

**EIGHTEENTH ANNUAL  
SUMMER PROGRAM OF  
GRADUATE STUDY**

**POPULATION  
COMMUNICATION,  
EDUCATION,  
ADMINISTRATION,  
AND EVALUATION**

FINAL REPORT  
of a Workshop Held  
June 23 to August 22, 1980



*THE COMMUNITY AND FAMILY STUDY CENTER  
of the University of Chicago*

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I

Introduction

Between June 23 and August 22, 1980, the Community and Family Study Center (CFSC) conducted a workshop on Population Communication, Education, Administration, and Evaluation. This program of graduate study was organized and taught for the eighteenth consecutive summer by the staff of the Community and Family Study Center. It was designed especially for high-level professionals working in the fields of population communication, education, administration, and research 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 41 participants from 16 different countries attended the workshop. Following is a tabulation of the countries represented, and the number of participants from each:

<u>Country</u>	<u>Number of participants</u>
Bangladesh.....	1
Brazil.....	1
Egypt.....	18
Ghana.....	1
India.....	1
Kenya.....	1
Malaysia.....	2
Nigeria.....	5
Philippines.....	1
South Africa.....	1
Sudan.....	1
Thailand.....	2
Tunisia.....	1
Uganda.....	1
West Germany.....	3
West Indies.....	1

Appendix A lists the participants by name, their addresses, and the organizations in which they were employed.

### Nature of This Report

This report summarizes the evaluation made by the participants of the training they received. They made their evaluation through filling out (anonymously) a confidential questionnaire in the final days of the workshop. Because participants who had to leave early forgot to turn back the questionnaire, 39 of the 41 participants completed the evaluation. This report primarily contains the tabulations of these responses with brief interpretations. Findings from the questionnaire results are also supplemented by verbatim comments from individual participants.

### Instruction

Instruction for the workshop was entirely in English. The teachers and instructors were primarily professional employees of the Community and Family Study Center, supplemented by experts especially recruited 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 of the University of Chicago.



Participants in the Workshop on Population Communication, Education,  
Administration, and Evaluation  
Held in Chicago from June 23 to August 22, 1980

Patrick Coleman--Media Director of the Communication Laboratory, CFSC;

Mr. Coleman is a graduate student in the Sociology Department at the University of Chicago.

Scott Craig--Scott Craig Productions, Inc., Chicago; movie producer and frequent consultant for the CFSC.

Betty J. Dudley--Director, Family Planning and Technical Services, Mt. Sinai Hospital, Chicago.

Linus ETTYANG--Doctoral student in Sociology, the University of Chicago; interest in demography and population education, native of Kenya.

Mariah Evans--Doctoral student in Demography and Sociology, University of Chicago, with research and teaching interests in human fertility patterns.

Uwe Freese--Cook County Hospital, Department of Obstetrics and Gynecology, and Professor, U. of Health Sciences, The Chicago Medical School.

Robert Glauber--writer of radio and TV scripts.

Linda Gurtu--Midwest Population Center.

Allen Harden--Institute for Juvenile Research, Chicago, and doctoral student in Sociology, University of Chicago, with interests in statistical methodology and technical demography.

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.

Norman Levine--Planned Parenthood, Chicago (Budgeting).

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

Richard Mitchell--Graduate student at the University of Chicago and  
offset printer for the CFSC.

Ruth V. Osgood--Concord Medical Center, Chicago.

Michele Pazul--Doctoral student in Demography and Sociology, University  
of Chicago, with research interests in population migration.

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 nonprofit organizations.

Dan Price--Radio announcer and master of ceremonies for educational  
radio programs in the Chicago area.

Bonnie Remsberg--Journalist, free-lance creative writer, and emcee of a  
local educational television program.

Yuri Rosophsky--National Radio Center, Chicago, specializing in radio  
drama.

George Rumsey--Editor of Publications for the CFSC, and doctoral  
student in the English Department of the University of Chicago.

S.M. Shahidullah--Assistant Professor of Psychology, the University of  
Dacca, Bangladesh, and a doctoral student in Sociology, the University  
of Chicago. Mr. Shahidullah is specializing in communication  
theory and research methodology.

Rev. Don Shaw--Midwest Population Center.

Andre Singleton--Director, Training Division, Planned Parenthood Asso-  
ciation of Chicago.

Mary-jane Snyder--President of M-j Enterprises, a consultant on family  
planning communication to many family planning programs, formerly  
executive director of Planned Parenthood of Chicago.

Aquiles Sobrero--Professor of Obstetrics, Northwestern University;

formerly medical director of the Margaret Sanger Planned Parenthood clinic in New York City.

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

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.

Benjamin Viel--Special medical advisor, International Planned Parenthood Federation, London.

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.

Anne Wheeler--Department of Education and Laboratory School, University of Chicago; specialist in classroom teaching.

Michael J. White--Associate Director of CFSC. Dr. White is a graduate of the University of Chicago and is specializing in research methods, urban planning and community study.

Michael Wolff--Physician, technical advisor for a medical care and family planning project co-sponsored by the Federal Republic of Germany in Egypt.

#### Funding

The expenses for salaries, a number of fellowships, and other general costs of sponsoring the workshops 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 International Population Communication and Training."

### Housing

In response to criticisms and recommendations made by the participants of preceding years' workshops, participants in 1980 were housed on an experimental basis at the Windermere Hotel as an alternative arrangement for the International House. The Hotel, although it involves a few blocks' walk to and from the Community and Family Study Center, is conveniently located at a central place providing better access to shopping and banking facilities, a lakeside park, and Chicago's famous Museum of Science and Industry.

### Administration

The logistical and administrative work of the workshop was performed by a team composed of Dr. Michael White (Associate Director, CFSC), Mrs. Isabel Garcia (Administrative Assistant, CFSC), Ms. Delia Barcelona (of the teaching staff), Ms. Maria Garcia (Research Associate, CFSC), and Ms. Suzanne Mazurek (Secretary, CFSC).

### Organization of This Report

This evaluative report consists of seven sections, as follows:

- I. Introduction
- II. General Evaluation
- III. Description of Individual Courses
- IV. Evaluation of Individual Courses

V. Evaluation of Instructors and Guest Lecturers

VI. Evaluation of Special Activities

VII. Evaluation of Administration and Logistics.

There is also an appendix listing all workshop participants.

