 was taught by The Gambian specialists and Mr. Hoff guided the laboratory work. The reading materials comprised a number of mass media manuals.

As suggested by the table, slightly more than two-thirds of the participants said that the teaching for this course was very good. About one-half perceived the reading materials and laboratory work as very good. About six out of 10 viewed the content as very good.

Nearly one-third of the respondents once again did not rate laboratory work. The lack of response here and elsewhere is quite disturbing. It might suggest that the practical application of the course was not explicit from the standpoint of the participants. If this is the case, the strategy for future laboratory sessions needs to be rethought and analysed to correct the failure.

* POSITIVE COMMENTS FOR COURSE 105. There were 19 positive comments presented. When grouped, they fall into 5 main areas:

Skill acquisition. "I have acquired new skills to deal with mass media production work." "I hope that I can use this new knowledge in the field of health education which is vital in my field of work." "Course 105 has also improved my communication in mass media for social development."

The role of mass media. "I became aware of the role mass media communication plays in development." "The course was helpful in that I had the opportunity of knowing something about mass communication." "Campaigns to influence people on some aspects were valuable." "I found useful the limits of the media and its implications in decoding messages."

Spot announcements, drama and posters. "Most useful were the spot announcement and drama." "I got the opportunity of having a more practical exercise on drama production and posters." "The laboratory work made it very interesting." "The course is of special interest to me since I work on radio and spot announcements. Drama and posters were also very useful." "Spot announcements and posters were useful." "The practice of writing spot announcements and radio drama was relevant."

Radio programming. "This course is helpful especially for radio programming."

The posture of the instructor. "The warmth of the instructor struck me."

* CRITICISMS OF COURSE 105. Seven criticisms were made about the following aspects of the course:

Insufficient time. "Not enough time." "Some more time was needed to polish up the spot announcements." "Disappointed that I did not get to do any work on TV--but that was due to the time factor." "The only unsatisfactory thing is that the subject was not dealt with thoroughly." "The course is too intensive."

Other criticisms. "No case studies were used for illustration." "There was a slant towards family planning."

Participants' Evaluation of Course 106/107:

Research and Evaluation/Tabulation and Analysis.

Aspects of course	Ratings							Total	
	Very good	Good	Ade-quate	Poor	Very poor	No rating	Ambig-uous re-sponse	Percent	Number
Content	50	30	20	--	--	--	--	100	10
Reading materials	50	40	10	--	--	--	--	100	10
Teaching	60	30	--	--	--	10	--	100	10

Course 106/107 comprised a pair of interrelated courses taught by Mr. Linus Ikapel ETTYANG. The reading materials consisted of three handouts tailored for the courses. They included a handout on variable relationships, one on descriptive and inferential statistics, and one on research questions. As regards the aspects of the course, one-half of the participants rated teaching as "Very Good" relative to content and reading materials. One out of every five respondents, however, felt that the content was only adequate. One in ten also said the reading materials were adequate. These responses suggest areas for improvement. A careful screening of the

course content and reading materials is likely to improve their impact in future instructional activities.

*POSITIVE COMMENTS FOR COURSE 106/107. There were 14 comments about the most useful or helpful dimensions of the course. By and large, the comments fell into two broad categories. First, the course was useful in that it provided information which would improve field work and evaluation of development programs. Secondly, participants learned how to carry out research, draw and pre-test a questionnaire, and tabulate and interpret results.

*CRITICISMS OF COURSE 106/107. The course had 8 criticisms. Seven were about the limited time that was available for the course, and only one was about data tabulation. Some of the criticisms included:

Time was limited. There was "not enough time to cover everything that was desired for this course." The course was "not given sufficient time to accomodate the various levels involved. Thus, the learning process was not as high as it could have been." "Time was limited; more time was needed to discuss this new but important area." "At the time of filling this questionnaire, tabulation of research data (Course 107) had not been completed."

Data tabulation. One participant thought that the tabulation of data was not likely to apply to his field of work.

Participants' Evaluation of Course 108:

The Planning and Management of Social Development Programs.

