



Nineteenth Annual Summer Program  
of Graduate Study  
*June 22 to August 14, 1981*

# Population Communication, Education, & Administration

*Final Report of a Workshop  
Held at  
The Community and Family Study Center,  
The University of Chicago*

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Appendix A. Roster of Participants

I

Introduction

Between June 22 and August 14, 1981, the Community and Family Study Center (CFSC) conducted a workshop on Communication, Education, and Administration. This program of graduate study was organized and taught for the nineteenth 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, and administration in developing countries. The workshop was supported financially by the United States Agency for International Development (USAID) as a part of a grant to the University of Chicago.

A total of 46 participants from 23 different countries attended the workshop. Following is a tabulation of the countries represented, and the number of participants from each:

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| Country                           | Number of Participants |
|-----------------------------------|------------------------|
| Bangladesh .....                  | 5                      |
| Botswana .....                    | 1                      |
| Dominican Republic .....          | 1                      |
| Egypt .....                       | 12                     |
| Federal Republic of Germany ..... | 1                      |
| Ghana .....                       | 1                      |
| Indonesia .....                   | 3                      |
| Jamaica .....                     | 1                      |
| Japan .....                       | 1                      |
| Jordan .....                      | 1                      |

(continued)

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| Country                   | Number of Participants |
|---------------------------|------------------------|
| Lesotho .....             | 1                      |
| Malaysia .....            | 1                      |
| Nepal .....               | 1                      |
| Pakistan .....            | 1                      |
| Sri Lanka .....           | 1                      |
| Sudan .....               | 3                      |
| Tanzania .....            | 1                      |
| Thailand .....            | 4                      |
| Trinidad and Tobago ..... | 1                      |
| Uganda .....              | 2                      |
| United Kingdom .....      | 1                      |
| USA .....                 | 1                      |
| Yemen Arab Republic ..... | 1                      |

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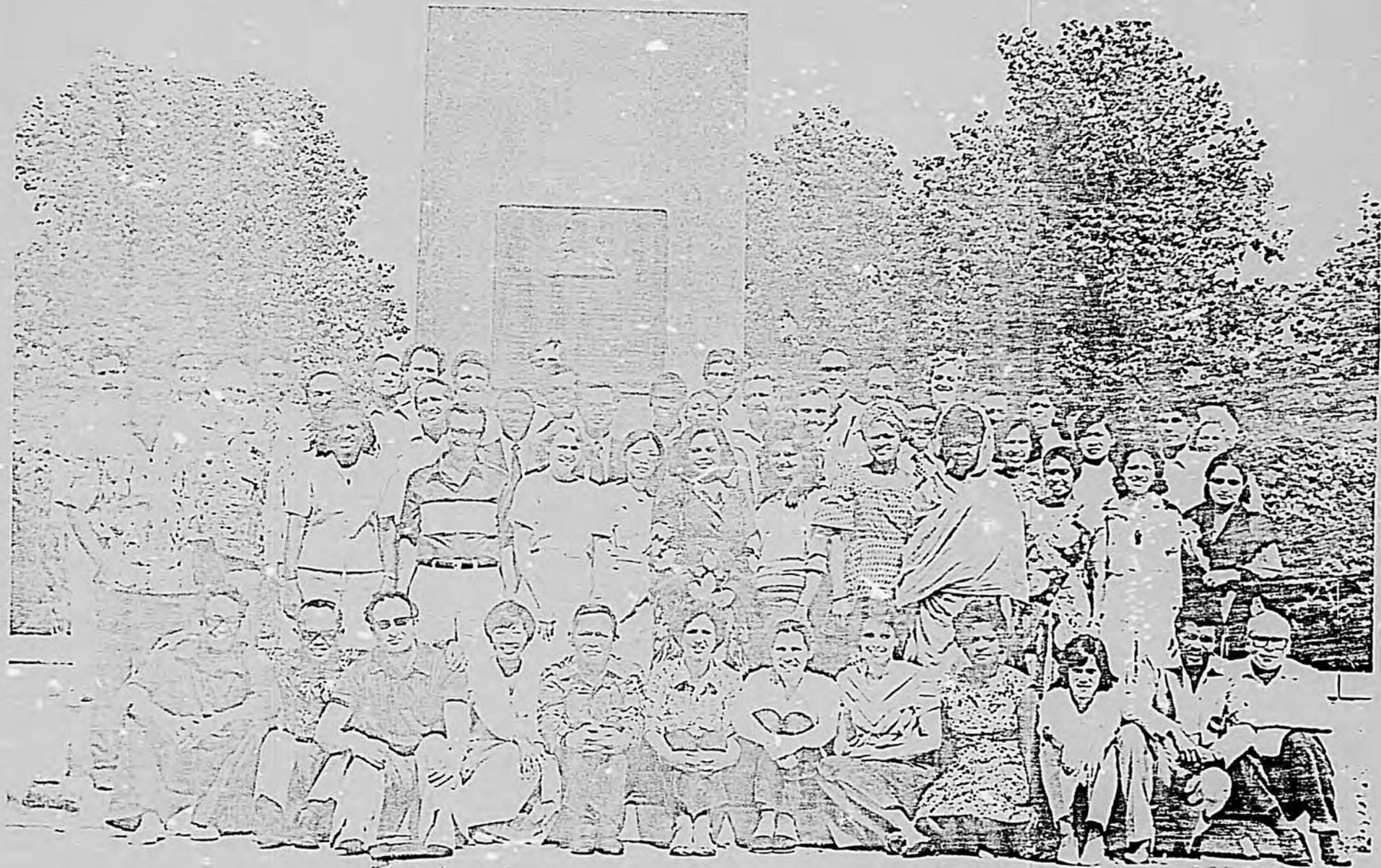
Appendix A lists the participants' names, their addresses, and their organizational affiliation.

