

SEVENTEENTH ANNUAL
SUMMER PROGRAM OF
GRADUATE STUDY

POPULATION
COMMUNICATION,
EDUCATION,
AND RESEARCH

FINAL REPORT
of a Workshop Held
June 25 to August 24, 1979



*The Community and Family Study Center
The University of Chicago*

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I
Introduction

Between June 25 and August 24, 1979, the Community and Family Study Center conducted a Workshop on Population Communication, Education, and Research. Designed especially for high-level professionals working in the fields of population communication, education, administration, and evaluation in developing countries, the workshop was supported financially by the United States Agency for International Development as a part of a grant to the University of Chicago. A total of 53 participants from 21 nations attended the workshop. This program of graduate study was organized and taught for the seventeenth consecutive summer by the staff of the Community and Family Study Center (CFSC).

Following is a tabulation of the countries represented, and the number of participants from each:

<u>Country</u>	<u>Number of participants</u>
Bangladesh.....	2
Dominican Republic.....	1
Egypt.....	5
Ethiopia.....	1
Haiti.....	3
Indonesia.....	6
Jamaica.....	1
Jordan.....	2
Kenya.....	6

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<u>Country</u>	<u>Number of participants</u>
Mexico.....	1
Morocco.....	2
Nigeria.....	1
Philippines.....	7
Sierra Leone.....	4
South Africa.....	1
South Korea.....	2
Sri Lanka.....	1
Swaziland.....	1
Tanzania.....	2
Thailand.....	3
Turkey.....	1
Total.....	53

Appendix A lists the participants by name, the organizations in which they were employed, their position within each organization, and their countries.

Nature of this report. This report summarizes the evaluation that the participants made of the training they received. In the final days of the workshop, they were given a confidential questionnaire to fill out anonymously. The report consists primarily of tabulations of these responses, supplemented by quotes from individual participants to add content to the findings from the questionnaire results.

Instruction. Instruction was entirely in English. The teachers and instructors were primarily professional employees of the Community and Family Study Center, supplemented by experts recruited especially for the workshop. The teaching staff, in alphabetical order, consisted of:

Delia Barcelona--Instructor, Institute of Mass Communication, the University of the Philippines, and doctoral student in Sociology, the University of Chicago. Ms. Barcelona has worked on a number of family planning communication campaigns in the Philippines and is specializing in communication research.

Donald J. Bogue--Professor of Sociology, and Director, the Community and Family Study Center, the University of Chicago.

Robert Higgins--President, Higgins Enterprises, a marketing/training/public relations firm. Mr. Higgins is a frequent technical consultant for CFSC and has extensive experience in communication for social development.

Michael Hoff--Media Director of the Communication Laboratory, the Community and Family Study Center. Mr. Hoff is an expert technician in radio, television, and movie production.

Martin Maloney--Professor of Communication, Northwestern University. Prof. Maloney teaches courses in radio and television drama, speech, and scriptwriting.

George McVicker--Commercial artist and frequent technical consultant for CFSC.

Sylvanus E. Olutu-Leigh--Ministry of Education, Sierra Leone. Mr. Olutu-Leigh holds the Masters Degree in Education from the University of Manitoba. He is a specialist in curriculum development.

Terry Peigh--Account executive of Foote, Cone, and Belding. Mr. Peigh holds the MBA degree from the University of Chicago, and has been a part-time employee of the CFSC for eight years. He specializes in management training and publicity for not-for-profit organizations.

Fred Reed--Associate Professor of Sociology, University of Montana. Dr. Reed has worked extensively in population and social development communication, formerly as a staff member of CFSC and in Ethiopia for UNICEF. His specialty is modernization theory, communication, and social psychology.

Ed Spray--Executive producer for CBS-TV, Chicago, and a frequent consultant for CFSC.

Jay Teachman--Assistant Professor of Sociology, University of Iowa. Dr. Teachman is a graduate of the University of Chicago, and a former assistant director of the CFSC. He is a specialist in demography, human ecology, and research methods.

Amy Ong Tsui--Associate Director of CFSC. Dr. Tsui is a graduate of the University of Chicago, specializing in demography, survey research methods, and family studies.

Ricardo Vernon--Instructor, Universidad Ibero-Americana, Mexico, and doctoral student in Sociology, the University of Chicago. Mr. Vernon has worked extensively in television in Mexico. At Chicago he is specializing in communication theory, demography, and research methods.

Michael J. White--Assistant Director of CFSC and doctoral student in Sociology at the University of Chicago. Mr. White specializes in research methods, statistics, and community study.

Funding. The expenses for salaries, a number of fellowships, and other general costs of sponsoring the workshop were paid by the Community and Family Study Center with funds provided by the U.S. Agency for International Development, under a grant to the University of Chicago entitled "Strengthening Population Communication and Training."

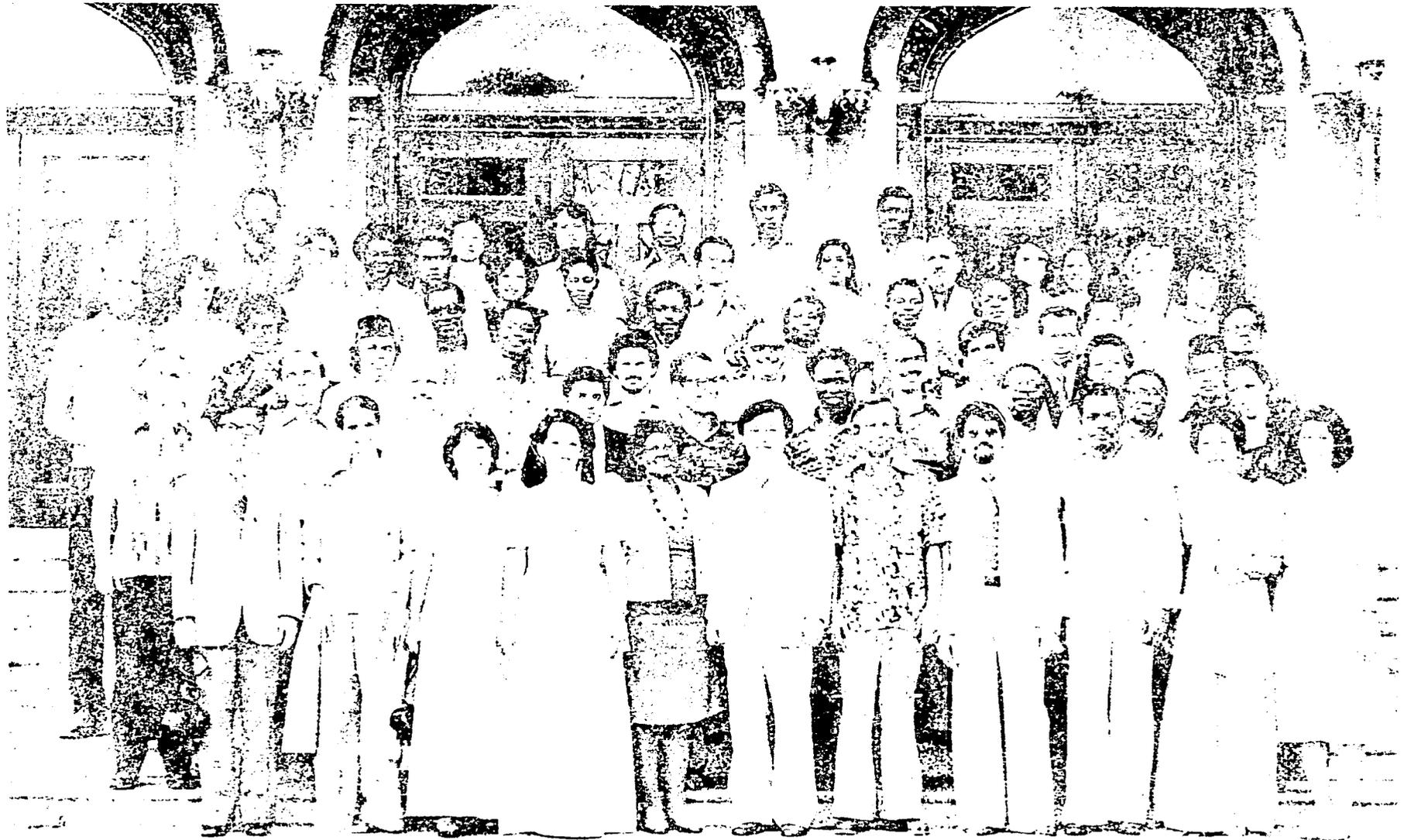
Housing. The participants were lodged in the International House, a student residence at the University of Chicago. It is located only one block from the Community and Family Study Center.

Administration. The logistic and administrative work of the workshop was performed by a team comprised of Dr. Jay Teachman (of the teaching staff), Mrs. Isabel Garcia (Administrative Assistant of the CFSC), and Ms. Carol Ahlgren (CFSC secretary). They were assisted by Dr. Amy Tsui and Mr. Michael White.

Organization of this report. This evaluative report consists of six sections, as follows:

- I. Introduction
- II. General Evaluation
- III. Description and Evaluation of Individual Courses
- IV. Evaluation of Instructors and Guest Lecturers
- V. Evaluation of Special Activities
- VI. Evaluation of Administration and Logistics.

There is also an appendix listing all workshop participants.



Participants in the Workshop on Population Communication, Education, and Research,
Held in Chicago from June 25 to August 24, 1979.

II
General Evaluation

The 1979 workshop was met with enthusiastic approval from the participants. When asked to express their opinion of the workshop as a whole, no participant found it less than adequate, and 88 percent rated it positively.

Table 1. "Taking into account your entire experience this summer, what is your overall rating of the summer workshop?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	12.0
Good.....	39.0
Excellent.....	49.0

Participants' appreciation of the workshop was also evident in their general agreement that future workshops of the same nature should be planned and carried out.

Table 2. "Do you think a workshop of this type is needed next year, or has the need for such workshops been satisfied?"

Rating	Percent
Total.....	100.0
Definitely not needed.....	0.0
Useful, but not important.....	5.0
Desirable to hold another.....	18.0
Absolutely essential to hold another workshop.....	77.0

The 53 participants in the workshop came from a total of 21 different countries. When asked to evaluate the arguments for and against other locations for the workshop, they were in general agreement that the workshop should continue to be held in Chicago.