Aspects of course	Ratings							Total	
	Very good	Good	Ade-quate	Poor	Very poor	No rating	Ambig-uous re-sponse	Percent	Number
Content	13	33	20	7	--	27	--	100	15
Reading material	27	40	--	6	--	27	--	100	15
Teaching	6	40	27	--	--	27	--	100	15

Course 108 was taught by Mr. Michael Hoff. The reading materials included those materials on the management of employees.

More than one-fourth of the participants in this particular case said that the reading materials were "Very Good." Four out of ten considered both the reading materials and the teaching as "Good." One-third said the content was "Good." All three aspects of the course were not rated by slightly more than one-fourth of the respondents.

Because less than one-half of the participants rated the content and teaching as either "Very Good" or "Good," attention needs to be paid to those two aspects of the course.

Course 108 also had no laboratory work, but each student completed exercises.

*POSITIVE COMMENTS FOR COURSE 108. The twelve comments given by the participants were largely about the following areas:

Planning and implementation of campaigns. "It was most useful because I can now plan and organize a communication campaign." "It is so important to me because I can administer my own communication programs." "This course is of great importance in any developing country, like The Gambia, in her effort to mobilise to participate in development work." "Course 108 has provided me with skills for planning and management of communication programs." "I am now confident of my ability to properly plan and implement a social development program."

Conducting group discussions. "I have gained a lot of experience on how to organize a group discussion." "The most vital aspect of this course is frank discussion and exchanges."

*CRITICISMS OF COURSE 108. Three of the criticisms in this case were again about inadequate time. This problem was reflected in the following specific criticisms: "The duration of this course was very short." "The time was not enough for an important course like this; each lecture should be dealt with in detail." "The time factor was the problem; time was limited."

The other comments were: "There wasn't much scope for application of what was learnt." "I found out that too much material was related to family planning." "It was monotonous." "I thought the course should have included the principle of management and planning."

C. Other verbatim comments

During the course of the evaluation, the participants were asked: "What changes do you recommend? Explain in your own words." This question was a follow-up to the question which sought the participants' evaluation of the division of course work. As indicated earlier, nearly 6 participants out of 10 thought the division was a good idea. The recommendations, however, were not restricted to the preceding question, but were about varied aspects of the workshop. As a result, the participants gave 33 recommendations for improvement of different areas of the workshop.

Twelve recommendations were about the extension of the time for the workshop. The following are illustrative: "I would recommend more time for workshops such as this so that participants could gain more knowledge." "More time be given to enable participants to engage in field work as well." "It (the workshop) should have been longer than this." "The time allotted to the workshop is too short. Each course is, however, wide in scope so one needs to specialize in them in order to benefit from each course." "Repeat a similar workshop but for a longer time."

Five recommendations concerned the selection of a manageable number of courses on which the participants could concentrate. Some specific recommendations were: "I would prefer the present set-up, namely, each participant should concentrate on what is more relevant to his or her field." "Each separate group should pursue their course(s) independently." "During this workshop, participants

were from many different ministries and all of them took different courses. In future, it should be the committee's responsibility to select courses for participants according to their current occupations. I did not, for instance, select Course 104, which I later knew to be relevant to my field." "I am only concerned with Course 108. I think very few top and middle level government officials who are in managerial positions took this course. As this course was meant for those engaged in program administration, appropriate participants should have been recruited to attend this course."

Three other recommendations were about the practical applications of the courses offered. Cases in point are: "It would be better to have more scope for practical work in the case of Courses 104 and 106/107." "I would recommend that the theory lessons should be equal to those on practicals." "The theoretical aspects of the lectures should be also related to practical work. An attempt should also be made to take account of the conditions which obtain in the country where the workshop is held."

There were other recommendations made about different dimensions of the workshop, of which the following should be mentioned: particularly, "A joint communique should be released at the end of each workshop and tabled before the government for it to be considered and acted upon."

"I would like to see more senior government officials participate actively in the workshop."

"Research and Evaluation should have been made obligatory since participants in Mass Communication and Person-to-Person Communication would need to conduct research and possibly write reports. Research and Evaluation should have been a backbone course just as Principles of Communication--Course 101--was throughout the workshop."

"Some pocket money should be given to the participants."