#### Nature of This Report

This report summarizes the participants' evaluations of the training they received. The evaluations are based on questionnaires completed anonymously by the participants in the final days of the workshop. Thirty-seven such completed questionnaires were received and are used as the basis of this report. This report primarily contains the tabulations of these responses with brief interpretations. Summary findings from the questionnaire 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



Participants to the 19th Annual Summer Workshop, June 22 to August 14, 1981

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 Philippines, and doctoral student in Sociology, the University of Chicago.

Jane Bertrand -- Assistant Professor in Applied Health Sciences, School of Public Health, Tulane University.

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

Patrick Coleman -- Media Director of the Communication Laboratory, CFSC and M.A. student in the Division of Social Sciences, University of Chicago.

Art Danart -- Director, Family Planning Services Division, Office of Population, Agency of International Development, Washington.

Sylvia Curtis -- Family Planning and Technical Services, Mt. Sinai Hospital, Chicago.

Mariah Evans -- Senior Project Director, CFSC and Doctoral student in Demography and Sociology, University of Chicago.

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

Robin Glauber -- Free-lance writer of radio and television scripts.

Jack Jones -- Consultant, Communication Management Association.

George McVicker -- Arts and Graphics Consultant, CFSC and free-lance artist.

Alfred Neuman -- Professor, University of California at Los Angeles,

School of Public Health, Division of Population, Family, and International Health.

Ruth Osgood -- Concord Medical Center, Chicago.

Michele Pazul -- Senior Project Director, CFSC and Doctoral Student in Demography and Sociology, University of Chicago.

Terry Peigh -- Production Consultant, CFSC, and Executive of Foote, Cone, and Belding Advertising Agency.

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 Rasovsky -- National Radio Theatre, Chicago, specializing in radio drama.

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

Don Shaw -- Midwest Population Center.

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.

Amy Ong Tsui -- Associate Director of CFSC and Research Associate (Assistant Professor), Department of Sociology, University of Chicago.

Ricardo Vernon -- Instructor, Universidad Ibero-Americana, Mexico, and

doctoral student in Sociology, The University of Chicago.

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

Michael White -- Associate Director of CFSC and Research Associate (Assistant Professor) Department of Sociology, University of Chicago.

Michael Wolff, M.D. -- Technical advisor from German agency for technical cooperation to U.A.R. of Egypt's Ministry of Health family planning project.

### 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." Thirty-five participants in the workshop were funded by other international organizations such as the United Nations, the World Bank, and the USAID in-country missions.

### Housing

As in previous years, participants in 1981 were housed at the International House, a graduate student dormitory. The International House, located one block from the CFSC, has a cafeteria open for all three meals serving a moderate selection of foods at reasonable prices. In addition, it has a reading room supplied with current journals and newspapers, a common room, and other facilities for recreation and comfortable living.

### Administration

The logistical and administrative work of the workshop was performed by Mrs. Isabel Garcia (Administrative Assistant, CFSC), George Rumsey (Editor of Publications, CFSC), and Kyle Henderson (Secretary, CFSC).

### Organization of This Report

This evaluation report has seven sections:

- 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.

II

General Evaluation

The overall rating of the 1981 Workshop by the participants was highly favorable. All but one participant found it "adequate" or better. Almost one-half of the total number of the participants rated the workshop as excellent. (Except where indicated, the total number of respondents is 37.)

Table 1. "Taking into account your entire workshop experience this summer, what is your overall rating of the 1981 Summer Workshop experience?"

| Rating                   | Percent       |
|--------------------------|---------------|
| Total. . . . .           | 100.0 (N= 35) |
| Extremely poor . . . . . | 0.0           |
| Poor . . . . .           | 2.9           |
| Adequate . . . . .       | 14.3          |
| Good . . . . .           | 37.1          |
| Excellent. . . . .       | 45.7          |

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 3 participants found the workshop to be either "absolutely essential" or "moderately desirable." More than two-thirds found it "absolutely essential" for the following year.

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 . . . . .                    | <u>100.0</u> (N = 36) |
| Definitely not needed. . . . .     | 0.0                   |
| Useful but not important . . . . . | 8.3                   |
| Moderately desirable . . . . .     | 22.2                  |
| Absolutely essential . . . . .     | 69.4                  |

With respect to the workshop site, the participants in general agreed that the workshop should continue to be held in Chicago. However, the idea of an overseas site or separate workshops for Africa, Asia, and Latin America drew moderate support.

Table 3. "Some people believe it is artificial and poor policy to hold a course 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; e) Availability of teaching faculty. Some people argue that all of these assets can be satisfied at overseas sites, and perhaps better. What is your recommendation for next year?"

| Response  | Percent      |
|---|--------------|
| Total . . . . .   | <u>100.0</u> |
| Should be held at overseas site . . . . .                               | 21.6         |
| Should be held separately for Africa, Asia, and Latin America . . . . . | 16.2         |
| Should be held in Chicago . . . . .                                     | 62.2         |

Inspired by preceding years' success (as expressed by the participants' satisfaction with the instruction), the 1981 Workshop was taught by

the staff of the CFSC and by guest experts already known to the Center. As evidenced by figures in Table 4, this year's participants overwhelmingly expressed satisfaction with the level of instruction and placed more emphasis on maintaining the high quality of instruction than on including overseas instructors.

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 its results decline in the technical level and degree of integration because of difficulties of prior coordination. What do you recommend?"

| Response   | Percent        |
|--|----------------|
| Total . . . . .  | 100.0 (N = 33) |
| I recommend at least one course should be managed and taught by an overseas instructor next year . . . . . | 12.1           |
| It makes no difference, if the quality of instruction is good . . . . .                                    | 87.9           |

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 the preceding years' participants. Participants were asked to give their opinions 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 course they will study. What is your recommendation? Next year, should we offer a previously prepared set of courses or should we chart out general study areas and let the participants decide what topics they wish to study? What do you recommend?"

| Response                                    | Percent        |
|---|----------------|
| Total . . . . .                             | 100.0 (N = 36) |
| Continue structured courses as this year. . | 75.0           |
| Let the participants decide the content . . | 25.0           |

Exactly three-fourths of the participants voted for structured courses as the ones offered to them.