II

General Evaluation

The overall rating of the 1980 Workshop by the participants was very positive. All but one participant found it adequate or better. The overwhelming majority rated the workshop as "good" or "excellent."

Tsble 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 . . . . .	2.0
Adequate . . . . .	8.0
Good . . . . .	49.0
Excellent . . . . .	41.0

The enthusiastic approval of the workshop was supported by the general agreement that a workshop like this should be held the following year. All but

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\*Except where indicated, the total number of responses is 39.

two participants found the workshop to be "absolutely essential" or "moderately desirable."

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 . . . . .	2.0
Useful but not important . . . . .	3.0
Desirable to hold another . . . . .	23.0
Absolutely essential to hold another workshop . . . . .	72.0

Regarding more specific aspects of the workshop, there was general agreement among the participants that the location of the workshop should continue to be Chicago. A moderate proportion of the participants, however, favored an overseas site. The idea of separate workshops for Africa, Asia, and Latin America did not draw significant support.

Table 3. "Some people believe it is an artificial and poor policy to hold a course like the summer workshop at an American University. It should be held instead 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 at

overseas sites, and perhaps more effectively so. What is your recommendation for next year?"

Response	Percent
Total . . . . .	100.0
Should be held at overseas sites . .	21.0
Should be held separately for Africa, Asia, and Latin America . . .	8.0
Should be held in Chicago . . . . .	71.0

Inspired by last year's success (as expressed by the participants' satisfaction with the instruction), the 1980 Workshop was taught by the staff of the CFSC and by guest experts already known to the Center. As shown in Table 4, the participants expressed general satisfaction with the level of instruction; they placed more emphasis on maintaining the high quality of instruction than on including teachers from other countries.

Table 4. "Some people believe that too much of the teaching at the summer workshop is done by Americans, and that we should invite overseas professionals to teach the courses, even if results on the technical level and degree of integration decline because of the difficulty of prior coordination. What do you recommend?"

Response	Percent
Total . . . . .	100.0 (N=34)
I recommend that at least one course should be managed and taught by an overseas instructor next year . . . . .	21.0
It makes no difference, if the quality of instruction is good .	79.0

The content of the summer workshop is aimed at meeting the needs and interests of the participants. However, the topics to be covered in the workshop are planned and organized by the CFSC staff and the guest lecturers before the arrival of the participants, taking into consideration the recommendations made by preceding years' participants. Participants were required to give their opinion on this practice.

Table 5. "Some people believe that the summer workshop is too structured beforehand and that the 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 prepared set of courses or should we chart 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 . . . .	74.0
Let the participants decide the content . . . . .	26.0

The figures in Table 5 show strong approval of prestructured courses, signifying that the content of the workshop was able (to a great extent) to meet the participants' needs.

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 in the direct management of the workshop. Participants this year were asked their views on this issue.

Table 6. "Some persons have said it is not appropriate that a single organization such as the Community and Family Study Center 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? Next year, the workshop (wherever held) should be sponsored, planned, and administered by \_\_\_\_\_?"

Response	Percent
Total . . . . .	100.0
UNESCO . . . . .	3.0
UNICEF . . . . .	0.0
WHO . . . . .	0.0
USAID . . . . .	3.0
IPPF . . . . .	0.0
CFSC . . . . .	86.0
CFSC and at least one other organization . . . . .	8.0

An overwhelming majority of the participants voted for the CFSC to sponsor, plan, and conduct the workshop alone in the future. This rating signifies a strong vote of confidence in the CFSC's capability to carry out this program.

Finally, the participants were asked to give their opinion about the length of the summer workshop (nine weeks in 1980) and the possibility of reducing the length of future workshops. Approximately two-thirds of the participants recommended a length of nine weeks or more, with roughly forty percent expressing satisfaction with exactly nine weeks. However, a significant concentration recommended shorter workshop lengths, especially five to six weeks, which should be given serious consideration by the planners of the next workshop.

Table 7. "Some people believe that 9 weeks is too long for the workshop, and that it should be reduced. What is your recommendation for next year?"

Response	Percent
Total . . . . .	100.0 (N=38)
Less than 4 weeks . . . . .	0.0
4 weeks . . . . .	2.0
5 weeks . . . . .	8.0
6 weeks . . . . .	10.0
7 weeks . . . . .	0.0
8 weeks . . . . .	16.0
9 weeks . . . . .	40.0
10 weeks or more . . . . .	24.0

In summary, the organization and presentation of the 1980 Summer Workshop by the CFSC proved to be highly satisfactory according to participants' responses to the questionnaire. The participants expressed their strong support for such workshops in the future and their very strong approval of CFSC conducting them in the same manner as in 1980.

Student Comments

As reflected in the comments made by the participants, the summer workshop received wide support for continuation in the future. However, there were two distinct areas for dissatisfaction as seen in comments made by several participants. First, participants from other countries felt that too many participants were invited from a single country (Egypt), which created an imbalance in the workshop and disrupted its normal activities. Second, there was evidence of disappointment over the fact that many of the senior staff members (including Dr. Bogue) remained away from the workshop for four of the nine weeks (to conduct a four-week workshop in Ghana). Following are a few excerpts from the comments

made by the participants:

"CFSC, please continue the excellent job you have been doing for all these years."

"I am, however, bitterly opposed to the idea of getting 15-20 participants from one country. This has proved to be counterproductive this summer."

"The Chicago Summer Workshop is a nice idea. It offers an opportunity for people working in different disciplines and different countries to meet and share their experiences. This in itself is a great learning experience."

"Absence of the senior staff of CFSC should be avoided at the workshop."

"The CFSC has got the facilities and resources, technical knowledge and managerial skill to continue with the courses. It is an ideal place for it."

III

Description of Individual Courses

Participants in the summer workshop were asked to evaluate separately the various aspects of each course attended. The evaluation was based on an overall rating of each course and the participant's reaction towards the content, the teaching, and the physical features of individual courses. Before presenting the evaluations, a brief description of the six courses that were offered this summer might be helpful.