Table 3. "Some persons believe it is artificial and poor policy to hold a program like the Summer Workshop at an American university. Instead, it should be held in a developing country. The arguments for holding it in Chicago have been (a) availability of local experts for training; (b) availability of an impressive list of guest speakers; (c) international interaction of participants with each other; (d) attendance from any nation is possible; and (e) availability of teaching faculty. Some people argue that all of these assets can be satisfied overseas, and perhaps better. What is your recommendation for future workshops?"

Response	Percent
Total.....	100.0
Should be held at overseas site.....	5.0
Should be held separately for Africa, Asia, and Latin America....	16.0
Should be held in Chicago.....	79.0

Similarly, some participants from past workshops have expressed the opinion that more instructors from developing countries should teach in the workshop. Because of the difficulties in recruiting and evaluating potential instructors from a number of countries, the 1979 workshop was again taught by the staff of the CFSC and by guest experts already known to the Center. Participants were asked to express their opinion regarding the need to seek out experts from developing countries to help teach in the workshop. Apparently, according to the results in Table 4, the participants were satisfied with the level of instruction they had received and felt that maintaining the high quality of workshop instruction was more important than the need to include teachers from overseas countries.

Table 4. "Some people believe that too much of the teaching of the Summer Workshop is done by Americans, and that we should invite overseas professionals to teach the courses, even if it results in some decline in the technical level and degree of integration because of the difficulties of prior coordination. What do you recommend?"

Response	Percent
Total.....	100.0
I recommend that at least some courses should be managed and taught by an overseas instructor next year...	15.0
It makes no difference, if the quality of instruction is good.....	85.0

The Summer Workshop is planned and organized before the arrival of the participants by the staff of the CFSC and the guest instructors. Some participants have expressed dissatisfaction with this arrangement, wishing to be involved in the selection of the topics to be covered. Participants in the workshop were asked their opinion on this question.

Table 5. "Some people believe that the Summer Workshop is too structured beforehand, and that participants are not given enough opportunity to influence the content of the courses they will study. What is your recommendation? Next year, should we offer a previously prepared set of courses or should we chart our general study areas and let the participants decide what topics they wish to study?"

Response	Percent
Total.....	100.0
Continue structured courses, as was done this year.....	83.0
Let the participants decide the content.....	17.0

Evidently, the participants thought that the courses offered satisfied their

needs, and that the organizational benefits of arranging the courses beforehand outweighed the need for participants' in-put in course development. Also, most course instructors were able to include new topics of interest to a large group of students, allowing some flexibility and student influence on the material covered.

The CFSC, with assistance from a number of different organizations, has been holding social development workshops for eighteen years. Over the course of these years, some participants have expressed the opinion that more organizations should be involved directly in the management of the workshop. Participants in Summer Workshop were asked their views on this topic.

Table 6. "Some persons have said that it is not appropriate that a single organization, such as the CFSC, should sponsor, plan, and direct an international workshop. Instead, it should be conducted by one of the international agencies, such as UNESCO, UNICEF, WHO, AID's Office of Population, or International Planned Parenthood Federation of London. What is your recommendation for next year? Next year, the workshop--wherever held--should be sponsored, planned, and administered by:"

Response	Percent
Total.....	100.0
UNESCO.....	0.0
UNICEF.....	0.0
WHO.....	3.0
USAID.....	0.0
IPPF.....	0.0
CFSC.....	92.0
CFSC and at least one other organization.....	5.0

Almost all of the participants expressed a preference for continued CFSC sponsorship of the workshop, with an overwhelming majority voting for the CFSC to sponsor, plan, and direct the workshop alone, as it has in past years. This

rating amounts to a strong vote of confidence in the CFSC as being organizationally capable of carrying out this program.

Finally, the participants were asked to evaluate the length of the Summer Workshop (nine weeks long in 1979), and the possibility of reducing the length of future workshops.

Table 7. "Some people believe that nine weeks is too long for the workshop, and that it should be reduced. What is your recommendation for next year? The workshop should last for:"

Response	Percent
Total.....	100.0
Less than 4 weeks.....	0.0
4 weeks.....	9.0
5 weeks.....	7.0
6 weeks.....	19.0
7 weeks.....	5.0
8 weeks.....	7.0
9 weeks or more.....	53.0

While approximately half of the participants thought that the present length of nine weeks was satisfactory, a sizeable minority (approximately one-third of the participants) expressed the opinion that a workshop of six weeks or less would be preferable. For many participants, it is difficult to arrange to be away from their jobs and other commitments, particularly for extended periods. In planning future workshops, some consideration of the possibility of conducting shorter workshops should be made.

Overall, the participants expressed very strong approval of the Summer Workshop, of the manner in which the CFSC organized and directed it, and of the continued need for such workshops in the future.

III
Description and Evaluation of Individual Courses

Participants in the Summer Workshop were asked to rate and comment on many aspects of each course they attended, giving both an overall rating of the course and an evaluation of the content, teaching, and physical aspects of each course.

* * * * *

Course 311. Content of Population Education.
(Instructors: Donald Bogue, Jay Teachman)

Description

One of the major weaknesses of most population education courses is that their informational content is often scanty and not oriented to the interests and needs of the intended audience. The cause for this problem is the fact that population teachers have inadequate preparation--they do not know the content they are expected to be able to teach. Course 311 was a rigorous attempt to correct this fault. The goal was to impart to the participants as much factual information as possible about three major topics, each of which was treated as a separate section of the course: population education from the viewpoint of the person and his family; population education from the national and international perspective; and physiology of reproduction, human sexuality, and sex education. In addition to the instructors and guest speakers, liberal use was made of movies and audiovisual materials for the course. Some of these films were shown in special evening sessions.

The course was taught as a regular graduate-level course, with assignment of about three hours of reading for each hour of classroom work. Thus, much of

the student's learning depended upon his or her willingness to devote a great deal of time outside the classroom to reading a set of carefully selected reading materials. Since this course was one of the two core courses for Track A participants, special discussion sessions were scheduled, organized, and conducted by the participants themselves. Track A participants also undertook the planning and development of a population education course that was appropriate for application in their own country as a part of their summer's work. Their sample courses were designed for elementary or secondary school students, for out-of-school unmarried youth, or for sexually active adults.

Evaluation

Overall, the students rated this course positively, with more than half of the participants rating it as "good" or "excellent."

Table 8. "Taking all your ratings and your general opinion of the course into consideration, what is your overall evaluation of this course?"

Rating	Percent
Total.....	100.0
Very poor.....	0.0
Poor.....	10.0
Adequate.....	32.0
Good.....	16.0
Excellent.....	42.0

The 19 participants who took this course were nearly unanimous in their opinion that this course should be taught in future workshops. More than 3 out of 4 responded that this course should be kept relatively unchanged.

Table 9. "Should this course be included in future workshops or dropped for other more important courses?"

Rating	Percent
Total.....	100.0
Should be dropped.....	0.0
Should be kept only if drastically changed.....	5.0
Should be kept but changed somewhat.....	16.0
Should be taught with very little change.....	79.0

The participants also voiced their overall approval for the course by indicating that the materials covered were relevant and useful in their work for the coming year.

Table 10. "How useful do you expect the content you learned in this course to be in your work in your own country during the coming year?"

Rating	Percent
Total.....	100.0
No use, very little use.....	0.0
A little use.....	11.0
Moderately useful.....	45.0
Extremely useful.....	44.0

Content

Participants were asked to evaluate the content of the course through several questions regarding the topics selected for the course, the balance of practical and theoretical knowledge presented, and the workload. Their responses to these questions and their comments concerning the course are discussed below.

The students in Course 311 expressed a variety of opinions on the question

of the topics covered in the course. Slightly less than half of the participants indicated that the right amount of material had been presented. However, other participants were divided between those who thought that too much had been presented and those who thought too few topics were covered.

Table 11. "Did this course, in your opinion:"

Rating	Percent
Total.....	100.0
Fail to cover enough material.....	33.0
Try to cover too much material.....	22.0
Cover the right amount.....	45.0

The comments made by the participants clarified their evaluations. Participants were quite interested in the subject matter; many students thought the course tried to deal with too much material for the time allotted. Thus, some would have liked to increase the time devoted to the course while others wanted more in-depth coverage of certain topics. The primary criticism was rushing the course and the pressure of time.

While 2 out of 3 participants indicated that a good balance of theoretical and practical topics had been achieved, 1 in 3 indicated that the course was too theoretical.

Table 12. "What is your opinion of the balance of the theoretical and practical aspects of this course?"

Rating	Percent
Total.....	100.0
Too much theory.....	32.0
Too practical or applied.....	0.0
Good balance.....	68.0

The actual workload for the course seems to have been well balanced. Most participants indicated that "just enough" work had been required, while the others were divided between "too much" and "too little."

Table 13. "Was the amount of work required for this course?"

Rating	Percent
Total.....	100.0
Too much.....	17.0
Just enough.....	72.0
Too little.....	11.0

The materials used in the course were also rated positively, but not enthusiastically, by the participants.

Table 14. "How would you rate the selection of materials you were given to read, or the assignments you were given as individual projects?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	5.0
Adequate.....	28.0
Good.....	39.0
Excellent.....	28.0

Teaching

Course 311 was jointly taught by Dr. Jay Teachman and Dr. Donald Bogue. The teaching for this course was greeted with a high degree of approval. Almost three-fourths of the participants rated the teaching as "good" or "excellent."

Table 15. "How would you rate the teaching that was done for this course?"

Rating	Percent
Total.....	100.0
Very poor.....	0.0
Poor.....	11.0
Adequate.....	17.0
Good.....	33.0
Excellent.....	39.0

Participants were generally satisfied with the organization of the course, but they were less enthusiastic of the level of organization for this course than for some of the others offered during the workshop.

Table 16. "How would you rate the organization of this course? This includes content, the sequence of topics, the linking of one day's work with the next, etc."

Rating	Percent
Total.....	100.0
Very poor.....	0.0
Poor.....	6.0
Adequate.....	44.0
Good.....	33.0
Excellent.....	17.0

Another important aspect of the course rated by the participants was the technical level. While many felt that the course was too theoretical, the large majority of participants rated the technical level as "about right."