The CPSC, with assistance from a number of different organizations, has been holding Social Development Workshops for nineteen 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 that 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 (N = 34) |
| UNESCO . . . . .                 | 0.0            |
| UNICEF . . . . .                 | 2.9            |
| WHO . . . . .                    | 2.9            |
| USAID . . . . .                  | 0.0            |
| IPPF . . . . .                   | 0.0            |
| CFSC . . . . .                   | 41.2           |
| A combination of these . . . . . | 52.9           |

The participants were divided in their choice between the CFSC (41 percent) and a combination of organizations (53 percent) coordinating a workshop. The idea of a combined enterprise drew more support.

Finally, the participants were asked to give their opinions about the length of the Summer Workshop (eight weeks in 1981) and their recommendations for the duration of future workshops. More than half of the participants expressed satisfaction with the existing length of 8 weeks. A six-week period was the next preferred length.

Table 7. "Some people believe that eight (8) 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 = 33) |
| Less than 4 weeks . . . . .  | 0.0            |
| 4 weeks . . . . .            | 6.1            |
| 5 weeks . . . . .            | 3.0            |
| 6 weeks . . . . .            | 15.2           |
| 8 weeks . . . . .            | 51.5           |
| 9 weeks . . . . .            | 3.0            |
| 10 weeks . . . . .           | 6.1            |
| 11 weeks . . . . .           | 0.0            |
| 12 weeks . . . . .           | 12.1           |
| More than 12 weeks . . . . . | 3.0            |

In summary, the participants of the 1981 Summer Workshop expressed high satisfaction with the way the workshop was organized and presented by the CFSC. In fact, they had few concrete suggestions to add. However, the only point on which they deviated from preceding years' workshop participants was in supporting a combined sponsorship by multiple organizations for future workshops over sole sponsorship by the CFSC, perhaps with the expectation of even better facilities and results.

#### Student Comments

As revealed in participant comments, the 1981 Summer Workshop received wide support and acclamation. However, as in the preceding year, the disproportionately large number of participants from a single country (Egypt) created an imbalance that generated criticism by participants from other countries. The following are a few excerpts from the participant comments.

"The Summer Workshop was well organized and the administrative staff worked very hard in satisfying our needs."

"The workshop has been very useful. The Center is doing very excellent service to many developing countries. The large number of participants from one country could not be justified. More countries could have been given a chance."

"The workshop has been entirely stimulating. I am committed to continued work and hope that I may have the opportunity to put all this valuable knowledge to use - soon!"

"While my over-all rating of the workshop is very high, I have mixed feelings about the composition of the participants."

"It seems that the presentation of the various countries at this workshop has not been very balanced."

"Try not to popularize one country, it will mislead the participants' views on the CFSC program."

III

Description of Individual Courses

All participants in the Summer Workshop enrolled in four courses, although they were formally registered by the University for three of these four. Participants 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 participants' reactions towards the content, teaching, and physical features of individual courses. The following are brief descriptions of the seven courses offered this summer.

Description

Social Science 311. POPULATION EDUCATION:  
CONTENT AND CURRICULUM  
(Instructor: Amy Tsui)

One of the major weaknesses of population education courses all over the world is that their informational content often is scanty and not oriented to the interests and needs of the intended audience. The cause lies in the fact that population teachers have inadequate preparation -- they themselves do not know the content they are expected to teach. This course is a rigorous attempt to correct it. The goal is to impart to the participants as much factual information as possible about the major topics, each of which is 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 sex education.

The course was taught as a regular graduate-level course and was one of the core courses of the workshop. In addition to special discussion sessions, participants completed a final examination.

\* \* \* \* \*

Social Science 312. COMMUNICATION THEORY, RESEARCH,  
AND CAMPAIGN PLANNING.

(Instructors: Donald J. Bogue and Jane Bertrand)

Some people believe that communication is an art but not a science. This is not the case. Communication campaigns usually succeed because the communicators who produced them knew a great deal about theories of communication and were hard-headed researchers firmly committed to "knowing the audience," pretesting, monitoring, evaluating, and scientific experimenting. The objective of this course is to provide a solid foundation of theory and an introduction to research skills that will prepare the communicator to work more effectively. Instead of just following "cookbook rules," he or she will be prepared to share problems through the use of reason and analysis as well as artistic intuition. The course will prepare the communicator to avoid failure through the use of pretesting and monitoring. It will also prepare him to work with evaluators to find out what is good and what is bad about a campaign after it is finished.

Course 312 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 simple and easily mastered.

\* \* \* \* \*

Social Science 313. MASS MEDIA PRODUCTION FOR POPULATION  
AND SOCIAL DEVELOPMENT  
(Instructors: Donald J. Bogue, Patrick Coleman, and 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 guest speakers 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. Their instruction 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.

\* \* \* \* \*

Social Science 314. PERSON-TO-PERSON COMMUNICATION  
FOR POPULATION AND SOCIAL DEVELOPMENT.  
(Instructors: Donald J. Bogue, Delia Barcelona and guest speakers)

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 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 that can be learned and perfected by practice. These skills are based upon theories and principles that 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 tries to present the theory that underlies good person-to-person communication and to provide opportunities to improve communication skills by applying those theories in a laboratory situation. It is expected that each participant will, upon his return to work, become a trainer of person-to-person communicators, and will also be involved in conducting a course for "teaching the teachers" of interpersonal communication.

This course was divided into segments as follows:

I. Group discussions

- II. Role playing
- III. Counselling
- IV. Public speaking
- V. Curriculum planning
- VI. Improving classroom teaching
- VII. Other forms of interpersonal communications.