Description

Social Science 311. THE CONTENT OF POPULATION

EDUCATION AND FAMILY LIFE EDUCATION COURSES

(Instructors: Amy Tsui and Michael White)

One of the major weaknesses of population education courses all over the world is that their informational content is often scanty and not oriented to the interests and needs of the intended audience. This is because population teachers have inadequate preparation. They themselves do not know the content they are expected to teach. This course was a rigorous attempt to correct this weakness. The goal was to impart to the participant as much factual information as possible about the 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.

The course was taught as a regular graduate-level course and was one of the basic courses of the workshop. In addition to special discussion sessions, participants were required to plan and develop a population education course appropriate for their own country. These sample courses were designed for elementary or secondary school students, for out-of-school unmarried youth, or

for sexually active adult. In addition to guest speakers, liberal use was made of movies and audiovisual materials for this course.

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Social Science 312. PLANNING, BUDGETING, ADMINISTRATION, AND  
PERSONAL MANAGEMENT FOR FAMILY PLANNING PROGRAMS

(Instructors: Terry Peigh and guest speakers)

Many 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 its communication portion. The purpose of this course was to discuss problems of organization and administration and suggested solutions that have been made by modern management and administrative practices.

The course was structured in two parts:

- I. A basic course in general administration theory, presented by the primary instructor.
- II. Presentations, by selected experts, on specific areas or issues which require practical applications of theory.

Social Science 313. MASS MEDIA PRODUCTION FOR POPULATION AND SOCIAL  
DEVELOPMENT COMMUNICATION/EDUCATION

(Instructors: Donald J. Bogue, Ricardo Vernon, Patrick Coleman, guest speakers)

This course introduced students to the basic production process 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, and the 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 of 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 were expected to reach an understanding of the possibilities and limitations of each medium.

The instructors for this course were all high-level producers in their respective fields. Each one has been employed full-time in the subject that he or she taught and is widely recognized as being at the top of the 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. The instruction by these "downtown experts" was supplemented by laboratory work guided by one of the primary instructors, assisted by a media technician (both from the CFSC staff).

The workload for this course was extremely heavy, and the students in it had to devote long hours to studying, writing, and working in the laboratory and in the field to produce movies, radio programs, television programs, and other mass media communications.

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Social Science 314. PERSON-TO-PERSON COMMUNICATION FOR EDUCATION  
AND BEHAVIOR CHANGE

(Instructors: Donald J. Bogue, Delia Barcelona, Linus Ettyang)

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, effective person-to-person communication involves the correct application of skills that can be learned and perfected by practice. These skills are based upon theories and principles which can be taught. All social development programs that 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 that 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 or her return to work, become a trainer of person-to-person communicators and would be personally 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 segments as follows:

1. Conducting small group discussions
2. Counselling
3. Public speaking
4. Classroom education: curriculum development
5. Classroom education: techniques of classroom teaching
6. Public meetings
7. Use of audiovisual aids
8. Application to social development programs.

Social Science 315. COMMUNICATION THEORY, RESEARCH,  
AND CAMPAIGN PLANNING

(Instructors: Ricardo Vernon, Donald Bogue, guest speakers)

Some people believe that communication is an art, but not a science. This is not the case. Successful communication campaigns are usually successful because the communicator who produced them knew a great deal about theories of communication and was a hard-headed researcher firmly committed to "knowing his audience," pretesting, monitoring, evaluating, and scientifically 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 was an effort to prepare the student to avoid failure through the use of pretesting and monitoring. It also prepared him or her to work with evaluators to determine the good and the bad aspects of a campaign after it is finished.

Course 315 was taught as a regular graduate-level course. Both the theory and the research materials were carefully selected for their practical applicability in the designing and testing of communication projects in developing countries. The course was divided into three major segments:

1. Theory
2. Research, with emphasis on pretesting
3. Campaign planning.

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.

Social Science 316. MESSAGES FOR SOCIAL DEVELOPMENT COMMUNICATION

(Instructors: Michael Wolff and Donald J. Bogue)

One of the weaknesses of almost all social development communication programs is that insufficient attention is being paid to the content of messages that need to be transmitted to the public. The professionals may receive excellent and complete technical training in their areas, but often they try to teach too much or too little of this to the public. Often they try to teach this technical knowledge in a highly technical way--as they learned it--without appreciating that it must be carefully selected, "popularized," and stated in succinct ways that the general public of developing countries will understand, remember, and accept.

This course took up all of the most common social development topics and attempted to review the content, concentrating on the elements that need to be transmitted to the public. Much of the class discussion was focussed on how to phrase these messages. Each participant was required to select a project (a social development project) for which he or she prepared a complete set of messages to be diffused to an illiterate rural audience in his/her country. The participant then developed a communication program and plan for diffusing these messages by all media: group meetings, home visiting, public meetings, radio, leaflets, posters, newspapers, and television. This plan was written up as a completed document; the documents were then duplicated and a complete set was made available to all participants in the class.

IV

Evaluation of the Individual Courses

For each course, an overall rating was requested from participants who attended it:

Table 8. Overall Evaluation.

Course	Total	Rating					N
		Extremely poor	Poor	Adequate	Good	Excellent	
311. . .	100.0	0.0	0.0	10.0	40.0	50.0	10
312. . .	100.0	0.0	11.0	36.0	32.0	21.0	28
313. . .	100.0	0.0	0.0	10.0	30.0	60.0	10
314. . .	100.0	0.0	15.0	15.0	50.0	20.0	20
315. . .	100.0	6.0	9.0	28.0	35.0	22.0	32
316. . .	100.0	0.0	0.0	12.0	35.0	53.0	17

Evidently, an impressive majority of the participants rated their respective courses as either "good" or "excellent," the percentages being 90 in about half of the total number of courses. However, there are significant variations between courses, particularly in the percentages rating the course as "excellent" instead of "good." Three of the courses (312, 314, 315) drew enough unfavorable ratings to make changes for future years mandatory. The general positive evaluation of the courses was supported by almost unanimous indication by the participants that the contents of the courses were relevant and useful in their work for the coming year. The participants' responses are detailed in Table 9.

Table 9. "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?"