"There should be no workshop activities on Saturdays so that the participants

can go to our offices to attend to official matters."

"Some of us had extra official responsibilities making concentration very difficult. I recommend a longer time for the workshop and no official duties for participants."

Finally, at the end of the questionnaire, the participants were asked the following "Please use the rest of this page and any additional pages you may need to write, in your own words, any additional comments, criticisms and suggestions you may have for holding a workshop of this type again in The Gambia or for improving it if it is held in other African countries." Approximately three-fourths of the participants responded to this question. The varied responses comprises (1) forty-six suggestions, (2) seventeen comments, and (3) thirteen criticisms.

(1) Suggestions

Following are the verbatim suggestions which were provided by the respondents. The most common responses involve the need to lengthen the duration of future workshops, the payment of participants for attending the workshop, the desire to have the workshop held once more, follow-up arrangements, and the improvement of the courses.

"Certainly more time should be devoted to the course if all essential elements are to be completed satisfactorily."

"In future, the duration for the workshop be increased."

"The course should be extended to almost three months."

"The workshop, I think, was a bit short and I would appreciate it if in future it is extended for, say, six weeks."

"The duration of the workshop should be lengthened so that participants benefit fully from the course. Perhaps six weeks would be adequate."

"A period of six weeks would be quite good for the next workshop because three weeks is just too short and everything is rushed up."

"In future, taking the limited time into consideration, perhaps the greater part of the time would be devoted to the areas that directly relate to one's field of work."

"Avoid trying to do much in a short amount of time."

"Participants should be remunerated."

"Participants should be paid per diem instead of giving them lunch tickets because most of us would prefer to eat elsewhere and not be restricted."

"I think that The Gambian Government or other organization like the University of Chicago should pay participants a small sum of money as an allowance for taking part in this course."

"Participants who leave their posts or stations to attend the workshop should be paid."

"If courses of this type are held in developing countries, participants should be better paid instead of providing them with only meals."

"When the course is repeated, let the participants have at least some pocket money apart from providing food. Most of the participants in this course are married and would prefer to go home for lunch."

"The participants should also be given some cash allowance as is the tradition all over the world. I don't think it is fair for the guest lecturers to be paid while participants get nothing but meal tickets. Most participants have families where food was assured everyday."

"It would be useful if a workshop such as this one is held again in The Gambia. It would enable us to improve communication for social development which The Gambia needs."

"I think the workshop is very useful and could help others to share the experience."

"I suggest that the course be held in all developing countries in Africa in the light of their development effort which necessarily needs a communication campaign for the awareness and the total involvement of the whole people in the country. It is in this light that I think the workshop will be of much benefit to most or all the participants."

"The course should be repeated after two or three years later in The Gambia when the benefit to this year's participants will have been evaluated."

"I suggest that this course be repeated."

"I think the University of Chicago should make another effort to come to find out the effect of the workshop on the participants whom I think are anxious to get back to put into practice what has been learned."

"An assessment of the success or failure of the workshop should be attempted after the participants have already gone to work to find out how relevant the workshop had been."

"Participants would need a follow-up. If the University of Chicago will maintain contacts with participants and communicate with them about the problems which may arise in future, it would provide continuity in the communication process."

"A seminar of this nature should serve as a forum through which pertinent issues are channelled to the government for its consideration. Unless something fruitful comes out of it, it is pointless to have it at all. Being made aware of certain important things is in itself good, but matters shouldn't end there. That is why more senior government officials ought to be committed for their active participation during and after each seminar."

"For the next workshops, some of the courses such as 108 should be improved. Course 108 should have more time allocated to it and what is taught should include the need for publicity campaigns in the light of The Gambia's development plan. This is a subject in which every department or private sector will have urgent need for, and it is also a subject which will be used by participants who are communication personnel."

"The theoretical aspects of the courses should be followed by practical demonstrations whenever possible and also related to local situations."

"I think participants should have the chance in their groups and as a whole to discuss the relevant themes to make communication efforts coordinated for social development. Departments like Agriculture, Information, Cooperatives, Community Development, Health, etc. should join their efforts to be effective."

"Participants should have a choice between being provided food or given money instead."