Table 17. "How would you rate the technical level of the classroom presentations and assignments in this course?"

Rating	Percent
Total.....	100.0
Too difficult.....	0.0
Too simple.....	17.0
About right.....	83.0

Physical aspects

Participants were also asked to evaluate two physical aspects of the course: class size and the facilities provided for the course.

The class size was viewed by almost all the participants as about right, allowing for discussion and question answering time. Most participants were approving of the facilities provided for the course as well.

Table 18. "How large was the class?"

Rating	Percent
Total.....	100.0
Too small.....	0.0
Too large.....	6.0
Just right.....	94.0

Table 19. "How were the facilities for this course?"

Rating	Percent
Total.....	100.0
Very poor.....	0.0
Poor.....	0.0
Adequate.....	28.0
Good.....	50.0
Very good.....	22.0

In summary, the participants in Course 311 expressed strong general approval for most aspects of this course. Some students had expected a more practical orientation, but still felt that the material they had studied was well presented and would be useful to them in their work.

Student comments

Even though we were supposed to read materials distributed in the course, we tended to rush through the subject. As a result, certain areas were not dealt with. The subject was well taught, and it became the pet subject of the majority of the participants.

It ought to do more analysis of economic developments. Maybe because of time available the subjects were not explored more. More time.

Topics were included in the course that were very significant. However, not all of them were fully discussed.

Lectures should be extended to one-and-a-half hours instead of one hour. The presentations were clear and understandable.

Some written materials stating definitions (CBR, CDR, ASF, GNP, etc.) should be supplied for participants. This will help them to follow the class quickly without spending time to look up the definitions and explanations of the same elsewhere.

Please add population education teaching methods to the curriculum.

Written material is more than needed, and it is better to be more concentrated.

There was not enough time to read all the assignments we received.

The reading assignments were too much.

Make more information about sex education available, and about family life education programs.

Distribution of a lot of booklets and printed materials necessary for the study areas was particularly good.

Basic structure of this course is well designed, but actual implementation of the course is not as good.

* * * * *

Course 314. Mass Media Production for Population and
Social Development Communication/Education.

(Instructors: Robert Higgins, Michael Hoff,
George McVicker, Terry Peigh, Ed Spray)

Description

Course 314 attempted to introduce the students to the basic production processes of each of the major mass media: movies, radio, television, newspapers, magazines, posters, leaflets, and special productions such as slide shows and comic books. This was done in the context of using these media for promoting public knowledge, appreciation, and acceptance of social development projects and (especially) family planning. The objective was not to create an instant expert producer in a few short weeks. Instead, the goal was to give the student sufficient insight and practical experience to be able to work intelligently and critically with persons who are expert producers in the respective media. Most effective development communication programming consists in organizing and integrating the work of free-lance or other part-time experts. By actually performing some of the work, going through the basic production processes, the participants can come to understand the possibilities and limitations of each medium.

The instructors for this course were all high-level producers in their respective fields. Each one is employed full time in the subject that he teaches, and is widely recognized as being at the top of his craft. These instructors have a deep personal interest in the overseas training program of the CFSC and take time off from their regular jobs to teach in the workshops. For this reason, it was necessary to hold some of the classes in the evening, to conform to the pressures of their work schedules. The instruction of these "downtown experts" was supplemented by laboratory work guided by the production supervisor of the CFSC, assisted by a media technician. A set of lectures was

presented at appropriate intervals throughout the course, pertaining to basic communication theories and principles.

The workload for this course was extremely heavy, and students who enrolled in it had to spend long days and almost every Saturday (and occasionally a part of Sunday) studying, writing, and working in the laboratory or in the field to produce movies, radio programs, television programs, and other mass media communications,

Evaluation

This course was an overwhelming success with the participants. It was rated more highly than any other course in the workshop, with 4 out of 5 participants rating it as "good" or "excellent."

Table 20. "Taking all your ratings and your general opinion of the course into consideration, what is your overall evaluation of this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	17.0
Good.....	33.0
Excellent.....	50.0

The participants' appreciation of this course was also evident in their recommendation that the course be taught in future workshops in the same way as it was taught in 1979. Of the 12 participants who took the course, clearly three-fourths thought it should be taught with little or no change in the future, and the rest thought it definitely should be taught but with slight change.

been achieved, although several thought that too much emphasis had been placed on the applied experience.

Table 22. "What is your opinion of the balance of the theoretical and practical aspects of this course?"

Rating	Percent
Total.....	100,0
Too much theory.....	0,0
Too practical or applied.....	33,0
Good balance.....	67,0

Similarly, three-fourths of the participants stated that the course had covered the right number of topics, while the others thought that it had covered too many topics.

Table 23. "Did this course, in your opinion:"

Rating	Percent
Total.....	100,0
Fail to cover enough material.....	0,0
Try to cover too much material.....	25,0
Cover the right amount of material.....	75,0

Participants also rated the materials and assignments given them in this course quite highly. A larger percentage gave them "excellent" ratings than in any other course in the workshop, and no one gave the materials less than an adequate rating.

been achieved, although several thought that too much emphasis had been placed on the applied experience.

Table 22. "What is your opinion of the balance of the theoretical and practical aspects of this course?"

Rating	Percent
Total.....	100,0
Too much theory.....	0,0
Too practical or applied.....	33,0
Good balance.....	67,0

Similarly, three-fourths of the participants stated that the course had covered the right number of topics, while the others thought that it had covered too many topics.

Table 23. "Did this course, in your opinion:"

Rating	Percent
Total.....	100,0
Fail to cover enough material.....	0,0
Try to cover too much material.....	25,0
Cover the right amount of material.....	75,0

Participants also rated the materials and assignments given them in this course quite highly. A larger percentage gave them "excellent" ratings than in any other course in the workshop, and no one gave the materials less than an adequate rating.

Table 24. "How would you rate the selection of materials you were given or the assignments you were given as individual projects in this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	25.0
Good.....	33.0
Excellent.....	42.0

In spite of the large number of topics covered, almost all of the participants indicated that the workload had been satisfactory. In their comments, the participants indicated their interest in the course by recommending that more time be given to it, rather than recommending less work.

Table 25. "Was the amount of reading and independent work required for this course?"

Rating	Percent
Total.....	100.0
Too much.....	8.0
Too little.....	0.0
Just enough.....	92.0

Teaching

In this course, more than in any other, students heard lectures and worked on projects devised by a number of different instructors. Their ratings of the individual instructors can be found later in this evaluation. The combined ratings for the instructors was quite high.

Table 26. "How would you rate the teaching that was done for this course?"

Rating	Percent
Total.....	100.0
Very poor.....	0.0
Poor.....	0.0
Adequate.....	25.0
Good.....	33.0
Excellent.....	42.0

In spite of the diversity of technical situations the participants encountered in this course, there was near-unanimous agreement that the level of technical difficulty of the lectures and assignments had been about right for the participants.

Table 27. "How would you rate the technical level of classroom presentations and assignments in this course?"

Rating	Percent
Total.....	100.0
Too difficult.....	0.0
Too simple.....	9.0
Just right.....	91.0

Participants were also very enthusiastic about the many laboratory and practical sessions for this course. They considered the lab sessions to be extremely useful. In view of the number of sessions and the variety of situations, this finding is an important affirmation of the success of the coordination efforts of the teaching staff.

Table 28. "How useful were the laboratory sessions included as part of this class?"

Rating	Percent
Total.....	100.0
Of almost no use.....	0.0
Of little use.....	0.0
Moderately useful.....	18.0
Extremely useful.....	82.0

Physical aspects

The workshop participants expressed general approval of the physical arrangements for Course 314. The size of the class, which to some extent determined the amount of time available to each individual to work with different types of equipment, was almost universally judged to be about right.

Table 29. "How large was the class?"

Rating	Percent
Total.....	100.0
Too small.....	8.0
Too large.....	0.0
About right.....	92.0

The participants' evaluation of the facilities used for this course was more positive than for any other course in the workshop. They had access to the CFSC media production equipment and the CFSC studios. While not the same as the equipment of a major commercial production studio, the CFSC equipment is arranged for use in a comfortable, modern, and functional studio setting.

Table 30. "How were the facilities for this course?"

Rating	Percent
Total.....	100,0
Extremely poor.....	0,0
Poor.....	0,0
Adequate.....	25,0
Good.....	33,0
Very good.....	42,0

In summary, this course was extremely well received by the participants. They were appreciative of the skill and diversity of the instructors, the usefulness of the theoretical and technical knowledge acquired, and of the opportunity to try their hand at so many different types of production.

Student comments

This course is very important and should at no time be dropped in future workshops, but I doubt its success if the workshop were held at some place apart from the CFSC.

Increase working hours for radio production due to the fact that radio is available to the developing countries, and reduce TV hours so that participants are given orientation to TV production, but not to a great practical extent.

Lectures on newspapers, posters, and leaflets should have a little bit more theory and an in-class evaluation of individual work.

Sometimes it is better to have one or two projects of each type and work on them in depth rather than to make everybody work on something done for the sake of doing it.

This course attempted to teach the individual too much, for example, actual photography, planning, writing, and camera work.

Due to lack of time, everyone did not get an opportunity to perform all the functions, i.e., television and photography.

Although we had many working hours, it still left a lot of work to do, e.g., script writing and criticism had to be done hurriedly to cope with time. Radio sections should have been more and TV fewer sections since most of our countries have more accessibility to radio than to TV.

Course 315. Person-to-Person Communication.
(Instructors: Donald Bogue, Sylvanus Olutu-Leigh)

Description

It is widely agreed that person-to-person communication can be a highly effective way of informing and influencing people to adopt new ways of behaving. It is less frequently admitted that much person-to-person communication is ineffective or even damaging to the program because it is done carelessly, clumsily, or abrasively. Good and effective person-to-person communication involves the correct application of skills which can be learned and perfected by practice. These skills are based upon theories and principles which can be taught. All social development programs which involve the use of person-to-person communication for education and/or persuasion should therefore insist that the communicators undergo specialized training to improve their person-to-person communication skills. This course attempted to present the theories which underlie good person-to-person communication and to provide opportunities to improve communication skills by applying those theories in laboratory situations. It was expected that each participant would, upon his return to work, become a trainer of person-to-person communicators, and would himself or herself be involved in conducting a course such as this. It was therefore a course to "teach the teachers" of interpersonal communication.