Course	Total	Percent Distribution				N
		No use or very little use	A little use	Moderately useful	Extremely useful	
311 . . .	100.0	0.0	0.0	10.0	90.0	10
312 . . .	100.0	0.0	11.0	33.0	56.0	27
313 . . .	100.0	0.0	0.0	30.0	70.0	10
314 . . .	100.0	0.0	10.0	15.0	75.0	20
315 . . .	100.0	0.0	12.0	38.0	50.0	32
316 . . .	100.0	0.0	0.0	18.0	82.0	17

When asked about their recommendations for the continuation, modification, or discontinuation of specific courses, participants (with slight variation between courses) overwhelmingly recorded their approval for future continuation of the courses with little change.

Table 10. "Should this course be included in future workshops or dropped for other more important courses?"

Course	Total	Percent Distribution				N
		Should be dropped	Kept only if drastically changed	Kept but changed somewhat	Taught with very little change	
311 . . .	100.0	0.0	10.0	0.0	90.0	10
312 . . .	100.0	0.0	12.0	42.0	46.0	24
313 . . .	100.0	0.0	0.0	0.0	100.0	10
314 . . .	100.0	0.0	11.0	44.0	45.0	18
315 . . .	100.0	0.0	9.0	35.0	56.0	32
316 . . .	100.0	0.0	8.0	31.0	61.0	13

Courses 312 and 314 appear to be in need of major review and revision for future years.

Content

In general, the participants expressed high satisfaction with the topics covered in the courses. A comfortable majority (more than one-half) of the participants felt that the material covered in each course was the right amount.

Table 11. "Did this course, in your opinion \_\_\_\_\_?"

Course	Total	Percent Distribution			
		Fail to cover enough material	Try to cover too much material	Cover the right amount of material	
311 . . .	100.0	20.0	0.0	80.0	10
312 . . .	100.0	4.0	33.0	63.0	27
313 . . .	100.0	0.0	40.0	60.0	10
314 . . .	100.0	5.0	37.0	58.0	19
315 . . .	100.0	19.0	25.0	56.0	32
316 . . .	100.0	12.0	25.0	63.0	16

The participants, in general, felt that the courses they attended represented a proper balance between theory and application. However, except for Course 313, which involved more practical work, the participants appeared to have a mild complaint about the theoretical emphasis of the courses.

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

Course	Total	Percent Distribution			N
		Too much theory	Too practical (or applied)	Good balance	
311 . . .	100.0	30.0	0.0	70.0	10
312 . . .	100.0	48.0	4.0	48.0	27
313 . . .	100.0	0.0	40.0	60.0	10
314 . . .	100.0	20.0	15.0	65.0	20
315 . . .	100.0	48.0	3.0	49.0	31
316 . . .	100.0	35.0	18.0	47.0	17

For all of the courses, the quality of reading materials and assignments was rated as either "good" or "excellent" by an overwhelming majority of the participants.

Table 13. "How would you rate the selection of materials you were given to read or the assignments you were given as individual projects?"

Course	Total	Percent Distribution					N
		Extremely poor	Poor	Adequate	Good	Excellent	
311 . . .	100.0	0.0	0.0	0.0	80.0	20.0	10
312 . . .	100.0	0.0	3.0	18.0	61.0	18.0	28
313 . . .	100.0	0.0	0.0	0.0	20.0	80.0	10
314 . . .	100.0	0.0	0.0	25.0	50.0	25.0	20
315 . . .	100.0	3.0	9.0	25.0	44.0	19.0	32
316 . . .	100.0	0.0	0.0	12.0	41.0	47.0	17

Finally, a large majority of the participants judged the amount of

reading and work for their courses to be just enough. However, as might be expected, there was considerable complaint about too much work!

Table 14. "Was the amount of reading and independent work required for the course \_\_\_\_\_?"

Course	Total	Percent Distribution			N
		Too much	Just enough	Too little	
311 . . .	100.0	60.0	40.0	0.0	10
312 . . .	100.0	59.0	37.0	4.0	28
313 . . .	100.0	22.0	78.0	0.0	9
314 . . .	100.0	15.0	85.0	0.0	20
315 . . .	100.0	17.0	73.0	10.0	30
316 . . .	100.0	38.0	56.0	6.0	16

Teaching

Although ratings of individual instructors by the participants are presented in the next section, a combined rating of the level of instruction with respect to each course merits separate consideration. The combined rating of instruction for the individual courses turned out to be highly positive, with a concentration of "good" and "excellent" ratings.

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

Course	Total	Percent Distribution					N
		Extremely poor	Poor	Adequate	Good	Excellent	
311 . . .	100.0	0.0	0.0	10.0	50.0	40.0	10
312 . . .	100.0	0.0	3.0	29.0	43.0	25.0	28
313 . . .	100.0	0.0	0.0	10.0	10.0	80.0	10
314 . . .	100.0	0.0	15.0	25.0	40.0	20.0	20
315 . . .	100.0	3.0	9.0	53.0	19.0	16.0	32
316 . . .	100.0	0.0	0.0	0.0	29.0	71.0	17

Courses 311, 313, and 316 clearly were better taught than Courses 312, 314, and 315.

Organization of the courses was generally rated as more than adequate, with a concentration of "good" ratings.

Table 16. "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.)"

Course	Total	Percent Distribution					N
		Extremely poor	Poor	Adequate	Good	Excellent	
311 . . .	100.0	0.0	0.0	20.0	50.0	30.0	10
312 . . .	100.0	0.0	7.0	39.0	39.0	15.0	28
313 . . .	100.0	0.0	0.0	10.0	40.0	50.0	10
314 . . .	100.0	0.0	10.0	25.0	35.0	30.0	20
315 . . .	100.0	9.0	9.0	34.0	35.0	13.0	32
316 . . .	100.0	0.0	0.0	12.0	53.0	35.0	17

As far as the technical level of classroom presentations was concerned, participants overwhelmingly judged the courses to be at the proper level.

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

Course	Total	Percent Distribution			N
		Too difficult	About right	Too simple	
311 . . .	100.0	0.0	100.0	0.0	10
312 . . .	100.0	11.0	74.0	15.0	27
313 . . .	100.0	0.0	100.0	0.0	10
314 . . .	100.0	5.0	79.0	16.0	19
315 . . .	100.0	10.0	71.0	19.0	31
316 . . .	100.0	0.0	94.0	6.0	17

Physical Aspects

Participants were asked to give their opinion about the different physical aspects of the courses, such as class size and the availability of time, space, and equipment to each student.