\* \* \* \* \*

Social Science 316. MESSAGES FOR FAMILY PLANNING, HEALTH,  
NUTRITION, AND OTHER SOCIAL DEVELOPMENT PROGRAMS.  
(Instructors: Michael Wolff, and guest speakers)

One of the weaknesses of almost all social development communication programs is that insufficient attention is 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 tele-

vision. This plan was written up as a complete document; the documents were then duplicated and a complete set was made available to all participants in the class.

\* \* \* \* \*

Social Science 317. PLANNING, BUDGETING, ADMINISTRATING, AND  
MANAGING PERSONNEL FOR FAMILY PLANNING PROGRAMS.  
(Instructors: Donald J. Bogue, 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 administrative theory, presented by the primary instructor.
- II. Presentations, by selected experts, on specific areas or issues which require practical applications of theory.

\* \* \* \* \*

Special Course. STUDIES IN THE MEDICINE OF THE TROPICS.  
(Instructor: Michael Wolff)

Dr. Michael Wolff has spent nearly a decade working in the field of medical technical assistance in developing countries (such as Nigeria and Egypt). He delivered twelve lectures on various aspects of diseases that are common in tropical LDCs. Interested participants, at their discretion, attended sessions that might be of particular interest to them. This special course met twice each week.

IV

Evaluation of the Individual Courses

For each course an overall evaluation was obtained 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  | 0.0      | 50.0 | 50.0      | 24 |
| 312 . . . . .  | 100.0 | 0.0            | 0.0  | 14.3     | 39.3 | 46.4      | 28 |
| 313 . . . . .  | 100.0 | 0.0            | 0.0  | 33.3     | 20.0 | 46.7      | 15 |
| 314 . . . . .  | 100.0 | 0.0            | 0.0  | 5.6      | 33.3 | 61.1      | 18 |
| 316 . . . . .  | 100.0 | 0.0            | 3.4  | 13.8     | 65.5 | 17.2      | 29 |
| 317 . . . . .  | 100.0 | 0.0            | 2.9  | 34.3     | 37.1 | 25.7      | 35 |
| Special Course | 100.0 | 0.0            | 9.1  | 27.3     | 36.3 | 27.3      | 11 |

An impressive majority of the participants rated their respective courses as either "good" or "excellent." However, there are significant variations between courses regarding the rating of "excellent." Courses 316, 317, and the special course (especially the latter two) scored somewhat lower, suggesting the need for corrective measures in the future. The general positive evaluation of the courses was supported by participant agreement that the contents of the courses were useful for their future work. 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 | 4.2                       | 8.3          | 16.7              | 70.8             | 22 |
| 312 . . . . .  | 100.0 | 0.0                       | 0.0          | 28.6              | 71.4             | 28 |
| 313 . . . . .  | 100.0 | 0.0                       | 0.0          | 35.7              | 64.3             | 14 |
| 314 . . . . .  | 100.0 | 0.0                       | 0.0          | 5.9               | 94.1             | 17 |
| 316 . . . . .  | 100.0 | 3.6                       | 10.7         | 28.6              | 57.1             | 28 |
| 317 . . . . .  | 100.0 | 12.1                      | 21.2         | 42.4              | 24.2             | 33 |
| Special Course | 100.0 | 16.7                      | 25.0         | 16.7              | 41.7             | 12 |

All but two (317 and Special Course) of the courses were considered as extremely useful by more than half of the participants who took them.

When asked about their recommendations for the continuation, modification, or discontinuation of individual courses, participants, in general, recorded their approval for future continuation of the courses with little change. Table 10 shows the distribution of these recommendations.

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 | 4.3                  | 0.0                              | 4.3                       | 91.3                           | 23 |
| 312 . . . . .  | 100.0 | 3.7                  | 3.7                              | 11.1                      | 81.5                           | 27 |
| 313 . . . . .  | 100.0 | 0.0                  | 7.1                              | 50.0                      | 42.9                           | 14 |
| 314 . . . . .  | 100.0 | 5.6                  | 0.0                              | 16.7                      | 77.8                           | 18 |
| 316 . . . . .  | 100.0 | 7.4                  | 7.4                              | 44.4                      | 40.7                           | 27 |
| 317 . . . . .  | 100.0 | 2.9                  | 17.6                             | 38.2                      | 41.2                           | 34 |
| Special Course | 100.0 | 20.0                 | 20.0                             | 30.0                      | 30.0                           | 10 |

Participants overwhelmingly expressed satisfaction with the amount of material covered in the courses. With the exception of Course 316, where students complained about too much material, more than one-half felt that the amount covered in each course was the right amount. Table 11 shows the distribution.

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

| Course         | Total | Percent Distribution          |                                |                                    | N  |
|----------------|-------|-------------------------------|--------------------------------|------------------------------------|----|
|                |       | Fail to cover enough material | Try to cover too much material | Cover the right amount of material |    |
| 311 . . . . .  | 100.0 | 8.3                           | 12.5                           | 79.2                               | 24 |
| 312 . . . . .  | 100.0 | 3.6                           | 17.9                           | 78.6                               | 28 |
| 313 . . . . .  | 100.0 | 7.1                           | 21.4                           | 71.4                               | 14 |
| 314 . . . . .  | 100.0 | 5.6                           | 11.1                           | 83.3                               | 18 |
| 316 . . . . .  | 100.0 | 6.9                           | 48.3                           | 44.8                               | 29 |
| 317 . . . . .  | 100.0 | 14.7                          | 32.4                           | 52.9                               | 34 |
| Special Course | 100.9 | 18.2                          | 18.2                           | 63.6                               | 11 |

The participants generally felt that the courses they attended represented a proper balance between theory and application. The only exception in this respect was Course 317, which the students felt contained too much theory.