The course was divided into nine segments:

1. Theories of adult learning
2. Theories of group dynamics
3. Conducting small group discussions
4. Classroom education: curriculum development
5. Classroom education: techniques of classroom teaching
6. Counselling
7. Public speaking
8. Panel discussions
9. Public meetings.

Evaluation

Students in the course were generally quite positive in their evaluation of it. Three in four of the students rated it as "good" or "excellent."

Table 31. "Taking all your ratings and your general opinion of the course into consideration, what is your overall evaluation of this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	4.0
Adequate.....	20.0
Good.....	48.0
Excellent.....	28.0

Students' appreciation of the course was also demonstrated by their recommendations to keep the course in future workshops. While one in three felt that at least some changes should be made, two in three felt that it should be offered again essentially unchanged.

Table 32. "Should this course be included in future workshops or dropped for other more important courses?"

Rating	Percent
Total.....	100.0
Should be dropped.....	0.0
Should be kept only if changed drastically.....	4.0
Should be kept but changed somewhat.....	26.0
Should be taught with very little change.....	70.0

Participants also felt that the knowledge gained in the course would be of use to them during the coming year. Almost all of them thought that it would be at least moderately useful in their work.

Table 33. "How useful do you expect the content you learned in this course to be in your work in your own country during the coming year?"

Rating	Percent
Total.....	100.0
No use or very little use.....	0.0
A little use.....	8.0
Moderately useful.....	38.0
Extremely useful.....	54.0

Content

The evaluation by participants in the course indicates that the content of Course 315 was well selected for the audience. While most participants were satisfied with the course content, there were some less satisfied. In most cases, their views were either split between opposing complaints, or the number of participants dissatisfied was small.

When asked their opinion of the balance between the various theories of communication presented and the practical applications of those theories in classroom lectures and exercises, most felt that a good balance had been achieved.

About two thirds of the students considered the number of topics covered in the course to be appropriate; the others were evenly divided between the opinion that too few and too many were covered.

Table 34. "What is your opinion of the balance between theoretical and practical aspects of this course?"

Rating	Percent
Total.....	100.0
Too much theory.....	0.0
Too practical or applied.....	17.0
Good balance.....	83.0

Table 35. "Did this course, in your opinion:"

Rating	Percent
Total.....	100.0
Fail to cover enough material.....	18.0
Try to cover too much material.....	17.0
Cover the right amount of material...	65.0

Some clarification of these ratings can be found in the student comments. As in other courses, the shortage of class time and the wide variety of interesting and important topics resulted in some topics being skipped or skimmed. Thus, some participants argued that too many topics were proposed in the outline and not given sufficient time (too many) while others felt more should have been covered by allotting more time (too few).

Participants were also well satisfied with the selection of reading materials used to supplement the lectures. If anything, they desired more reading selections in some areas.

Students generally accepted the amount of independent work required for the course: four out of five thought it was about right. A small group thought that too much had been required.

Table 36. "How would you rate the selection of materials given to you to read, or the assignments you were given as individual projects?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	29.0
Good.....	38.0
Excellent.....	33.0

Table 37. "Was the amount of reading and independent work for this course:"

Rating	Percent
Total.....	100.0
Too much.....	17.0
Too little.....	4.0
Just enough.....	79.0

Time pressure seems to have been a significant factor in their consideration of the workload. Those participants who felt the workload was too great were probably those who felt this pressure the most.

Instruction

Participants in this course were generally enthusiastic about the manner in which it was conducted. They praised the teaching and felt the course was well planned and conducted.

Table 38. "How would you rate the teaching for this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	4.0
Adequate.....	21.0
Good.....	38.0
Excellent.....	37.0

Thus, three out of four participants rated the teaching positively ("Good" or "Excellent") and only one student rated it as less than adequate.

Students also gave strongly positive ratings to the organization or the course, an area in which they were less enthusiastic than participants in most of the other courses.

Table 39. "How would you rate the organization of this course? This includes the content, the sequence of topics, the linking of one day's work with the next."

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	4.0
Adequate.....	21.0
Good.....	50.0
Excellent.....	25.0

Participants generally felt that the technical level of the course was about right. However, almost one student in five thought it was too simple. The student comments indicate that some participants had previous experience in the field and were therefore looking for something more difficult when they registered for the course.

Table 40. "How would you rate the technical level of the classroom presentations and assignments in this course?"

Rating	Percent
Total.....	100.0
Too difficult.....	0.0
Too simple.....	17.0
About right.....	83.0

This course included a number of practical exercises, with role playing, public speaking, and group discussion techniques emphasized. Participants were very enthusiastic about this aspect of the course.

Table 41. "How useful were the laboratory sessions for this course?"

Rating	Percent
Total.....	100.0
No use or very little use.....	0.0
A little use.....	0.0
Moderately useful.....	18.0
Extremely useful.....	82.0

Physical aspects

Students were also asked to evaluate the facilities available for the class, and the effect of class size on the discussion and labs. Unlike some other courses, Course 315 did not require the use of special equipment to any large extent. The ratings for the facilities provided therefore reflect participants' opinion of the adequate but not luxurious setting in the CFSC.

Table 42. "How were the facilities for this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	29.0
Good.....	46.0
Excellent.....	25.0

All the participants were well satisfied with the class size. The fact that Class 315 was among the largest of all the classes in the Workshop did not detract from opportunities for discussion or question-and-answer sessions.

Table 43. "How large was the class?"

Rating	Percent
Total.....	100.0
Too small.....	0.0
Too large.....	0.0
Just right.....	100.0

In sum, participants in Class 315 rated the course highly, both absolutely and compared to many other courses in the Workshop. They were pleased with the content of the course, the teaching methods and quality, and the usefulness of the course in their future work.

Student comments

This course should be taught for all participants because of its help and usefulness in communication.

I learned a lot of new techniques, which I hope will be of help in my work.

This is an excellent course which gave participants a great deal of practice with the methods they'll use in their own programs.

The curriculum section seems very practical for both in school and out of school programs.

Too much exercise classes.

Laboratory work was too much and we felt that the lecturers were trying to engage us in any work while they relaxed.

A little bit more of theoretical background or sample of exercises which proved to be effective.

However, the course was too much applied and very little theory. The practical aspect of sharing knowledge, working in teams, forcing the individual to contribute is a good idea, when supported with theory.

The course outline is very comprehensive, although some topics were not exhaustively tackled, enough readings were given to supplement classroom sessions.

The areas dealing with curriculum and instruction were not given adequate time.

More emphasis on counseling, teaching.

The wide area that the course attempted to cover was too much for its short time.

Lots of information was given in this course.

Give more varied exercises, not all discussions and group reports for the lab sessions.

If there are participants who have done some aspects of the course, especially in theories, they should be placed in different groups during the lab time.

* * * * *

Course 316. Communication Theory and Research
(Instructors: Ricardo Vernon, Donald Bogue, guest speakers)

Description

Course 316 introduced participants to various theories of communication and to the use of theoretically-based research techniques in the design and testing of communication projects. While focus was theoretical, the practical

use of the theories and techniques presented was demonstrated through the use of examples and through student exercises.

Some people believe that communication is an art but not a science. This is not the case. Successful communications campaigns usually are successful because the communicator who produced them knows a great deal about theories of communication and is a hard-headed researcher firmly committed to "knowing his audience," pretesting, monitoring, evaluating, and scientific experimenting. The objective of this course was to provide a solid foundation of theory and an introduction to research skills that would prepare the communicator to work more effectively. Instead of just following "cookbook rules" the student should be prepared to solve problems through the use of reasoning and analysis as well as through artistic intuition. This course prepared the student to avoid failure through use of pretesting and monitoring. It also prepared him or her to work with evaluators to find out what is good and what is bad about a campaign after it is finished.

Course 316 was taught as a regular graduate level course. It required a great deal of reading, and the mastery of some basic statistical and research skills. Both the theory and the research materials were carefully selected for their practical applicability in developing countries.

The course was divided into two major segments, theory and communication research. Subtopics included:

1. Communication Theory
2. Social Psychological Aspects of Modernization
3. Audience Research
4. Pretesting
5. Monitoring
6. Long-Term Evaluation
7. Communication Experiments.

This course presupposed very little previous knowledge of research procedures or of statistical methods. All of the statistical procedures used were extremely simple and easily mastered.

Evaluation

All participants in this course were generally satisfied, none expressing any dissatisfaction. Most had a positive reaction to the course.

Table 44. "Taking all your ratings and your general opinion of this into consideration, what is your overall evaluation of this course?"

Rating	Percent
Total.....	100.0
Very poor.....	0.0
Poor.....	0.0
Adequate.....	41.0
Good.....	41.0
Excellent.....	18.0

The students were less enthusiastic about this course than students were in other Workshop courses, rating it "adequate" much of the time and "excellent" less often than in other courses. When asked if the course should be taught in future workshops, almost everyone felt that the course should be included. However, half of the participants thought that at least some changes should be made when the course is taught again. This is a larger proportion suggesting change than for any other course in the Workshop.

Participants in this course expected that it would be useful to them during the coming year, but less often than the students in other courses. Most students felt it would be moderately useful; about one in three thought it would prove to be "extremely useful."

Table 45. "Should this course be included in future workshops, or dropped for other, more important courses?"

Rating	Percent
Total.....	100.0
Should be dropped.....	0.0
Should be kept only if changed drastically.....	5.0
Should be kept but changed somewhat..	45.0
Should be taught with very little change.....	50.0

Table 46. "How useful do you expect the content you learned in this course to be in your work in your own country during the coming year?"

Rating	Percent
Total.....	100.0
No use or very little use.....	0.0
A little use.....	5.0
Moderately useful.....	59.0
Extremely useful.....	36.0

Content

Course 316 was designed primarily to present a theoretical framework of communication in which practical research techniques could be taught. As such, it was more of a theoretical course than many of the others in the workshop. On the whole, students indicated that the difficult balance between theory and application had been achieved in the course. Three participants in four rated the balance as good; the others were divided between desiring more theory and desiring more practical applications.