With slight variations, all of the classes were judged to be of appropriate size by the vast majority of the participants.

Table 18. "How large was the class?"

Course	Total	Percent Distribution			N
		Too small	Too large	Just right	
311 . . . .	100.0	0.0	0.0	100.0	10
312 . . . .	100.0	0.0	18.0	82.0	28
313 . . . .	100.0	30.0	0.0	70.0	10
314 . . . .	100.0	0.0	15.0	85.0	20
315 . . . .	100.0	0.0	9.0	91.0	32
316 . . . .	100.0	6.0	6.0	88.0	17

Apart from numerical size, other facilities available in the classes were positively rated by the participants with few ratings below that of "adequate."

Table 19. "How were the facilities for the classes?"

Course	Total	Percent Distribution					N
		Extremely poor	Poor	Adequate	Good	Excellent	
311 . . . .	100.0	0.0	11.0	22.0	45.0	22.0	9
312 . . . .	100.0	4.0	0.0	48.0	33.0	15.0	27
313 . . . .	100.0	0.0	10.0	20.0	10.0	60.0	10
314 . . . .	100.0	0.0	5.0	25.0	45.0	25.0	20
315 . . . .	100.0	0.0	0.0	34.0	44.0	19.0	32
316 . . . .	100.0	0.0	0.0	35.0	30.0	35.0	17

Course 313 and Course 314 involved regular laboratory work. As the evaluation for both courses shows, the laboratory sessions were felt to be extremely useful by a majority of the participants, overwhelmingly so for Course 313.

Table 20. "If laboratory sessions were included as part of this course, how useful were the sessions?"

Course	Total	Percentage Distribution				N
		No use or very little use	A little use	Moderately useful	Extremely useful	
313 . . .	100.0	0.0	0.0	20.0	80.0	10
314 . . .	100.0	0.0	25.0	31.0	44.0	16

Overall, the six courses offered in the workshop were considered very useful and satisfactory by the participants. With the exception of one or two specific aspects (as might be expected), the courses seemed to deal efficiently with pertinent topics, with a good balance of theory and application and with sufficient facilities.

Evaluation of Instructors and Guest Lecturers

Teaching Staff

Participants were asked to rate the various instructors who taught regularly in the summer workshop. Most of these 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 21. "The people listed below were instructors this summer. What is your overall rating of the quality of the instruction you received from each?"

Name	Total	N	Rating				
			Very poor	Poor	Adequate	Superior	Excellent
Barcelona....	100.0	56	0.0	0.0	32.0	46.0	22.0
Bogue.....	100.0	98	0.0	0.0	5.0	20.0	75.0
Coleman.....	100.0	10	0.0	0.0	0.0	60.0	40.0
Craig.....	100.0	10	0.0	0.0	0.0	20.0	80.0
Dudley.....	100.0	19	0.0	5.0	58.0	26.0	11.0
Ettyang.....	100.0	19	0.0	16.0	37.0	47.0	0.0
Evans.....	100.0	9	11.0	11.0	56.0	22.0	0.0
Freese.....	100.0	24	0.0	13.0	54.0	25.0	8.0
Glauber.....	100.0	9	0.0	0.0	0.0	44.0	56.0
Gurtu.....	100.0	22	0.0	18.0	50.0	27.0	5.0
Harden.....	100.0	8	12.0	13.0	75.0	0.0	0.0
Higgins.....	100.0	61	0.0	0.0	5.0	20.0	75.0
Levine.....	100.0	21	0.0	0.0	43.0	52.0	5.0
McVicker.....	100.0	10	0.0	0.0	40.0	20.0	40.0
Mitchell.....	100.0	7	0.0	0.0	29.0	42.0	29.0
Osgood.....	100.0	22	0.0	0.0	55.0	36.0	9.0
Pazul.....	100.0	10	0.0	0.0	80.0	20.0	0.0
Peigh.....	100.0	36	0.0	8.0	19.0	48.0	25.0
Price.....	100.0	8	0.0	0.0	25.0	0.0	75.0
Remsberg.....	100.0	10	0.0	0.0	20.0	30.0	50.0
Rosophsky....	100.0	9	0.0	22.0	45.0	11.0	22.0
Rumsey.....	100.0	9	0.0	0.0	33.0	22.0	45.0
Shahidullah..	100.0	32	3.0	28.0	50.0	19.0	0.0
Shaw.....	100.0	18	0.0	5.0	67.0	17.0	11.0
Singleton....	100.0	20	0.0	0.0	30.0	50.0	20.0

(continued on next page)

Table 21. (continued)

Name	Total	N	Rating				
			Very poor	Poor	Adequate	Superior	Excellent
Snyder.....	100.0	34	0.0	3.0	32.0	32.0	33.0
Sobrero.....	100.0	5	0.0	0.0	20.0	40.0	40.0
Spray.....	100.0	8	0.0	0.0	0.0	12.0	88.0
Tsui.....	100.0	9	0.0	0.0	44.0	45.0	11.0
Vernon.....	100.0	57	3.0	9.0	60.0	16.0	12.0
Viel.....	100.0	38	0.0	0.0	2.0	24.0	74.0
Wheeler.....	100.0	18	0.0	0.0	16.0	17.0	67.0
White.....	100.0	10	0.0	0.0	20.0	30.0	50.0
Wolff.....	100.0	44	5.0	14.0	9.0	27.0	45.0

As with class evaluations, the participants' evaluations of individual instructors were highly favorable. Although there were variations among instructors and there is still room for improvement, all the instructors were rated adequate or above by a large majority of the participants. As a glance at the table might show, the highest ratings for the instructors were concentrated at the "superior" and "excellent" levels. Persons who failed to get a rating of "superior" or "excellent" from 50 percent or more of the participants will be used in future workshops only with caution and after reviewing their ratings with them.