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 | Good balance |    |
| 311 . . . . .  | 100.0 | 26.1                 | 0.0           | 73.9         | 23 |
| 312 . . . . .  | 100.0 | 19.2                 | 7.7           | 73.1         | 26 |
| 313 . . . . .  | 100.0 | 13.3                 | 20.0          | 66.7         | 15 |
| 314 . . . . .  | 100.0 | 12.5                 | 0.0           | 87.5         | 16 |
| 316 . . . . .  | 100.0 | 29.6                 | 7.4           | 63.0         | 27 |
| 317 . . . . .  | 100.0 | 59.4                 | 12.5          | 28.1         | 32 |
| Special Course | 100.0 | 30.0                 | 20.0          | 50.0         | 10 |

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  | 8.3      | 50.0 | 41.7      | 24 |
| 312 . . . . .  | 100.0 | 0.0                  | 0.0  | 21.4     | 42.9 | 35.7      | 28 |
| 313 . . . . .  | 100.0 | 0.0                  | 0.0  | 13.3     | 53.3 | 33.3      | 15 |
| 314 . . . . .  | 100.0 | 0.0                  | 5.6  | 27.8     | 33.3 | 33.3      | 18 |
| 316 . . . . .  | 100.0 | 0.0                  | 3.4  | 10.3     | 48.3 | 37.9      | 29 |
| 317 . . . . .  | 100.0 | 0.0                  | 2.9  | 35.3     | 32.4 | 29.4      | 34 |
| Special Course | 100.0 | 0.0                  | 0.0  | 40.0     | 20.0 | 40.0      | 10 |

A large majority of the participants judged the amount of reading and work for their respective courses to be just enough. However, as

usual, 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 little           | Too much | Just enough |    |
| 311 . . . . .  | 100.0 | 0.0                  | 25.0     | 75.0        | 24 |
| 312 . . . . .  | 100.0 | 0.0                  | 17.9     | 82.1        | 28 |
| 313 . . . . .  | 100.0 | 6.7                  | 20.0     | 73.3        | 15 |
| 314 . . . . .  | 100.0 | 0.0                  | 11.8     | 88.2        | 17 |
| 316 . . . . .  | 100.0 | 0.0                  | 58.6     | 41.4        | 29 |
| 317 . . . . .  | 100.0 | 8.8                  | 11.8     | 79.4        | 34 |
| Special Course | 100.0 | 25.0                 | 8.3      | 66.7        | 11 |

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. However, the ratings for Courses 316, 317, and Special Course included a number of only "adequate" responses.

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 | 4.2                  | 0.0  | 4.2      | 45.8 | 45.8      | 24 |
| 312 . . . . .  | 100.0 | 0.0                  | 3.6  | 7.1      | 28.6 | 60.7      | 28 |
| 313 . . . . .  | 100.0 | 0.0                  | 0.0  | 13.3     | 33.3 | 53.3      | 15 |
| 314 . . . . .  | 100.0 | 0.0                  | 0.0  | 0.0      | 47.1 | 52.9      | 17 |
| 316 . . . . .  | 100.0 | 0.0                  | 0.0  | 37.9     | 37.9 | 24.1      | 29 |
| 317 . . . . .  | 100.0 | 0.0                  | 5.7  | 31.4     | 45.7 | 17.1      | 35 |
| Special Course | 100.0 | 8.3                  | 8.3  | 41.7     | 25.0 | 16.7      | 12 |

The 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  | 8.3      | 58.3 | 33.3      | 24 |
| 312 . . . . .  | 100.0 | 0.0                  | 7.1  | 14.3     | 46.4 | 32.1      | 28 |
| 313 . . . . .  | 100.0 | 0.0                  | 0.0  | 26.7     | 33.3 | 40.0      | 15 |
| 314 . . . . .  | 100.0 | 0.0                  | 5.6  | 5.6      | 50.0 | 38.9      | 18 |
| 316 . . . . .  | 100.0 | 3.4                  | 6.9  | 27.6     | 37.9 | 24.1      | 29 |
| 317 . . . . .  | 100.0 | 0.0                  | 5.7  | 25.7     | 42.9 | 25.7      | 35 |
| Special Course | 100.0 | 0.0                  | 16.7 | 16.7     | 33.3 | 33.3      | 12 |

Except for the Special Course, the technical level of all the courses was judged to be at the proper level by more than 70% of the participants. About one-third of them judged the technical level of classroom presentation for the special course as too simple.

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                  | 91.7        | 8.3        | 24 |
| 312 . . . . .  | 100.0 | 3.6                  | 82.1        | 14.3       | 28 |
| 313 . . . . .  | 100.0 | 0.0                  | 86.7        | 13.3       | 15 |
| 314 . . . . .  | 100.0 | 5.6                  | 72.2        | 22.2       | 18 |
| 316 . . . . .  | 100.0 | 3.6                  | 75.0        | 21.4       | 28 |
| 317 . . . . .  | 100.0 | 0.0                  | 77.4        | 22.6       | 31 |
| Special Course | 100.0 | 8.3                  | 58.3        | 33.3       | 12 |

The participants were asked to give their opinions about the different physical aspects of the courses, such as class size and the availability of time, space, and equipment.

With the exception of the Special Course, which was judged as too small by 45.5% of the participants, all other classes were judged to be of appropriate size.

Table 18. "How large was the class?"

| Course         | Total | Percent distribution |           |            | N  |
|----------------|-------|----------------------|-----------|------------|----|
|                |       | Too small            | Too large | Just right |    |
| 311 . . . . .  | 100.0 | 0.0                  | 8.3       | 91.7       | 34 |
| 312 . . . . .  | 100.0 | 3.6                  | 3.6       | 92.9       | 28 |
| 313 . . . . .  | 100.0 | 0.0                  | 13.3      | 86.7       | 15 |
| 314 . . . . .  | 100.0 | 0.0                  | 11.8      | 88.2       | 17 |
| 316 . . . . .  | 100.0 | 0.0                  | 24.1      | 75.9       | 29 |
| 317 . . . . .  | 100.0 | 5.7                  | 11.4      | 82.9       | 35 |
| Special Course | 100.0 | 45.5                 | 9.1       | 45.5       | 11 |

Facilities available in the classes were positively rated by the participants in general, with few ratings being less than "adequate."