Table 47. "What is your opinion on the balance of the theoretical and practical aspects of this course?"

Rating	Percent
Total.....	100.0
Too much theory.....	18.0
Too practical.....	9.0
Good balance.....	73.0

Some students indicated that, while the balance was good between these two aspects, they were not sufficiently linked to be taught in the same course.

Students were divided on the question of the amount of material covered. Slightly more than one in two participants thought that the right amount of material had been covered, about three in ten thought too much was covered, and two in ten that too little was covered. This probably reflects differing expectations of the course on the part of the participants.

Table 48. "Did this course, in your opinion:"

Rating	Percent
Total.....	100.0
Fail to cover enough material.....	18.0
Try to cover too much material.....	27.0
Cover the right amount of material...	55.0

Participants were satisfied, but unenthusiastic, about the reading materials and class assignments. While no one considered the materials inadequate, less than half of the participants rated them "good" or "excellent," a lower proportion of positive ratings than for any other course in the workshop.

Table 49. "How would you rate the selection of materials you were given to read or the assignments you were given as individual projects?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	54.0
Good.....	23.0
Excellent.....	23.0

The lack of enthusiasm for the materials may be due, in part, to a desire for more reading material to be made available. While two in three participants felt the amount of reading and work required was "enough," almost one in four thought it was too little. This is twice as often as for any other course in the workshop.

Table 50. "Was the amount of reading and independent work required for the course?"

Rating	Percent
Total.....	100.0
Too much.....	9.0
Too little.....	23.0
Just enough.....	68.0

Instruction

Participants in this course were again satisfied but not overwhelmingly positive about the teaching for this course. Two students in five rated the teaching as only "adequate" while only one in seven rated it as "excellent," fewer than for any other course.

Table 51. "How would you rate the teaching that was done for this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	43.0
Good.....	43.0
Excellent.....	14.0

Students were also satisfied but not tremendously positive about the organization of the course, relative to the other courses in the workshop.

Table 52. "How would you rate the organization of the course? This includes the content, the sequence of topics, the linking of one day's work with the next?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	54.0
Good.....	23.0
Excellent.....	23.0

While most participants rated the technical level of the course as "about right," a sizable minority (one participant in four) rated it as too simple. This perhaps reflects the same differing expectations of the course seen in the ratings of the workload.

Most participants were satisfied with the class size, although a substantial minority felt the class was too large.

Table 53. "How would you rate the technical level of the classroom presentations and assignments in this course?"

Rating	Percent
Total.....	100.0
Too difficult.....	5.0
Too simple.....	25.0
About right.....	70.0

Table 54. "How large was the class?"

Rating	Percent
Total.....	100.0
Too small.....	0.0
Too large.....	18.0
Just right.....	82.0

In sum, participants found Course 316 to have been at least adequate in all respects, and many participants expressed more positive views. While it is evident that Course 316 was successful in meeting participants' expectations, some changes in course organization, content, and instruction would probably result in more enthusiastic ratings similar to those for other courses in the workshop.

Student comments

It's better if communication theory and research are separate courses because it seems quite different between theory and pretesting

Communication theory should be taught in 315, we would have emphasis on Audience Research, Pretesting, and Monitoring in 316.

Too simple, needs higher level of sophistication. Just right for the middle level people, or those who carry out practical program.

Course 317. Design and Statistical
Analysis in Survey Research
(Instructor: Michael White)

Description

Course 317 was designed to equip the practical researcher with all the tools needed to carry out a social science survey and analyze the results statistically.

The course required the student to attend class meetings, participate in the construction of a survey, and use the computer to analyze survey data. The first part of the course discussed how to construct good social science research questions, and how to test them with data. The second part of the course dealt with the methods of constructing a survey instrument, with special attention to possible sources of error and bias in the questionnaire. The third section of the course was a detailed practical discussion of the methodological tools necessary to analyze data properly. One-, two-, and three-way frequency tabulation, as well as correlation and regression, were discussed. In the final week of the course, results of the workshop survey and statistical analysis were assessed.

Evaluation

Course 317 was probably the most technical course offered in the 1979 Workshop. One of the two core courses in Track C (Techniques of Research, Family Planning Evaluation, and Program Administration), the course was composed entirely of students in that Track. The small class size encouraged individualized assistance in the various assignments. This, along with the high level of instruction and organization, served to make Course 317 one of the most highly rated courses in almost every respect.

Table 55. "Taking all your ratings and your general opinion into consideration, what is your overall evaluation of this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	11.0
Good.....	56.0
Excellent.....	33.0

The positive evaluation of the course was also reflected in the responses to the question of continuing the course in future workshops. All felt it should be taught again, and almost all thought that very little should be changed in the content or format.

Table 56. "Should this course be taught in future workshops or dropped for other more important courses?"

Rating	Percent
Total.....	100.0
Should be dropped.....	0.0
Should be kept only if drastically changed.....	0.0
Should be kept but changed somewhat..	11.0
Should be taught again with very little change.....	89.0

Participants in this course also anticipated making ample use of the content of the course in their work, more so than any other course in the workshop.

Table 57. "How useful do you expect the content you learned in this course to be in your work in your own country during the coming year?"

Rating	Percent
Total.....	100.0
No use or little use.....	0.0
A little use.....	0.0
Moderately useful.....	33.0
Extremely useful.....	67.0

Content

Participants in Course 317 selected a higher proportion of positive ("good" or "excellent") ratings for the subject matter covered in the course than did participants in any other course, in all aspects of the content. The course covered both abstract statistical concepts and their practical application through various assignments and computer exercises. All participants in the course rated the balance of these two components as good.

Table 58. "What is your opinion of the balance of the theoretical and practical aspects of this course?"

Rating	Percent
Total.....	100.0
Too much theory.....	0.0
Too practical or applied.....	0.0
Good balance between theory and application.....	100.0

Participants were similarly pleased with the number of topics covered. Two in three felt that the quantity of material discussed was appropriate

to the level of the class. The other third of the class was divided between the opinion that too much and too little had been taught. This course, perhaps more than the others in the workshop, depended in part on the background of the participants. For those with more exposure to mathematical concepts and techniques, it could seem too simple or slow paced, while for others with less exposure to research methods, it could prove difficult. The participants' ratings indicate that the course was challenging to most of the students and too sophisticated for only a few.

Table 59. "Did this course, in your opinion:"

Rating	Percent
Total.....	100.0
Fail to cover enough material.....	11.0
Try to cover too much material.....	22.0
Cover the right amount of material...	67.0

The materials used in the course were universally judged to be better than adequate; at least one participant in four in each other course rated the course materials as "adequate." The care in preparation of the text and assignments was appreciated by the students.

The participants also universally approved the amount of reading and individual assignments that were given to them, in spite of a relatively heavy workload of computer exercises during some phases of the course.

Table 60. "How would you rate the selection of materials you were given to read or the assignments you were given as individual projects?"

Rating	Percent
Total.....	100.0
Very poor.....	0.0
Poor.....	0.0
Adequate.....	0.0
Good.....	78.0
Excellent.....	22.0

Table 61. "Was the amount of reading and independent work required for this course:"

Rating	Percent
Total.....	100.0
Too much.....	0.0
Too little.....	0.0
Just enough.....	100.0

Instruction

Participants were also positive in their ratings and comments concerning the instruction given in this course.

Participants judged the course to have been well-organized, rating it more highly on this aspect than participants in any other course.

Most of the participants rated the technical level of the course as just about right; one participant found it too simple. Given the diversity of participants' backgrounds, this represents a satisfying achievement.

Table 62. "How would you rate the teaching that was done for this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	11.0
Good.....	56.0
Excellent.....	33.0

Table 63. "How would you rate the organization of this course? This includes the content, the sequence of topics, the linking of one day's work with the next."

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	22.0
Good.....	45.0
Excellent.....	33.0

Table 64. "How would you rate the technical level of the classroom presentations and assignments in this course?"

Rating	Percent
Total.....	100.0
Too difficult.....	0.0
Too simple.....	11.0
About right.....	89.0

Participants also rated the laboratory sessions as useful, although somewhat less than for some of the other courses. Practical aspects of using the University's Computation Center, with its cramped user facilities, compounded the difficulty of the assignments and caused some frustration. This may have contributed to the less enthusiastic ratings for the lab sessions.

In sum, Course 317 was well received by the students. They clearly expressed their appreciation of the quality of the instruction, of the selection and presentation of the topics, and of the usefulness of the course material to their work. It can be considered a success.

Student comments

This course should be taught before teaching Course 318. After this course has been taught for 3 weeks, then Course 318 should commence.

The instructor is excellent, very smart to make the topics clearly understood with a very polite way, and make the things that seem difficult to some people easier for all.

The lectures were logically arranged and geared towards practical or applied statistics. They also polished our little knowledge of statistics.

Apart from individual work, encourage students working in a small group (2 or 3). Provide more learning experience for those who need more than the available materials.

* * * * *

Course 318. Evaluating Family Planning Impact Through Population Survey Data (Instructor: Amy Tsui)

Description

In view of recent trends in fertility in the developing world, the evaluation of the performance of national family planning programs has become a

major demographic enterprise. Attention is now focused on the monitoring as well as goal-attainment purposes of evaluation research. This course was oriented around learning various techniques for evaluating family planning program efficiency and effectiveness through the use of survey data as well as program statistics.

The following areas of technical program evaluation were covered:

1. Evaluation theory and research design
2. Estimation of fertility measures from survey data
3. Measurement of levels and patterns of contraceptive use
4. Contraceptive use-effectiveness and calculation of continuation rates
5. Impact evaluation through macro- and micro-level research studies
6. Application of evaluation results for projection of family planning program targets, population projections, and functional projections.

Evaluation

Course 318 was one of the core courses in Track C (Techniques of Research, Family Planning Evaluation, and Program Administration). Unlike Class 317, however, the course included a number of students from other Tracks. Track C was intended to provide a firm statistical and research basis for program evaluation and administration. Some students from other Tracks were perhaps less well prepared for the technical nature of this course, and had different expectations of the course than those participants selecting Track C. Throughout the evaluation of Course 318 one can find evidence of strong "majority" and "minority" opinions.