Guest Speakers

In addition to regular instructors, many outstanding experts in various fields were invited to address the workshop on topics of general interest to the participants. There were two to three such lectures each week, and all participants (regardless of the courses they had signed up for) were required to attend these sessions. Speakers and the topics they dealt with were:

<u>Speaker</u>	<u>Topic</u>
Aquiles Sobrero	"Physiology of Human Reproduction and the Medical Aspects of Family Planning"
Uwe Freese	"Medical Counselling for Family Planning"
Hans Groot	"Family Planning International Systems: From the Perspective of the FPIA"
Christopher Tietze	"Experience with Legal Abortion in the United States"
Abdul Omran	"Health Aspects of Family Planning"
Miriam Bucher	"Population Field Information Service"
Charles Ausherman	"Cost and Time-Effectiveness in National and Statewide Family Planning Programs"
Martha Stuart	"Video Tape as a Development Tool"
Royal Colle	"Simple Media in Development"
Molly Okalebo	"UN Conference: The Decade of the Woman"
Sattareh Farman-Farmaian	"Population and Family Planning Programs in Developing Countries"
Juan Braun	"IPPF Communication Policy"

The participants' evaluations of the guest speakers and their respective topics were as follows:

Table 22. "Following is a list of the guest lecturers who addressed the entire workshop. For each speaker, circle a response to indicate your evaluation of the usefulness to you of the topic and the quality of the presentation."

Name	Total	N	Rating				
			Very poor	Poor	Adequate	Superior	Excellent
Sobrero.....	100.0	31	0.0	6.0	29.0	42.0	23.0
Freese.....	100.0	31	0.0	0.0	26.0	55.0	19.0
Groot.....	100.0	31	0.0	6.0	29.0	42.0	23.0
Tietze.....	100.0	32	3.0	0.0	47.0	28.0	22.0
Omran.....	100.0	37	0.0	0.0	14.0	32.0	54.0
Bucher.....	100.0	34	0.0	0.0	23.0	62.0	15.0
Ausherman...	100.0	28	0.0	7.0	39.0	39.0	15.0
Stuart.....	100.0	34	0.0	9.0	35.0	21.0	35.0
Colle.....	100.0	34	0.0	0.0	30.0	38.0	32.0
Okalebo.....	100.0	33	3.0	0.0	40.0	33.0	24.0
Farman-							
Farmaian...	100.0	35	0.0	6.0	14.0	31.0	49.0
Braun.....	100.0	32	6.0	10.0	41.0	34.0	9.0

With slight individual variations, all the guest speakers received highly positive ratings. The exceptionally high rate of attendance at almost all of the lecture sessions also demonstrates the keen level of interest generated by these lecturers.

VI

Evaluation of Special Activities

In addition to its concentration on rigorous training activities, the CFSC organized and carried out a number of other socializing and recreational activities for the students in order to foster effective participation in the workshop.

Summer Workshop News

Each week, the CFSC published a newsletter featuring information on events and activities for the coming week, comments and short articles by participants, light humor, and items of current interest. The newsletter won almost universal approval from the participants.

Table 23. "What is your opinion about having the Summer Workshop News?"

Response	Percent
Total . . . . .	100.0
Excellent idea, should be continued . . . . .	95.0
Good idea, but needs improvement . . . . .	5.0
Poor idea, should not be done next year . . . . .	0.0

Verbatim comments from the participants included the following:

"I think the articles were interesting and educative and the producers also did their work with excellence."

"O.K. But no one country should monopolize the editorial section."

"Same people should not always be asked to contribute as was the case in several issues. The Egyptian story kept on coming on and on and participants kept wondering, 'What's so special about Egypt that is absent in other countries?' Other countries are as important."

Family Planning in My Country

Participants from all countries were asked to represent their respective countries by making presentations on "Family Planning/Social Development in My Country" at separate evening sessions. Participants expressed strong approval for continuation of this idea. However, there was a strong feeling that the sessions needed further improvement.

Table 24. "What is your opinion about holding the sessions on 'Family Planning and Social Development in My Country'? Should they be held next year?"

Response	Percent
Total . . . . .	100.0
Excellent idea, should be continued. . . . .	62.0
Good idea, but needs improvement . . . . .	38.0
Poor idea, should not be done next year. . . . .	0.0

As evident from their comments, participants attached considerable importance to these sessions and expected them to be illuminating. One frequent recommendation was that the participants should be informed of this responsibility before departure from their respective countries, thereby allowing them to be adequately prepared with information and materials. A few excerpts from their comments include these:

"Before attending the workshop, participants should be informed about this country report, in order to allow them to bring with them enough material to make this report more rich and useful."

"Participants will be informed that they should collect data on family planning methodology from their various workshops before attending."

"People were not very keen on listening. Some were just neglecting others' presentations. Something ought to be done to improve this situation."

"This year's participation suffered a great blow due to the Egyptian group of participants' failure to attend. They only attended their country's presentation."

Friday Night Fiestas

Each Friday night, the participants gathered together at their hotel of residence for discussions, informational films, and refreshments. This meeting was meant to provide the participants with an opportunity to know each other intimately and to learn about each other's country and culture. The participants by more than a two-thirds majority, rate the idea as excellent. Once again there was considerable concern for further improvement of these meetings.

Table 25. "What is your opinion about holding the Friday Night Fiestas? Should they be repeated next year?"

Rating	Percent
Total . . . . .	100.0
Excellent idea, should continue. . . . .	67.0
Good idea, but needs improvement . . . . .	31.0
Poor idea, should not be done next year. . . . .	2.0

In their comments, participants recommended the inclusion of more recreation and entertainment such as music, films (other than those of Family Planning), and so on, which indicates general approval of this weekly event.

A few of the comments are as follows:

"There should be variety of music and other films not only on family planning and some dancing."

"Arrange to go as a group to theaters and movies."

"All participants should be asked to attend. More films should be shown."

Recreational Trips

Three major social/recreational events were arranged by the CFSC during the workshop: a tour of Chicago, a picnic trip to the Indiana Dunes, and a trip to the Brookfield Zoo. All three events were widely acclaimed by the participants, while the trip to the Indiana Dunes was the most popular one. These events were planned on the basis of recommendations made by last year's workshop participants and they proved to be more successful than last year's recreational events.

Table 26. "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. What is your rating of the following events."