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

| Course         | Total | Percent distribution |      |          |      |           | N  |
|----------------|-------|----------------------|------|----------|------|-----------|----|
|                |       | Extremely Poor       | Poor | Adequate | Good | Excellent |    |
| 311 . . . . .  | 100.0 | 0.0                  | 0.0  | 25.0     | 50.0 | 25.0      | 24 |
| 312 . . . . .  | 100.0 | 0.0                  | 3.7  | 25.9     | 44.4 | 25.9      | 27 |
| 313 . . . . .  | 100.0 | 0.0                  | 6.7  | 26.7     | 33.3 | 33.3      | 15 |
| 314 . . . . .  | 100.0 | 0.0                  | 0.0  | 22.2     | 38.9 | 38.9      | 18 |
| 316 . . . . .  | 100.0 | 3.6                  | 0.0  | 32.1     | 35.7 | 28.6      | 28 |
| 317 . . . . .  | 100.0 | 0.0                  | 6.1  | 26.4     | 42.4 | 15.2      | 33 |
| Special Course | 100.0 | 0.0                  | 16.7 | 25.0     | 41.7 | 16.7      | 12 |

Course 313 on "Mass Media Production for Population and Social Development" contained extensive laboratory work. The participants in general were very positive about the usefulness of these sessions. No rating was made below that of "moderately useful."

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

| Course        | Total | Percent distribution  |              |                   |                  | N  |
|---------------|-------|-----------------------|--------------|-------------------|------------------|----|
|               |       | No or very little use | A little use | Moderately useful | Extremely useful |    |
| 313 . . . . . | 100.0 | 0.0                   | 0.0          | 26.7              | 73.3             | 15 |

In summary, with the exception of the Special Course, all the other six courses offered this summer were judged to deal efficiently with pertinent topics, had a good balance of theory and application, and had sufficient facilities. With few exceptions, participants in general expressed satisfaction with the various aspects of the courses.

V

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; the ratings in Table 21 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     |       |    |           |      |          |          |           |
| 314.....      | 100.0 | 19 | 0.0       | 5.3  | 31.6     | 36.8     | 26.3      |
| 317.....      | 100.0 | 19 | 0.0       | 5.3  | 47.4     | 47.4     | 0.0       |
| Bogue         |       |    |           |      |          |          |           |
| 312.....      | 100.0 | 30 | 0.0       | 0.0  | 3.3      | 33.3     | 63.3      |
| 313.....      | 100.0 | 7  | 0.0       | 0.0  | 0.0      | 28.6     | 71.4      |
| 314.....      | 100.0 | 19 | 0.0       | 0.0  | 5.3      | 26.3     | 68.4      |
| 317.....      | 100.0 | 30 | 0.0       | 0.0  | 6.7      | 30.0     | 63.3      |
| Bertrand      |       |    |           |      |          |          |           |
| 312.....      | 100.0 | 27 | 3.7       | 3.7  | 18.5     | 40.7     | 33.3      |
| 317.....      | 100.0 | 18 | 0.0       | 5.6  | 33.3     | 27.8     | 33.3      |
| Coleman.....  | 100.0 | 15 | 0.0       | 0.0  | 33.3     | 13.3     | 53.3      |
| Danart.....   | 100.0 | 12 | 0.0       | 16.7 | 58.3     | 25.0     | 0.0       |
| Duttley.....  | 100.0 | 12 | 0.0       | 8.3  | 75.0     | 16.7     | 0.0       |
| Evans.....    | 100.0 | 15 | 26.7      | 20.0 | 46.7     | 6.7      | 0.0       |
| Freese.....   | 100.0 | 10 | 0.0       | 10.0 | 90.0     | 0.0      | 0.0       |
| Glauber.....  | 100.0 | 14 | 7.1       | 21.4 | 38.6     | 14.3     | 28.6      |
| Jones.....    | 100.0 | 18 | 0.0       | 0.0  | 16.7     | 16.7     | 66.7      |
| McVicker..... | 100.0 | 14 | 0.0       | 0.0  | 28.6     | 7.1      | 64.3      |
| Neuman.....   | 100.0 | 21 | 0.0       | 4.8  | 28.6     | 28.6     | 38.1      |
| Osgood.....   | 100.0 | 14 | 0.0       | 6.7  | 64.3     | 21.4     | 7.1       |
| Pazul.....    | 100.0 | 15 | 13.3      | 33.3 | 40.0     | 13.3     | 0.0       |

(continued on next page)

Table 21. (continued)

| Name           | Total | N  | Rating    |      |          |          |           |
|----------------|-------|----|-----------|------|----------|----------|-----------|
|                |       |    | Very poor | Poor | Adequate | Superior | Excellent |
| <b>Peigh</b>   |       |    |           |      |          |          |           |
| 313.....       | 100.0 | 15 | 0.0       | 0.0  | 33.3     | 40.0     | 26.7      |
| 317.....       | 100.0 | 31 | 0.0       | 3.2  | 16.1     | 45.2     | 35.5      |
| Price.....     | 100.0 | 13 | 0.0       | 23.1 | 15.4     | 46.2     | 15.4      |
| Remsberg.....  | 100.0 | 14 | 0.0       | 7.1  | 35.7     | 35.7     | 21.4      |
| Rasovsky.....  | 100.0 | 13 | 0.0       | 0.0  | 23.1     | 38.5     | 38.5      |
| Shaw.....      | 100.0 | 10 | 0.0       | 10.0 | 60.0     | 30.0     | 0.0       |
| Snyder.....    | 100.0 | 22 | 0.0       | 4.5  | 45.5     | 45.5     | 4.5       |
| Spray.....     | 100.0 | 14 | 0.0       | 0.0  | 21.4     | 38.6     | 50.0      |
| Sobrero.....   | 100.0 | 27 | 3.7       | 3.7  | 51.9     | 33.3     | 7.4       |
| Tsui.....      | 100.0 | 24 | 0.0       | 0.0  | 0.0      | 41.7     | 58.3      |
| Vernon.....    | 100.0 | 18 | 16.7      | 27.8 | 38.9     | 16.7     | 0.0       |
| Wheeler.....   | 100.0 | 17 | 0.0       | 0.0  | 5.9      | 41.2     | 52.9      |
| White.....     | 100.0 | 18 | 0.0       | 5.6  | 72.2     | 11.1     | 11.1      |
| <b>Wolff</b>   |       |    |           |      |          |          |           |
| 316.....       | 100.0 | 29 | 0.0       | 3.4  | 37.9     | 37.9     | 20.7      |
| Special Course | 100.0 | 14 | 0.0       | 7.1  | 35.7     | 35.7     | 21.4      |