In general, participants were quite positive in their overall evaluation of the course. Three out of every four participants rated it as "good" or "excellent" while none found it less than adequate.

Table 65. "Taking all your ratings into consideration, what is your overall evaluation of this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	24.0
Good.....	21.0
Excellent.....	55.0

Participants in the course were not in agreement about the place of this course in future workshops. While a majority indicated that it should be taught again with almost no change, a minority thought that it should be changed.

Table 66. "Should this course be included in future workshops or dropped for other more important courses?"

Rating	Percent
Total.....	100.0
Should be dropped.....	0.0
Should be kept only if drastically changed.....	6.0
Should be kept but changed somewhat..	17.0
Should be taught with very little change.....	77.0

Participants were also less certain that they would be able to make use of the material learned in this course than were participants in other courses.

Table 67. "How useful do you expect the content you learned in this course to be in your work in your own country during the coming year?"

Rating	Percent
Total.....	100.0
No use or very little use.....	6.0
A little use.....	17.0
Moderately useful.....	33.0
Extremely useful.....	44.0

Because some participants in this course were direct social service workers, they may have been doubtful of the place in their work of large scale evaluation techniques, while participants working primarily in planning and administering programs could see direct application of their knowledge in their future work.

Content

Course 318 provided a formal and scientific approach to the evaluation of family planning programs. As such, theories of evaluation and survey techniques had to be balanced with information and exercises in the practical aspects of data analysis and the application of the results. This balance was achieved, for almost all participants evaluated it as "good."

Participants differed sharply in their opinions of the amount of material covered. About one in two thought that the course had included the right amount of material. However, a large minority (about one in three) thought that the course had tried to cover too much. A smaller group indicated that too little had been attempted. Student comments seem to indicate a desire that more time be allotted to the course to allow topics to be considered more fully.

Table 68. "What is your opinion of the balance of the theoretical and practical aspects of this course?"

Ratings	Percent
Total.....	100.0
Too much theory.....	12.0
Too practical.....	0.0
Good balance between theory and application.....	88.0

Table 69. "Did this course, in your opinion:"

Ratings	Percent
Total.....	100.0
Fail to cover enough material.....	12.0
Try to cover too much material.....	35.0
Cover the right amount of material...	53.0

The readings used in the course, and the independent assignments were well received, about one student in four rating them adequate and the rest more positively.

Table 70. "How would you rate the selection of materials you were given to read and the assignments you were given as individual projects?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	28.0
Good.....	39.0
Excellent.....	33.0

The primary dissatisfaction with this course was in the amount and difficulty of the work required. While one student in two rated the work-load as about right, almost as many indicated that too much reading and independent work had been required. This reflects both the differing expectations of students and the diversity of the background they brought to the course.

Table 71. "Was the amount of reading and independent work required for this course?"

Rating	Percent
Total.....	100.0
Too much.....	44.0
Too little.....	6.0
Just enough.....	50.0

Instruction

Participants were sharply divided in their opinion of the teaching for this course. While a larger proportion of students rated instruction as "excellent" in this course than in any other course, almost as many rated it less highly as "adequate." The number and technicality of the topics covered resulted in a fast-paced class with little time for repetition of material. Some students found this pace beyond their technical or language skills.

Students were well satisfied with the organization of the course, and were more positive of this aspect of the course in their ratings.

Table 72. "How would you rate the teaching for this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	39.0
Good.....	17.0
Excellent.....	44.0

Table 73. "How would you rate the organization of this course? This includes the content, the sequence of topics, the linking of one day with the next?"

Rating	Percent
Total.	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	44.0
Good.....	28.0
Excellent.....	28.0

Participants were divided in their evaluation of the technical level of the course. While most participants thought that the technical level was about right, a third indicated that the course was too difficult, and one person that it was too simple. It is probable that the same diversity of student backgrounds and expectations which were seen in the evaluations of the workload and number of topics covered contributed to this finding as well.

The lab sessions were seen as at least moderately useful by almost all the participants. Ratings were not enthusiastic, however. This is probably due in part to the problems with the computation center, discussed above, and to the fact that this technology was seemingly not available in some countries.

Table 74. "How would you rate the technical difficulty of the classroom presentations and assignments in this course?"

Rating	Percent
Total.....	100.0
Too difficult.....	33.0
Too simple.....	6.0
About right.....	61.0

Table 75. "How useful were the laboratory sessions?"

Rating	Percent
Total.....	100.0
No use or very little use.....	7.0
A little use.....	7.0
Moderately useful.....	40.0
Extremely useful.....	46.0

The ratings given to Course 318, taken as a whole, constitute a positive evaluation of most aspects of the course. A minority of students, perhaps not anticipating or prepared for the technical nature of the course, were less enthusiastic in their ratings than the others. All, however, found that it met their needs.

Student comments

Much was accomplished in a short time. The presentations gave us the most important aspects of Family Planning Program Evaluation and Research.

Too much to be taught in a short time.

Teacher was good, but the course was too difficult.

This course needs the time of lectures. I think 15 more hours than this year (total of 42 hours).

This should be taught in a larger period of time. The lectures need to be slow, and the teacher needs to make sure everybody understands one subject before moving to the next.

Teacher's way of giving confidence and encouragement to participants was good.

The program was already fixed. To begin with this program, the country must possess a particular hardware (software) so it is useless for those who do not use computers in their country.

The laboratory sessions (computer) were not good!

* * * * *

Course 319. Administration of Social Development
Programs and Communication Campaigns

(Instructors: Terry Peigh, Donald Bogue, Bill Reed, Robert Higgins)

Description

Many of the problems of limited success and low productivity that often arise in social development programs can be traced to inadequate planning, poor organization, and out-of-date administrative practices. This applies both to the entire social development program and to the communication portion of it. The purpose of this course was to discuss problems of organization and administration and suggest solutions made by modern management and administrative practices.

Because administrative skills are needed equally by top-level administrators and by intermediate professionals who head up IEC, training, research, or other departments, this course was planned in such a way that it could be profitably taken by persons enrolled in any Track--A,B,C. It was a core course for persons in Track A.

The course was structured in five parts:

1. A basic course in general administration theory
2. A short unit on personnel planning, recruiting, and evaluation

3. A discussion of organizing and administering IEC units
4. A discussion of organizing and administering entire family planning systems and clinics
5. A systematic discussion of how to plan, conduct, and administer a multimedia communication campaign.

Evaluation

Course 319, one of the core courses in Track A (along with Course 311), was one of the largest courses in the workshop, with 29 participants registering for the course. Participants were generally positive in their evaluation of the course, with 2 out of 3 participants rating it "good" or "excellent."

Table 76. "Taking all your ratings and your general opinion into consideration, what is your overall evaluation of this course?"

Rating	Total
Total.....	100.0
Extremely poor.....	0.0
Poor.....	7.0
Adequate.....	25.0
Good.....	29.0
Excellent.....	39.0

About the same proportion of participants indicated that Course 319 should be taught in future workshops with little change. Almost all the participants agreed that the course should be taught again without radical change.

Participants were divided in their estimates of the usefulness of the course to them in their work. A large number of participants expected the

knowledge to be extremely useful; at the same time, one in five of the students indicated that they expected to make little use of the material covered.

Table 77. "Should this course be included in future workshops or dropped for other more important courses?"

Rating	Percent
Total.....	100.0
Should be dropped.....	0.0
Should be kept only if drastically changed.....	8.0
Should be kept but changed somewhat..	24.0
Should be taught with very little change	68.0

Table 78. "How useful do you expect the content you learned in this course to be in your work in your own country during the coming year?"

Rating	Percent
Total.....	100.0
No use or very little use.....	0.0
A little use.....	19.0
Moderately useful.....	19.0
Extremely useful.....	62.0

Content

Course 319 was intended to provide models for the administration and supervision of family planning and social development projects. A large proportion of the students seem to have expected a heavy practical emphasis for the course; they were dissatisfied with the theoretical aspects of the course.

Similarly, about one in two participants indicated that the course had covered about the right amount of material, while one in three thought too much had been attempted.

Table 79. "What is your opinion of the balance of the theoretical and practical aspects of this course?"

Rating	Percent
Total.....	100.0
Too theoretical.....	48.0
Too practical, applied.....	0.0
Good balance.....	52.0

Table 80. "Did this course, in your opinion:

Rating	Percent
Total.....	100.0
Fail to cover enough material.....	16.0
Try to cover too much material.....	32.0
Cover the right amount of material...	52.0

Participants were very appreciative of the materials and individual assignments in this course, with two out of every five rating them as "excellent."

Table 81. "How would you rate the selection of materials and individual assignments you were given in this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	27.0
Good.....	35.0
Excellent.....	38.0

Participants generally thought the amount of reading and work required was

about right, although a minority thought there had been too much. Some people were dissatisfied with the evening hours.

Table 82. "Was the reading and independent work required for this course:

Rating	Percent
Total.....	100.0
Too much.....	23.0
Too little.....	12.0
Just enough.....	65.0

Instruction

When asked to rate the teaching of Course 319, which was taught by a team of three instructors assisted by guest speakers, there was no general consensus of opinion expressed by participants. A large proportion rated the teaching as excellent, more than for many of the other courses. At the same time, one student in three rated the teaching as merely "adequate," or worse.

Table 83. "How would you rate the teaching that was done for this course?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	8.0
Adequate.....	27.0
Good.....	23.0
Excellent.....	42.0

One aspect of dissatisfaction with the teaching seems to have been the lack of continuity in the team teaching. When asked to rate the organization of the course, half the participants responded with positive ratings of "good" or "excellent" while the others were less satisfied.

Table 84. "How would you rate the organization of this course? This includes the content, the sequence of topics, the linking of one day's work with the next."

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	15.0
Adequate.....	35.0
Good.....	12.0
Excellent.....	38.0

The participants almost unanimously agreed that the technical level of the course was appropriate for the topics covered.

Table 85. "How would you rate the technical level of the classroom presentations and assignments you were asked to complete in this course?"

Rating	Percent
Total.....	100.0
Too difficult.....	0.0
Too simple.....	12.0
About right.....	88.0

Participants were also agreed that the laboratory and practical sessions were useful to them; many of them would have welcomed more such sessions.