"We should be given the money spent on meals so that we could buy our own lunch because the food provided was not adequate."

"The location for this workshop should have been somewhere in the rural areas where the participants could have applied some of the principles they were taught."

"The Central Bank room was inconvenient and noisy. A quiet place would have been better."

"If giving certificates to participants is to be determined by tests and/or assignments, this must be made crystal clear to all participants at the outset. The central issues should be faced squarely and the entire issue addressed to them."

"Another thing is the assessment of how much one has learned at the end of the course. Here in The Gambia the certificates that are to be issued will add very little to the promotion of participants. I think it would be ideal to issue certificate of attendance only."

"If possible The Gambian experts should be made more involved than merely giving guest lectures--for instance, the lecture on population, etc. could have been related to course 106/107 in a practical way."

"I would like to recommend that for future workshops more reading materials be distributed."

"There should be additional lecturers from the university."

"In future participants should be made to operate some of the equipment provided."

"Proper desks should be provided."

"Sight seeing tours should also be included so that participants can get an insight of what they were taught."

"Transport should be provided for participants not residing in Banjul. Alternately, a special cash allowance should be given to the participants who are not staying in Banjul so that they do not come late or not show up because of transport difficulties."

"Since participants come from different agencies, lecturers from these respective fields should give talks. For instance, the participants from the Department of Cooperatives had no personnel from cooperatives to give lectures on promoting or improving cooperatives in this country."

"Since the basis of this workshop is communication for social development, all those who took part should communicate their experiences to those who did not have the opportunity to attend. If this is done, it is almost useless to hold such a workshop on the same subject later."

"Classes and lectures should be held in the evenings. This is because you have fewer activities during this time."

"Instead of holding a party or a reception, a picnic should be organized for the participants and lecturers."

"I shall not suggest that the workshop be repeated next year in The Gambia because it may not have the good participation it had this year. The other reason is that it appears that all the personnel who should attend the workshop if held next year here have attended and may not be interested to repeat the course so soon."

"The main problems and their gravity may differ from country to country. The workshop should attempt to know the central problems not so much in theory but concretely and practically so as to direct its attention fully to seeing how they are and how they could be solved."

(2) Comments

"On the whole, the course was a worthwhile one."

"Generally, I found this workshop stimulating and I have certainly acquired some skills to become a better communicator."

"I think that such a workshop is extremely valuable because it has succeeded in bringing people of different disciplines together to exchange their ideas and be able to voice out their feelings and finding in the field as social agents."

"I really enjoyed the workshop as it is the first one to be held in The Gambia on communication. I hope it will improve next time."

"I hope the participants will utilize in their jobs the skills they acquired in this workshop."

"The people who underwent the training will pass on what they learned to other people."

"As far as I am concerned, this course is very important and beneficial for all African countries."

"A workshop of this nature in my view should be held in other parts of Africa where social development is a major problem. As for The Gambia, I think better use will be made by the participants of what they have already learned in these three weeks."

"I prefer this workshop be conducted every year because some of use who attended this workshop on communication have gained a lot of experience."

"The workshop was on the whole good. The lecturers had the right approach to the teaching of adults."

"I found the workshop on communication useful because I have learned many new ideas about communication. The workshop is also helpful for The Gambia and other African countries because it will promote a lot of changes."

"A workshop of this nature is definitely necessary if the development efforts of the Gambia would be fruitful."

"For a first attempt the organizers should be congratulated. The foreign lecturers were very warm and open and indeed they 'communicated' very well."

"The course was very interesting and will be beneficial in improving the welfare of many people."

"It was a good idea to hold a workshop of this kind."

"We thank you very much for coming to The Gambia and organizing a workshop of this kind. We look forward to seeing you again!"

"The lectures, group findings, and laboratory exercises hopefully will be published."

(3) Criticisms

"What I found disturbing about the course was that it was far too psychologically based. There is obviously more to human-communication than psychology!"

"The most important criticism is about the idea of taking examination. Many people were scored on the basis of taking examinations; in that case it will not encourage many people to participate in the future."

"In holding a workshop of this nature, I think it is most unfair for the participants to be expected to attend to their normal official duties as well as engage in the workshop. This puts a lot of burden on them."