Although there are variations among individual instructors, and there is still room for improvement, all the instructors were rated adequate or above by a large majority of the participants.

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 or three such lectures each week, and all participants were required to attend these sessions. Speakers and the topics they dealt with were:

| <u>Speaker</u> | <u>Topic</u>                 |
|----------------|------------------------------|
| A. Goldsmith   | "Physiology of Reproduction" |
| H. Sanhueza    | "Programs of IPPF"           |

| <u>Speaker</u>     | <u>Topic</u>                                |
|--------------------|---|
| J. Bertrand        | "Pretesting"                                |
| A. Neumann         | "DANFA Program"                             |
| J. Cannon          | "Sex Education for Adolescents"             |
| B. Karlin          | "Programs of APHA"                          |
| R. Colle           | "The Use of Audiotapes"                     |
| L. Gurtu           | "Sterilization and Abortion"                |
| A. Omran           | "Family Planning in Muslim Societies"       |
| W. Stender         | "Information Resources for Family Planning" |
| S. Farman-Farmaian | "Women's Status"                            |
| F. Kobrak          | "Visual Learning"                           |
| C. Ausherman       | "Training Clinic Personnel"                 |

Table 22 presents the participants' evaluation of the guest speakers listed above.

Table 22. "Following is a list of 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 |
| Goldsmith..... | 100.0 | 25 | 0.0       | 4.0  | 40.0     | 36.0     | 20.0      |
| Sanhueza.....  | 100.0 | 27 | 0.0       | 0.0  | 74.1     | 18.5     | 7.4       |
| Bertrand.....  | 100.0 | 33 | 0.0       | 3.0  | 33.3     | 27.3     | 36.4      |
| Neuman.....    | 100.0 | 32 | 0.0       | 0.0  | 25.0     | 25.0     | 50.0      |
| Cannon.....    | 100.0 | 35 | 0.0       | 11.4 | 31.4     | 34.3     | 22.9      |
| Karlin.....    | 100.0 | 27 | 0.0       | 3.7  | 48.1     | 37.0     | 11.1      |
| Colle.....     | 100.0 | 24 | 0.0       | 12.5 | 33.3     | 33.3     | 20.8      |
| Gurtu.....     | 100.0 | 30 | 0.0       | 13.3 | 46.7     | 36.7     | 3.3       |
| Omran.....     | 100.0 | 26 | 0.0       | 0.0  | 30.8     | 30.8     | 38.5      |
| Stender.....   | 100.0 | 21 | 0.0       | 14.3 | 47.6     | 28.6     | 9.5       |
| Farman.....    | 100.0 | 27 | 0.0       | 7.4  | 40.7     | 33.3     | 18.5      |
| Kobrak.....    | 100.0 | 26 | 3.8       | 3.8  | 46.2     | 30.8     | 15.4      |
| Ausherman..... | 100.0 | 9  | 0.0       | 11.1 | 22.2     | 55.6     | 11.1      |

With minor variations, all the guest speakers received highly positive ratings. There were actually very few ratings below that of "adequate." Although optional, the participants attended with sufficient regularity to indicate the success of these sessions.

IV

Evaluation of Special Activities

In addition to its concentration on vigorous training activities, the CFSC organized a number of social and recreational activities for the participants in order to foster effective interaction in the workshop.

Summer Workshop News.

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

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

| Response                                  | Percent |
|---|---------|
| Total . . . . .                           | 100.0   |
| Excellent idea, should be continued . . . | 83.8    |
| Good idea, but needs improvement. . . . . | 16.2    |
| Poor idea, should not be done next year . | 0.0     |

Student Comments: "Summer workshop news is superb." "No improvement necessary." "There must be some encouragement for participants to utilize the newsletter media."

Family Planning in My Country

Participants from all individual countries were asked to represent their respective countries by making presentations in "Family Planning/

Social Development in my Country" during scheduled evening sessions.

However, there was a strong feeling that these 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 . . . | 56.8    |
| Good idea, but needs improvement. . . . . | 40.5    |
| Poor idea, should not be done next year . | 2.7     |

Student Comments: "Some countries do not attend other countries' sessions. This is not good. Something should be done." "Participants need to be informed beforehand that they are required to present a paper in Family Planning in my Country." "Participants should be told before they come to Chicago - so that they come prepared."

Friday Night Fiestas

Each Friday night, the participants gathered together at the CFSC or the Internation House for discussions, informational films, and refreshments. This meeting was meant to provide the participants with an opportunity to meet each other socially and to learn about each other's country and culture. The participants, by a two-thirds majority, rated the idea as excellent. There was considerable sentiment that these sessions could be further improved.

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 . . . . .         | 66.7    |
| Good idea, but needs improvement . . . . .        | 30.6    |
| Poor idea, should not be done next year . . . . . | 2.8     |

Student Comments: "Cultural presentation of participating countries should be scheduled to add charm - it must be made out and out entertaining."