Table 86. "How useful were the laboratory sessions?"

Rating	Percent
Total.....	100.0
No use or very little use.....	0.0
Little use.....	8.0
Moderately useful.....	31.0
Extremely useful.....	61.0

Student comments

Needs more balance between theory and practical application.

The practical aspect of this course has been neglected. Even if the course by itself is theoretical participants could be asked to do some assignments about the organization and administration.

More theory than practical. Need to have more discussion and role playing. Practical during some visits outside CFSC for some organization here in the USA.

When you compare the models presented with the reality in our countries, we just feel powerless.

The time for lectures is not enough.

Different lecturers mastered their topics well.

The lecturer should have ideas and knowledge about the overseas countries so that they can answer the questions or give some advice when they are needed. I don't feel good when the lecturer says "I don't know but in Chicago or in the USA we...."

The jumps from one session to another were rather rough.

Needs reorganization and rearrangement. The outline was superior but the actual content was different.

The best teaching and communication techniques were used. The subject was very well summarized and written on the board for each session, an excellent chance was given to participants to participate in the session.

There was no coordination in the course, maybe because there were many lecturers and everybody changes the theme every class; what we learn in one class is different from the next one, and focused too much to IEC.

Maybe more lab sessions would help.

III
Evaluation of Instructors and Guest Lecturers

A. Teaching staff

Participants were asked to rate the various instructors who taught regularly in the Summer Workshop. Most instructors taught courses for which they had primary responsibility as well as being guest lecturers in other courses; these ratings reflect their teaching in both situations.

Table 87. "The people listed below were instructors this summer. What is your overall rating of the quality of instruction you received from each?"

Name	Total	Rating					Number
		Very poor	Poor	Adeq.	Good	Very good	
Barcelona....	100.0	4.0	0.0	52.0	28.0	16.0	25
Bogue.....	100.0	0.0	0.0	7.0	32.0	61.0	41
Higgins.....	100.0	0.0	0.0	6.0	29.0	65.0	31
Hoff.....	100.0	0.0	0.0	10.0	37.0	53.0	19
Maloney.....	100.0	4.0	4.0	37.0	26.0	29.0	27
McVicker.....	100.0	0.0	8.0	50.0	25.0	17.0	12
Olutu-Leigh..	100.0	0.0	4.0	31.0	38.0	27.0	26
Peigh.....	100.0	0.0	0.0	22.0	47.0	31.0	32
Reed.....	100.0	3.0	11.0	16.0	30.0	40.0	37
Spray.....	100.0	0.0	0.0	11.0	44.0	45.0	9
Teachman.....	100.0	0.0	4.0	31.0	26.0	39.0	23
Tsui.....	100.0	0.0	0.0	35.0	22.0	43.0	23
Vernon.....	100.0	0.0	6.0	59.0	29.0	6.0	17
White.....	100.0	0.0	0.0	8.0	50.0	42.0	26

The ratings indicate universal approval of all the instructors. No instructor was considered less than adequate by a significant proportion of

students; most were deemed good or very good by at least two out of three participants who rated them.

B. Guest speakers

In addition to the large number of instructors, many experts in various fields were invited to address the workshop on topics of general interest to many participants. Each week, two or three lectures were scheduled. More than half of the participants were present at most of these special lectures. Speakers and topics for the 1979 Summer Workshop were:

<u>Speaker</u>	<u>Topic</u>
Hirofumi Ando.....	UNFPA Projects in Developing Nations
Charles Ausherman.....	Integrating Health and Family Planning at the Village Level
Jane Bertrand.....	Audience Research in Family Planning
Cecil Blake.....	Practical Recommendations for Communi- cating with Rural Villagers on Health and Sanitation Matters, with Special Reference to Africa
Royal Colle.....	Developing a Community Support Program for Social Development
Sattareh Farman-Famaian.....	Iran's National Family Planning Program Before the Revolution
Larry Gulian.....	Adolescent Fertility in Developing Countries
Darryl Hale.....	Youth Groups in Chicago Slum Areas
Stephen Joseph.....	Plans for AID Population Activities
Barry Karlin.....	International Health Programs
Helen Kolbe.....	Population Information Systems at Johns Hopkins University
James Phillips.....	Contraceptive Attrition: Methodological Problems and Issues
David Piet.....	Designing a National Media Campaign for Egypt
Judith Ann Senderwitz.....	Adolescent Fertility: Integrated Commu- nity Programs
Kamakshi Sundaram.....	Recent Progress and Problems of the Family Planning Program in India
Christopher Tietze.....	Abortion: Trends and Patterns Worldwide

At the end of the workshop, participants were asked to evaluate each of the guest speakers they had heard. The results of their ratings were as follows.

Table 88. "Following is a list of guest speakers who addressed the entire workshop. For each speaker, rate the usefulness to you of the topic and the quality of the presentation."

Name	Total	Rating					Number
		Very poor	Poor	Adeq.	Good	Very Good	
Ando.....	100.0	0.0	0.0	39.0	43.0	18.0	28
Ausherman.....	100.0	0.0	4.0	27.0	42.0	27.0	26
Bertrand.....	100.0	0.0	0.0	12.0	44.0	44.0	32
Blake.....	100.0	0.0	4.0	23.0	54.0	19.0	26
Colle.....	100.0	0.0	4.0	19.0	50.0	27.0	26
Farman-Famaian..	100.0	0.0	0.0	31.0	27.0	42.0	26
Gulian.....	100.0	0.0	0.0	21.0	50.0	29.0	24
Hale.....	100.0	0.0	0.0	56.0	33.0	11.0	9
Joseph.....	100.0	0.0	8.0	42.0	38.0	12.0	24
Karlin.....	100.0	0.0	5.0	40.0	45.0	10.0	20
Kolbe.....	100.0	0.0	6.0	29.0	53.0	12.0	17
Phillips.....	100.0	0.0	8.0	34.0	54.0	4.0	24
Piet.....	100.0	0.0	0.0	48.0	42.0	10.0	29
Senderwitz.....	100.0	0.0	0.0	36.0	41.0	23.0	22
Sundaram.....	100.0	13.0	44.0	31.0	9.0	3.0	32
Tietze.....	100.0	0.0	0.0	10.0	53.0	37.0	30

The general approval for all but one of the guest speakers is evident in the high approval ratings they received. The highly positive ratings for the other guest speakers represent strong support both for the persons and agencies represented and for the extracurricular lecture program. Attendance at these events was high, indicating that the topics and speakers selected were sufficiently diverse and interesting to a majority of the participants.

V
Evaluation of Special Activities

A. Newsletter

Each week, the CFSC published a newsletter for participants of the workshop. It included information on guest lectures, social events, and other activities for the coming week. It also provided a forum for participants' comments, short articles of general interest, and light humor. The newsletter won almost universal approval from participants.

Table 89. "What is your opinion about having the Summer Workshop News?"

<u>Rating</u>	<u>Percent</u>
Total.....	100.0
Excellent idea, should be continued...	84.0
Good idea, but needs improvement.....	16.0
Poor idea, should not be repeated.....	0.0

Participants' comments on the newsletter were primarily congratulatory; the only suggestions were that it be even more inclusive of events in the neighborhood and city, and that participants be encouraged to contribute more items to it.

B. Presentations on "Family Planning in My Country"

Participants from several countries were asked to make presentations on

"Social Development/Family Planning in My Country" at special evening sessions. Participants' ratings of these sessions indicate strong approval for the idea, but also the need for some changes to be made.

Table 90. "What is your opinion of the sessions on 'Family Planning in My Country'?"

Rating	Percent
Total.....	100.0
Excellent idea, should be continued..	44.0
Good idea, but needs improvement.....	54.0
Poor idea, should not be repeated....	2.0

Suggestions offered by the students for improving the presentations focused on three areas:

- (1) The participants' need for more time to prepare for the presentations, preferably while still in the home country, so that more facts, films, and display materials could be included in the presentations
- (2) The desire for more guidance from CFSC staff in the organization of individual talks
- (3) A wish to focus on social development programs other than family planning as they are carried out in various countries.

C. "Friday Night Fiesta"

Each Friday night, all the participants of the workshop gathered for an informational film or a presentation on progress in individual countries. The program was followed by informal discussion and refreshments, giving the participants an opportunity to become better acquainted.

The general success of these evenings is indicated by the strongly positive ratings of the participants. However, comments suggest that the participants were unsure of the purpose of the Fiesta; this may be the reason that a third of them suggested some improvement was needed.

Table 91. "What is your opinion about holding the Friday Night Fiesta? Should it be repeated next year?"

Rating	Percent
Total.....	100.0
Excellent idea, should be continued...	58.0
Good idea, but needs improvement.....	33.0
Poor idea, should not be repeated.....	7.0
No response.....	2.0

Some participants felt the Fiesta should be more of a social occasion, with perhaps music, and more informal socializing. At the same time, others felt that different programmatic ideas should be tried in future Fiestas, featuring movies and slides or cultural shows. The participants also felt that more staff members should be present at the Fiesta.

D. Recreation

The CFSC arranged three purely social recreational events during the workshop: a trip to the Indiana Dunes, a visit to Chicagofest (a city-wide music and cultural festival), and a subsidized trip to Wisconsin. The trip to the Indiana Dunes was the most popular of the events. While most of the participants were generally appreciative of the other two trips, many felt improvements could be made.

Table 92. "The budget for recreation and entertainment is limited, but next year we would like to spend it in a way most interesting to the participants. How do you rate each of these events?"

Rating	Percent		
	Chicagofest	Dunes	Wisconsin
Total.....	100.0	100.0	100.0
Poor idea, should be dropped.....	7.0	0.0	9.0
Depends on the event, neutral.....	57.0	21.0	40.0
Good idea, should be done again.....	36.0	79.0	51.0

Participants' comments showed a very strong interest in a different type of recreational program, focusing on smaller trips to different parts of Chicago. As strangers and foreigners in a large city, many participants were wary of exploring the city on their own. At the same time, they were quite interested in observing the variety of neighborhoods and lifestyles available in American cities. The comments indicate overwhelmingly that future plans should include general city-wide tours (such as the Chicago Culture bus), or that arrangements should be made for individual trips. Verbatim suggestions include the following:

Trips to night clubs in conjunction with night club owners. Workshop participants sometimes have nothing to do on Saturday night and are scared stiff to walk by themselves at night.