"I feel that this workshop should have been more relevant if the emphasis had not been so obviously laid on family planning. Although other social workers benefited from it as in Course 104, the workshop should have been more general."

"The books provided should cover all fields of study rather than being more on family planning which may tend to make the people see the theme of this workshop as family planning instead of communication for social development."

"Too much was done about radio programming in the course on mass media. It seems, therefore, as if it was especially designed for those working at Radio Gambia and the Family Planning Association. These two organizations came together with the University of Chicago to hold this workshop, but participants were invited from other fields of life. Therefore, they should be provided for in the courses."

"The course should have been held in the center of the country instead of having some participants travel all the way to Banjul."

"When organizing such courses in the future, the venue should be better than the Central Bank. All centers of learning should not be in busy streets so that participants may concentrate on what they do."

"Time factor should also be taken into consideration--afternoon classes are boring and uninteresting."

"I feel the workshop was too short and we had a lot to read, most of which was not completed by the end of the three weeks."

"The workshop should last a bit longer, say, for about six to eight weeks."

"Very few of The Gambian lecturers were good. Probably care should be taken in selecting these experts in the future."

"It would be unfair to give tests to all participants when one brings into consideration their varied educational levels. Some participants, unlike others, are quite familiar with the material taught."

Financial Record of the Workshop

Following is a brief summary of the expenditures of the workshop:

General

Meals	\$3,001.70	
Books and Duplication	1,931.50	
Excess Baggage.	1,725.20	
Workmen's Compensation Insurance.	1,537.00	
Trainers.	1,300.00	
Temporary Employees	982.47	
Supplies.	173.62	
Miscellaneous	732.35	
Subtotal.	11,383.84	\$11,383.84

Travel Expenses

Donald J. Bogue (2.5 weeks)

Air Fare*	\$ 468.00	
Living Expenses	490.00	
Total	958.00	

Linus ETTYANG (4 weeks)

Air Fare*	967.08	
Living Expenses	1,156.93	
Total	2,124.01	

Michael Hoff (5 weeks)

Air Fare*	664.58	
Living Expenses	1,499.39	
Total	2,163.97	

Walter Allen (4 days)

Air Fare*	487.70	
Living Expenses	180.00	
Total	667.70	

Subtotal.	5,913.68	\$ 5,913.68
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Salaries

Donald J. Bogue	1,258.50	
Linus ETTYANG	750.00	
Michael Hoff.	1,769.99	
Walter Allen.	500.00	
Subtotal.	4,278.49	\$ 4,278.49

TOTAL		\$21,576.01
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*Air fare is roughly one-half the cost of round trip fare because part was allocated to the Liberia workshop.

The total cost of The Gambia Workshop was about \$21,576. This total, divided by the number of participants (47) results in a cost of \$459 per participant, or \$153 per participant-week. This cost does not include, of course, the housing and morning and evening meals of the participants, or the cost of transportation for those participants who lived on the outskirts of Banjul and drove or took busses to the training site.

The Chicago team believes this training is very nearly the most economical that is possible to accomplish anywhere under any arrangement. Where regional workshops are held and international travel is required of participants, with housing in a hotel and payment of per-diem stipends, the costs soar far above the level achieved in The Gambia.

This low cost-per-student-week strongly argues that the strategy of holding in-country workshops is sound from a financial perspective.

Synthesis and Recommendations

1. On the basis of the impressions of those who directed and taught the workshop, the evaluations of the students, and the financial accounting, it seems clear that in-country workshops for social development communication meet a strongly-felt need, which is greatly alleviated when such efforts are made to satisfy it.
2. The combination of courses which were offered is fairly satisfactory.
3. There is somewhat too much theory in Course 101 as taught, and future workshops should try to make this theory more relevant to the social development process. The course content can be modified to omit those theoretical considerations which do not find a direct and clearly-evident linkage to practical social development.
4. Courses 102 and 103 partially duplicate and overlap each other when taught in actual practice. In future workshops, they should be combined into a single course. Despite the fact that the participants were highly critical of the performance of individual speakers, the policy of having this segment of the program presented almost entirely by in-country experts is essential. To improve the caliber of presentation in future workshops, a member of the Committee or a representative of the University of Chicago should visit each guest lecturer a few days before his presentation and orient him toward the objectives of the course, the interests of the students, and the types of concerns that need to be covered. This orientation might do much to stimulate the guest speakers to make more intensive preparation, to talk more directly to key issues, and to appreciate that the participants expect high quality information.