Other Activities

Two of the major social/recreational events that were arranged by the CFSC during the workshop were: a boat trip of Chicago on Lake Michigan and the Chicago River, and a picnic trip to the Indiana Dunes. Both the events were widely acclaimed by the participants, while the trip to the Indiana Dunes was more popular. The recreational activities thus proved to be quite satisfactory to the participants.

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            |                     |
|---|------------------|---------------------|
|   | <u>Boat Trip</u> | <u>Dunes Picnic</u> |
| Total . . . . .                         | 100.0            | 100.0               |
| Poor idea, should be dropped . . . . .  | 5.4              | 0.0                 |
| Neutral, depends on place . . . . .     | 24.3             | 16.2                |
| Good idea, should be repeated . . . . . | 70.3             | 83.8                |

VII

Evaluation of Administration and Logistics

Administration

Three members of the CFSC were available during the workshop to help resolve various administrative problems. They assisted the participants in making airline reservations, exchanging currencies, distributing fellowship checks, organizing recreational activities, and handling many other individual problems. All of the administrative personnel were rated very favorably by the participants.

Table 28. "This year the administrative aspects of the workshop were handled by Isabel Garcia, George Rumsey, and Kyle Henderson. Please rate the performance of each in handling the problems for which you sought help from them."

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| Name               | Total | Rating    |      |          |      |           |
|--------------------|-------|-----------|------|----------|------|-----------|
|                    |       | Very Poor | Poor | Adequate | Good | Excellent |
| Isabel Garcia . .  | 100.0 | 0.0       | 2.8  | 2.8      | 11.1 | 83.3      |
| George Rumsey . .  | 100.0 | 0.0       | 0.0  | 8.3      | 13.9 | 77.8      |
| Kyle Henderson . . | 100.0 | 0.0       | 0.0  | 5.6      | 19.4 | 75.0      |

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Student Comments: "Administrative services have been just fine."

"Employ an extra temporary typist to assist in typing work." "They were perfect and I think that each of them deserves a prize in cash or kind." "Lack of interaction between staff and participants."

Housing

Participants in the 1981 Workshop, as in previous years, were accommodated in the International House. Last year's participant dissatisfaction with the Windermere Hotel and its services prompted the administrators to make use of the traditional International House accommodation this year. The International House is located near the CFSC, with many facilities for single students. Table 29 shows the participants' reactions to the available facilities.

The housing aspect does not look as encouraging when compared to other features of the Workshop. Dissatisfaction lies in all three aspects of the accommodation as rated by the participants. Nevertheless, the majority rating was "adequate" or better for all three aspects, while comfort of rooms aroused more dissatisfaction. Meal facility was found to be relatively more satisfactory than the other two aspects of accommodation.

Table 29. "This year's participants were housed at the International House. Please give us your opinions of this facility."

| Facilities  | Total | Rating         |      |          |      |           |
|---|-------|----------------|------|----------|------|-----------|
|   |       | Extremely Poor | Poor | Adequate | Good | Excellent |
| How adequate for your needs were the accommodations (comfort of rooms, etc.)? . . . . .                     | 100.0 | 5.6            | 38.9 | 44.4     | 8.3  | 2.8       |
| How would you rate the treatment given you by the staff and employees of the International House? . . . . . | 100.0 | 5.7            | 14.3 | 34.3     | 34.3 | 11.4      |
| How convenient did you find the local facilities for meals? . . . . .                                       | 100.0 | 5.6            | 13.9 | 52.8     | 25.0 | 2.8       |

However, as evidenced by verbatim comments from the participants, there was considerable difference of opinion among them about the accommodation facilities.

Student Comments: "The staff and employces have been cooperative and helpful." "Too expensive." "The meal arrangement would not have been a problem if adequate meals were provided on a weekend." "Some of the staff and/or employees are extremely rude, especially in the cafeteria." "Very nice common rooms; poor sleeping room; dirty, noisy, ugly place, lack of private bathroom and fridge; too expensive." "The mutual baths are unacceptable, the price too expensive." "Sinks in the rooms are essential." "Rooms are congested and no varieties of food."

Appendix ARoster of Participants

| Name                    | Sex | Mailing Address   |
|-------------------------|-----|---|
| Rahman, Mohammed Syedur | M   | District Project Officer<br>Family Planning Association of<br>Bangladesh<br>2, Naya Paltan<br>Dacca-2, Bangladesh   |
| Zakaria, Abu Md.        | M   | District Project Officer<br>Family Planning Association of<br>Bangladesh<br>2, Naya Paltan<br>Dacca-2, Bangladesh   |
| Talukder, Lutfar Rahman | M   | Director of Implementation<br>Population Control & Family Planning<br>Division<br>Govt. of People's Republic of Bangladesh<br>Population Building<br>Dacca, Bangladesh                      |
| Ahmed, Zia Uddin        | M   | Assistant Director (IEM)<br>I.E.M. Unit<br>Population Control & Family Planning<br>Division<br>Ministry of Health & Population Control<br>Dhanmandi, Rd. 6, House 141E<br>Dacca, Bangladesh |
| Rahman, Saldur Md.      | M   | Assistant Director (Gen'l. & IEM)<br>District Family Planning Ofc.<br>148/A Abed Dhali Rd.<br>Kalabagan, Dacca, Bangladesh  |
| Balosang, Kruger L.     | M   | Chief Community Development Officer<br>AID, c/o Julie Iselin<br>Roy Littlejohn Associates<br>1328 New York Ave., Washington DC  |
| Castillo, Janina A.     | F   | Consejo Nacional de Poblacion y<br>Familia (Conaqpa)<br>Apartado Postal 1803<br>Santo Domingo, Dominican Republic   |

| Name                  | Sex | Mailing Address   |
|-----------------------|-----|---|
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