Rating	Event			
	Chicago Tour	Dunes Picnic	Brookfield Zoo visit	
Total . . . . .	100.0	100.0	100.0	(N = 38)
Poor idea, should be dropped . . . . .	5.0	5.0	8.0	
Neutral, depends on what is available next year . .	16.0	5.0	13.0	
Good idea, should be repeated. . . . .	79.0	90.0	79.0	

In sum, the recreational activities offered this year were able to draw highly satisfactory responses from the participants.

In compliance with the above data, participants were highly enthusiastic

about making various recommendations for further improvement of the recreational activities:

"The idea of a tour of Chicago is good and should be organized as soon and early as possible."

"I think that since there is so much to do in such a short time, participants cannot afford to have any more outings than we had."

"The recreation program for the whole session should be declared in advance."

"Everything is good enough for the participants."

VII

Evaluation of Administration and Logistics

Administration

Four members of the CFSC were available at different periods during the workshop to help resolve various administrative problems. They assisted the participants in making airline reservations, exchanging currencies, distributing fellowship checks, and handling many other individual problems. All four of the administrators were rated very favorably by the participants. The participants seemed to be very satisfied with the administrative services they received.

Table 27. "This year, the administrative aspects of the workshop were handled by Delia Barcelona (for the first two weeks), Isabel Garcia, Maria Garcia, and Suzanne Mazurek. Please rate the performances of each in handling the problems for which you sought help from them."

Name	Total	Rating				
		Very poor	Poor	Adequate	Good	Excellent
Delia Barcelona (temporary)	100.0	0.0	2.0	3.0	13.0	82.0
Isabel Garcia	100.0	0.0	0.0	3.0	18.0	79.0
Maria Garcia (secretary)	100.0	0.0	8.0	5.0	23.0	64.0
Suzanne Mazurek (secretary)	100.0	3.0	5.0	0.0	28.0	64.0

In some years past, a Participants' Advisory Committee was formed, which met with the instructors and administrative staff each week to bring to their attention problems and dissatisfactions experienced by the participants. This year, as has been done more frequently in recent workshops, there was no participants' committee; instead, participants were encouraged to bring their problems

individually to the attention of the appropriate staff person. However, when asked their opinion about the need for such a committee in future workshops, about two-thirds of the participants were in favor of having an elected committee of their own. This merits serious consideration by the planners of the next workshop.

Table 28. "Should there be an elected Participants' Advisory Committee next year to meet with the staff to solve problems?"

Opinion	Percent
Total. . . . .	<u>100.0</u>
Committee needed. . . . .	64.0
Committee not needed. . . . .	36.0

The students were full of praise for the administration in their verbatim comments:

"I think we overworked those ladies, I wish there would be a way of making their jobs lighter, even though they labored on cheerfully."

"The people handling the administration are just excellent. They are expert. They need to be praised."

"They were all very helpful and patient and spared no effort to make us comfortable, especially Delia and, of course, Isabel Garcia."

### Housing

Participants in the 1980 Workshop were accommodated in the Windermere Hotel, as the best available alternative to the University of Chicago's International House, which served the purpose for many preceding summers. The change was made in response to unfavorable criticisms received from last year's participants about International House (located two blocks from the CFSC). The Windermere is a multistoried hotel located on the lake front,

about five blocks from the CFSC. The participants had a moderately favorable evaluation of their accommodations. However, the housing problem appears to be far from totally resolved. The most problematic difficulty was the facilities available for meals. This situation was probably further aggravated by the increased walking distance between the CFSC and the accommodations.

Table 29. "In response to the criticisms and recommendations of last year's workshop, we made special arrangements to house this year's participants at the Windermere Hotel, instead of the International House. Please help us decide what to do for next year."

Question	Total	Rating				
		Extremely poor	Poor	Adequate	Good	Excellent
How adequate for your needs were the accommodations (comfort of rooms, etc.)? . . . . .	100.0	0.0	8.0	20.0	46.0	26.0
How would you rate the treatment given you by the staff and employees of the Windermere Hotel? . . . . .	100.0	0.0	13.0	25.0	36.0	26.0
How convenient did you find the local facilities for meals? . . . . .	100.0	8.0	20.0	28.0	31.0	12.0

As reflected in their comments, participants had mixed feelings about their housing experiences. Several significant points that emerged from their comments and suggestions are (1) unsatisfactory room service; (2) negligence in proper delivery of messages to the residents; (3) relatively long walk from the CFSC, thereby suggesting the introduction of (shuttle) bus service to and from the CFSC; (4) relative inconvenience and expensiveness of meal facilities, leading

to suggestions such as common cooking facilities; and (5) moderate satisfaction with the hotel administration. These and other relevant issues merit consideration before deciding about the housing of the next workshop's participants. A few of the verbatim comments from the participants included:

"I-House services were cheaper and (more) convenient. To go to the Hotel after a session at CFSC was not only tiring but also expensive."

"Once you know your way around there were plenty of nice places to have good food but a bit expensive."

"Sometimes they failed to deliver messages to us and some were very important."

"I feel that accommodating participants at the Windermere was a good idea; the only problem was that it was a long walk from the Center."

"Common cooking/refrigeration facilities should be provided."

"The Hotel is far from the Center. I suggest the provision of a bus in the morning, say by 9:15 a.m. and evening back, say 9:00 p.m."