5. The combination of Courses 102-103 provides a superb and absolutely essential opportunity for the participants to see the social development of their nation as a coherent, multifaceted whole. The program of every ministry is critically reviewed, both in terms of abstract principles and concrete plans for action. The provincialism and narrow bureaucratic viewpoint that comes from long employment in a single ministry or agency is broken down in favor of a broader inter-agency view. The Workshop creates friendships and acquaintances across ministry boundaries, so that a fraternity of communicators is created that can make future coordination and integration easier.

6. Course 104, Person-to-Person Communication, is in many ways the "heart" of these workshops. It covers a topic on which the participants have had the least training, and yet which is the "work horse" medium of social development communication. The short textbook which was used for instruction needs to be expanded into a complete manual, with more detailed exercises. Very heavy emphasis needs to be given to this topic in future workshops. In addition, more local participation needs to be elicited in providing the instruction. Finally, more contact with low-education and low-income persons needs to be had in the laboratory sessions, including actual field work if the site permits.

7. Course 105 is perhaps the best organized course, and is best oriented of all courses to meet trainee needs. Its major weakness is in the content of the messages produced by the students. The course emphasized production techniques (correctly so), with the result that there was insufficient time to be critical of the content of the messages which the students were producing. In future workshops, all materials produced should be subjected to strenuous critical peer review and, if possible, review by the sponsoring agency before being converted into radio spot announcements, dramas, posters, leaflets, etc. In this way, technique and relevant content can be wedded to produce truly effective communications.

8. Course 106/107 is a problem course. The material that needs to be covered is so great and the techniques involved are sufficiently unfamiliar and difficult that many participants get discouraged, and at the end of the course find they are just beginning to grasp the goals of the course. Enrollment in the course is small, so that the cost-per-student is much higher than for the other courses, where enrollment is copious. For the present, this course should be continued, but for future workshops its content should be further simplified and made even more directly practical in terms of pretesting, audience research, monitoring, and follow-up evaluation. A specially-written manual and video-recordings of lectures which can be played and replayed by individual students are also needed.

9. Course 108 needs a textbook, which is now in preparation. It also needs to have a greater infusion of the content of the various ministries and agencies involved. In its present form, it is too suggestive of commercial advertising (selling), and is not sufficiently meeting the realities of dealing with rural villagers in the social development communication (educating, explaining, discussing) mode.

10. The task of sponsoring an in-country workshop was itself a most valuable contribution to The Gambia's social development program. The Committee worked hard with all agencies of the government to gain their interest and participation. This caused the importance of communication to become more widely understood, and caused the agencies to appreciate their common need to co-sponsor a training program. Being responsible for arranging guest lecturers brought about an appreciation that the nation has some superior resources, and need not be wholly dependent upon foreigners for training.

11. A great deal of self-evaluation and self-criticism emerged from the workshop. Each of the nation's social development programs was not learned

by rote, but was critically examined for its strengths and weaknesses. As each participant underwent training in mass media or person-to-person communication, he or she became aware of the strengths and weaknesses of that program, and of his or her own personal skills to work in those programs. The course sharpened the critical facilities of the participants in all of these dimensions, and raised their standards of quality. It is recommended that future workshops promote this type of spontaneous self-evaluation.

12. Some sort of follow-up work with these trainees is essential. Discussions between the Committee, The United States Agency for International Development, other international donor agencies (UNICEF, UNESCO, IPPF, UNDP, UNFPA, WHO, FAO, and others), and the Community and Family Study Center need to be made quickly, to decide how best to serve the persons trained in their work in future years. The CFSC is readying a proposal for discussion. It is intended that this proposal be circulated to the participants themselves to solicit their recommendations after a period of several months following the completion of their training.