A bus with a guide should be available every Sunday to visit as much as Chicago as possible and see what it is.

Since all the participants are from overseas, it would be nice for them to be shown Chicago--black neighborhoods, or maybe a trip to Great America.

There should be orientation tours over the whole city of Chicago.

Visit more parts of Chicago. Exchange ideas with other groups in Chicago at the same time.

It would be helpful if the Center organized bus tours around Chicago, the North Side, and further South Side (the so-called rough neighborhood areas or poor areas).

VI
Evaluation of Administration and Logistics

A. Administration

Three members of the CFSC staff were available to participants to help them resolve various administrative problems, including assisting with airline reservations, exchanging currencies, distributing fellowship checks, and handling many other individual problems. All three were rated positively by the majority of participants.

Table 93. "This year, the administrative aspects of the workshop were handled by Jay Teachman, Isabel Garcia, and Carol Ahlgren. Please rate the performance of each of them in handling the problems for which you sought help from them."

Name	Total	Percent				
		Very poor	Poor	Adeq.	Good	Exc.
Teachman..	100.0	0.0	8.0	18.0	28.0	46.0
Garcia....	100.0	0.0	0.0	12.0	28.0	60.0
Ahlgren...	100.0	0.0	0.0	5.0	25.0	70.0

It is clear from the ratings that participants were highly satisfied with the administrative assistance given them. Their comments on admini-

strative staff were almost entirely plaudits for their efforts. The administrative staff members were almost universally praised for their efforts on behalf of participants.

In previous years, a Participants' Advisory Committee was sometimes formed. It met with the instructors and the administrative staff each week to bring to their attention problems and dissatisfactions. This year, the CFSC assumed that each participant would bring his or her problems directly to the attention of the appropriate staff person. Participants were asked their opinion about the need for such a committee in future workshops. Their response was:

Table 94. "Should there be an elected Participants' Advisory Committee next year to meet with the staff to solve problems?"

Rating	Percent
Total.....	100.0
Yes, committee needed.....	51.0
No, administration should handle problems.....	49.0

While participants seem evenly split on the issue, there is considerable support for the idea of forming a Participants' Advisory Committee. One possibility is allowing the participants at future workshops to vote to form a committee during the first days of the workshop.

B. Housing: International House

Participants to the Summer Workshop have been housed in International House.

a graduate student dormitory, since the first workshop. International House is located quite near the CFSC. It is able to provide private rooms at a very reasonable cost well within the budget of all participants, and is well attuned to the needs of overseas students because many permanent residents there are also foreign. Other hotel facilities in the area are not as conveniently located and are somewhat more expensive.

Each year, a few participants experience some difficulty in adjusting to the more spartan student accommodations at International House and to the loss of privacy in dormitory living. Most, however, adapt to the situation and acknowledge that International House most appropriately meets their needs and budgets. Both their complaints against International House and their appreciation of the services provided for them are reflected in their ratings and comments.

Table 95. "How adequate for your needs were the accommodations (comfort of room, etc.)?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	9.0
Adequate.....	49.0
Good.....	35.0
Excellent.....	2.0
No response.....	5.0

Table 96. "How would you rate the treatment given you by the staff and employees of International House?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	0.0
Adequate.....	42.0
Good.....	32.0
Excellent.....	21.0
No response.....	5.0

The main problem was the cafeteria schedule--only breakfast and lunch were served. This schedule forced participants to eat in more costly restaurants at some distance from International House. This situation was generally disliked by participants.

Table 97. "How difficult or inconvenient did you find the local facilities for meals?"

Rating	Percent
Total.....	100.0
Extremely poor.....	0.0
Poor.....	30.0
Adequate.....	44.0
Good.....	19.0
Excellent.....	0.0
No response.....	7.0

Students' verbatim comments about the housing and facilities included the following:

Showers should be curtained for privacy.

Telephone service should be available in the rooms.

Bathrooms should be improved.

Really, they were more than good people in International House.

The people who man the front desk could be more knowledgeable.

Most of the time you get good response from the staff, but sometimes they don't pay attention to your requests or they delay too much.

Dinner should be served on weekdays, and we need breakfast and lunch on weekends too.

Especially for Muslim groups, all foods which contain pork should be served separately from food without pork, if possible.

It was hard to get food, especially the first few days. Some were scared to be attacked.

Dinner is a real problem. The nearby eating houses are too expensive for participants. International House cafeteria should be open for dinner too.

Why no dinner? Sometimes it's inconvenient to go out to get food on weekends.

Prepare three full meals every day.

APPENDIX A
ROSTER OF PARTICIPANTS

<i>NAME</i>	<i>POSITION AND ORGANIZATION</i>	<i>COUNTRY</i>
Abbelard, Alexander Charles	Director of Programs 4VRD Radio Nationale	Haiti
Arabi, Yasin Ali	Population Control Officer, Pop. Communications, Min. of Health and Pop. Control	Bangladesh
Barcelona, Delia	Student, Divisional Masters Program	Philippines
Bwatwa, Yosiah Magembe Dag	Senior Lecturer and Consultant University of Dar-es-Salaam	Tanzania
Chuangchid, Paiboon	Assistant Professor Chiang Mai Univ., Faculty of Social Sciences	Thailand
Chung, Young Il	Senior Researcher KIFP	Korea
Darahim, Andarus	Head, Div. of Training & Education Center National Family Planning Coordinating Board	Indonesia
Davies, Admira Mopeh	Principal Social Development Officer Min. of Soc. Welfare & Rural Development	Sierra Leone
De Grange, Eunice Theodora	Senior Health Sister Ministry of Health	Sierra Leone
Dlamini, Valetta Makholwa	Senior Inspector (Home Economics) Ministry of Education	Swaziland
Dosunmu, Kudirat Abiodun Abel	Health Educator Ministry of Health	Nigeria
Ebrahim, Bahaa Mohamed Abraheim	Director of Vital Statistical Section Ministry of Health	Egypt
El-Mahdy, Zeinab Mohamed	Director of Secondary Nursing School Ministry of Health	Egypt
Falah, Mohammad Tawfig	Director, Jordan FPA Ministry of Social Affairs	Jordan
Gichuru, Agnes	Health Education Officer/Family Health Field Officer, Ministry of Health	Kenya
Gebre-Christos, Guenet	Student, Divisional Masters Program	Ethiopia

<i>NAME</i>	<i>POSITION AND ORGANIZATION</i>	<i>COUNTRY</i>
Jaouane, Aicha	Health Assistant Adjudent Ministry of Health	Morocco
Jasmin, Jacques-Antoine	Educative Material Productor Division d'Hygeine Familiale	Haiti
Johnson, Cynthia Louise	Project Officer Ministry of Education	Jamaica
Jusu, James Amara	Teacher on Secondment Institute of Education	Sierra Leone
Kahangi, Anator Nestor	Health Education Technician Ministry of Health	Tanzania
Kankanamge, Wimalasena Freddy	Assistant Director Department of Information	Sri Lanka
Karuga, Kariuki	Health Education Officer Ministry of Health	Kenya
Kim, Sang-Won	Associate Professor, College of Education Jeon-Bug National University	South Korea
Mahboobi, Zhila	Senior Research Officer Ministry of Health	Kenya
Matta, Mourad Halim	Director of Health Department Hehia	Egypt
Muhammad, M.	Chief, Reporting and Recording Division National Family Planning Coordinating Board	Indonesia
Mina, Fakhry Salib	Director of Epidemiology Department Ministry of Health	Egypt
Obonyo, Alois Mathieson	Physician Ministry of Health	Kenya
Oduol, Elly Oloo	Health Education Officer Ministry of Health	Kenya
Olotu-Leigh, Sylvanus Eardley	Senior Social Studies Curriculum Development Officer, Institute of Education University of Sierra Leone	Sierra Leone

<i>NAME</i>	<i>POSITION AND ORGANIZATION</i>	<i>COUNTRY</i>
Orais, Virginia S.	Department Training Nurse Ministry of Health	Philippines
Otieno, Joseph Charles	Assistant MOH Municipality of Mombasa	Kenya
Oubein, Suleiman Iskandar	Head Health Education Division	Jordan
Pierre, John Elie	Chief Accountant MCH/FP Family Hygiene Division	Haiti
Pratomo, Hadi	Instructor School of Public Health	Indonesia
Pulungan, Amirsyam	Chief, Basic Strategies Division National Family Planning Coordinating Board	Indonesia
Quanaim, Abbas	Health Educator Specialist Ministry of Public Health	Morocco
Qureshi, Akbar Shah	Administrative Manager Bangladesh Rural Advancement Committee	Bangladesh
Roque, Adzlaida L.	Professor University of Philippines	Philippines
San Pedro, Joven del Rosario	Project Coordinator Commission of Population	Philippines
Sarraf, Bernard Abdel Messeh	Director of Health Department Ministry of Health	Egypt
Sendjaja, Doni	Instructor, Provincial Training Center National Family Planning Coordinating Board	Indonesia
Sithole, Daphne Nonlanhla	Teacher Swazulu Education Department	South Africa
Soldevilla, Aida J.	Director, Health Education Division Ministry of Health	Philippines
Suarez, Javier	Chief Assistant Department of Education, NFPP	Mexico
Suarez, Marietta Romana	Corporate Secretary Family Planning Organization of the Philippines	Philippines

<i>NAME</i>	<i>POSITION AND ORGANIZATION</i>	<i>COUNTRY</i>
Tan, Boen Tjoan	Graduate Student Tulane University	Indonesia
Tejasen, Soythong	Assistant Chief of Special Projects Section National Family Planning Program	Thailand
Thaitong, Kwanchai	Lecturer Chiang Mai University	Thailand
Valenzuela, Margarita	Student, Divisional Masters Program	Dominican Republic
Villarta, Bethel Buena Paraso	Project Officer Commission on Population	Philippines
Yurttas, Ziya	Assistant Professor College of Agriculture, Dept. of Agricultural Economics	Turkey