APPENDIX A

ROSTER OF PARTICIPANTS

Name	Address	Position and Organization
Abd Elrhman, Mohamed Nabil	41 Haret Hazik, Missarra Shoubbra, Cairo, Egypt Tel. 641708 Cairo	Director of Health District in Sharkia, Zagazig
Adeyanju, Olusola Matthew	41 Road, A Close, Block 2, Flat 9 Festac Town, Lagos, Nigeria	Health Educator
Ado, Patience A.	Ghana Education Service Curriculum Research & Dev. Div. P.O. Box 2739, Accra, Ghana	Principal Education Officer Ghana Educ. Service
Ahumibe, Raphael Kemakolam	51 Awkuzu Lane Umuahia, Imo State, Nigeria	Principal Health Educator
Amin, Awatif Mahmoud	15 Hussan Shafik El Masry Heliopolis, Cairo, Egypt	Director of Family Planning Cairo Governorate Health Department
Ben Said, Mrs. Melika	41, Rue Ahmed Amine 1005 El Omvane, Tunisia	Assistant to Director Tunisian Family Planning Association
Bero, Ibrahim Bin	No. 13, Jalan Datuk Patinggi Abdul Rahman Yakup, Petra Jaya, Kuching, Sarawak, E. Malaysia	Head of Information, Education, and Communication Division Sarawak Family Planning Assoc. Kuching, Sarawak, E. Malaysia
Boulos, Maher Habib	42 Abed El Aziz Ali Street Zagazig, Egypt	Director of Preventative Medicine Health Department of Sharkia Ministry of Health
Boutros, Lamie Migalla	P.O. Box 2109 Khartoum, Sudan	Head of Family Guidance National Council for Welfare and Social Development
Cele, Prisca Ivy	Box 4 Clernaville 3602 Rep. of South Africa	Graduate student/researcher Northwestern University
Chai, Moi Len	No. 10 Taman Kinantv Ph. II Kota Kinabalu, Sabah, Malaysia OR: P.O. Box 200 Kota Kinabalu, Sabah, Malaysia	Programme Officer Sabah Family Planning Association
Cunquejo, Marilena de Andrade	Av. Prado Junior 290 No. 603 CEP 22011	Radio Program Coordinator Mobral-Fundacao Movimento Brasileiro de Alfabetizacao
Dabbous, Ihsan Aly	18 Manchiet El Bakry St. Cairo, Egypt	Journalist Akhbar El Yom Newspaper

Name	Address	Position and Organization
Donner, Edgar	Ruhpolding Str. 14 D-8000 Munich, Germany	Project Manager in Thailand German Agency for Technical Cooperation (GTZ)
El-Derri, Ahmed Ehahim	7 Abdel Aziz Aiad St. Massaken, Zagazig, Egypt	Director of Rural Health in Sharkia Health Department of Sharkia Ministry of Health
El Bagoury, Kamal Hafez	Sad Ali Houses Nos. 7-13 Minia, Egypt	Head of Public Opinion Department Minia Information Services
Elghawaby, Hassan Mahmoud	341 Coltart Ave. Pittsburgh, PA 15213 U.S.A.	General Director of Health Affairs, Red Sea Govern, Ministry of Health, Egypt
El-Hossainy, Mohamed Near El-Din	El-Makrizy St. Rohoma Bldg. Damanhour, Egypt	Inspector, Western Delta Zone Information Communication Center, Damanhour
Erler, Oswald	Neuwiesenstr. 40 6 Frankfurt M-71 West Germany	M.D. for GTZ (German Agency for Technical Cooperation)
Gharbia, Ismeail Mohamed Ibrahim	21 Mohamed Hamed St., Mitghamr Dakhalia, Egypt	Assistant to Rural Health Director at Dakahlia Health Department of Dakhalia Ministry of Health, Egypt
Haq, Muhammad Nazmul	69 Laboratory Rd. S. Dhanmondi Dacca, Bangladesh	Research Assistant Population Education Programme
Hassan, Fawzia Fahim	454 Al Airam St. Giza, Egypt	General Director of Training Inst. of TV & Broadcasting Radio & TV Organization, Cairo
Ismail, Mahmoud Ibrahim	28 Mahmoud Amin St. No. 8-El Dokki Cairo, Egypt	Information Director of Upper Egypt Egyptian SIS
Jahin, Hoda Abd El Hamid	2-205 St., Dagla-maadi Cairo, Egypt	Director of Department of Follow-up and Supervision Ministry of Health, Egypt
Kassim, Lhsan Ahmed	15 Fardous St. No. 72, Abbassia Cairo, Egypt	Researcher, Egyptian SIS
Khorshoum, Mohammed Rashad	4 Path Rd. Rustom Helwan, Cairo, Egypt	Director of Print Publication IEC Center Egyptian SIS

Name	Address	Position and Organization
Magiri, Gilbert M.	P.O. Box 31986 Nairobi, Kenya	Training Officer Family Planning Association of Kenya
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Majam, Benjamin L.	No. 12-5th Camarilla St. Murphy, Quezon City Metro Manila 3001, Philippines	Public Information Officer Family Planning Organization of the Philippines
Mgbodile, Winifred C.	Health Education Unit Ministry of Health Enugu, Anambra State, Nigeria	Ministry of Health Enugu-Anambra State, Nigeria
Naik, Mrs. Kusum Ramakant	Anjalika Sadan, 2nd Floor Sitaladevi Temple Rd. Mahim, Bombay 400016, India	Senior Pop. Ed. Officer Pop. Ed. Department Family Planning Assoc. of India
Ohaja, Christopher Ugwunna	Ministry of Health Public Health Division Owerri, Imo State, Nigeria	Senior Health Educator
Okalebo, Molly	P.O. Box 30030 Kampala, Uganda	Family Planning Association of Uganda, P.O. Box 30030 Kampala, Uganda
Omar Mahmoud, Mohamed Aly	32 Hegaz St., No. 14 Alexandria, Egypt	Director of Preventive Medicine Alexandria Health Department Ministry of Health, Egypt
Sadek, Samja Mohamed	3 Esam El Daly St. Giza, Egypt	Director General of Radio Cairo Egyptian State Broadcasting Organization
Sirinawin, Miss Rachaneewan	125/24 Tiwanon Road Nonburi Thailand	National Family Planning Program
Stowe, Embert H.	24-4 River St., P.O. Box 225 Roosbau, Dominica, West Indies	Senior Pharmacist Dominica Pharmaceutical Society National Reconstruction Committee--Health
Suwannajata, Mrs. Kosum	70/490 Prachanives 2 Nondhaburi, Thailand	Chief of Health Education Section City Health Department, Bangkok Metropolis Administration
Tolushe, Florence Adejoke	Divisional Health Unit Infant Welfare Center PMB 1421 Ilorin, Kwara State, Nigeria	Principal Health Sister Ministry of Health, Ilorin Kwara State, Nigeria

Name	Address	Position and Organization
Zakaria, Abd El Maksaud Mohamad	40 Warshet El Cotton St., Ramlet Baulk, Cairo, Egypt	Lecturer, Sociology Department Menia University
Zimpel-Erler, Helga M.	Neuwiesenstr. 40 6000 Frankfurt/M 71 West Germany	M.D.