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Advanced Training for FAMILY PLANNING COMMUNICATION and POPULATION EDUCATION

*FINAL REPORT
of a Workshop for
Spanish-Speaking Countries,
held October 22 to November 16, 1979,
sponsored by*



The Community and Family Study Center
The University of Chicago

I
Overview

Between October 22 and November 16, 1979, the Community and Family Study Center at the University of Chicago, held a workshop taught entirely in Spanish on "Advanced Training for Family Planning Communication and Population Education." Designed for top-level communicators and educators, the workshop emphasized technical instruction and laboratory work to improve communication skills. There was also reading and study of basic theoretical writings that have practical applications. The 55 participants were of outstandingly high quality. Most were high officials in ministries of Health, Education, Social Security, Welfare, Information, and Defense, or program directors of social development programs in private agencies. There were also high officials in the area of television, radio, and film.

Following is a tabulation of the number of participants from each country:

<u>Country</u>	<u>Number</u>
Argentina	1
Bolivia	2
Brazil	11
Chile	3
Colombia	4
Costa Rica	3
Dominican Republic	3
Ecuador	4
El Salvador	2
Guatemala	5
Honduras	3
Mexico	5
Nicaragua	1
Panama	4
Peru	2
Uruguay	2
TOTAL	<hr/> 55

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

Instruction. Instruction was entirely in Spanish. A staff of Spanish-speaking instructors was assembled, consisting of:

Dr. Donald J. Bogue, Director of the Workshop

Dr. Jane T. Bertrand, Assistant Professor at the Department of Applied Health Sciences, Tulane School of Public Health, Tulane University, New Orleans

Dr. Benjamin Viel, Director of IPPF/London and former Assistant Director for the Western Hemisphere Office of IPPF/New York

Dr. Marcio Ruiz Schiavo, Director of BEMFAM, Brasil

Eugenia de Monterroso, Professor of Sexual Education at the Universidad del Valle, Guatemala City

Carlos Brambila, Doctoral Student in Sociology, University of Chicago

Antonio Cisneros, Doctoral Student in Comparative and International Education, University of California at Los Angeles, and Director of Centro de Investigacion Social, La Paz, Bolivia

Recruitment of Participants. The 55 participants were recruited by a combination of mass communication and person-to-person contact. The Community and Family Study Center prepared a prospectus that was sent to all of the major ministries of every Spanish- and Portuguese-speaking nation in Central and South America. It was also mailed to major international organizations with programs in these countries (UNICEF, UNESCO, WHO, FAO, IPP, and the Ford Foundation). The prospectus included application forms for participations in the workshop.

Fellowships. A total of 54 fellowships were available for award by the Community and Family Study Center through funds provided by the U.S. Agency for International Development. The fellowships were for living and travel expenses. One participant from Brazil received only living expenses. The Brazilian government paid for his airplane ticket. Another participant, from Costa Rica, received a complete scholarship from IPPF.



Participants and Staff of the Workshop on Advanced Training
for Family Planning Communication and Population Education.

Funding. All workshop expenses such as salaries, fellowships, air transportation, and other costs of sponsoring the workshop were paid by the Community and Family Study Center with funds provided by the U.S. Agency for International Development under the program "Strengthening Population Communication and Training."

Housing. The participants--as well as the instructors--were lodged at the Windermere Hotel, located a short distance from the University of Chicago and with easy access to public transportation to downtown Chicago and other areas of the city. The participants were assigned to double rooms; each participant shared a room with another person from a different country, thereby promoting greater international appreciation of ideas and customs.

Administration. The logistic and administrative work of the workshop was performed by Isabel Garcia, Administrative Assistant of the Community and Family Study Center. She was aided by two Spanish-speaking assistants, Maria Garcia and Antonio Cisneros.

Overall Evaluation of the Workshop. The Workshop on Advanced Training for Family Planning Communication and Population Education can be classified as a definite success. As Table 1 indicates, the general reaction of the participants to the workshop was extremely positive.

Table 1. "Taking everything into consideration, how would you rate this workshop?"

<u>Response</u>	<u>Percent</u>
Total.....	100.0
Very poor.....	--
Poor.....	4.0
Adequate.....	10.0
Good.....	52.0
Excellent.....	34.0

Two participants gave the workshop a rating of "poor" and five participants replied with an unenthusiastic rating of "adequate." However, the majority of the respondents were divided between good and excellent, with 52 percent (26 participants) rating the workshop as "good" and 34 percent (17 participants) rating it as "excellent."

Organization of the Report. This final report of the workshop consists of seven sections as follows:

- I. Introduction
- II. Content of the Training
- III. Evaluation of the Three Major Courses
- IV. Evaluation of the Elective Courses
- V. Evaluation of the Supplementary Activities
- VI. Financial Statement: Cost of the Workshop
- VII. Future Workshops.

II
Content of the Training

A. GENERAL DESCRIPTION OF THE PROGRAM

The four-week training in Chicago consisted of three different tracks and eight supplementary courses. The schedule was arranged flexibly so that each participant would take one major course and as many supplementary courses as he or she wished.

Major Courses

Communicators were asked to specialize in one of three major fields and a separate major course was offered for each.

- Track A. Person-to-Person Communication for Family Planning and Population Education
- Track B. Mass Media Communication for Family Planning and Population Education
- Track C. Research and Administration of Family Planning and Population Education Programs.

Each major course met separately for a one-and-a-half-hour period daily, to allow for lectures or demonstrations by the teacher or participants, discussions, elaborations, production of materials, and guided field work. In addition, there was a one-and-a-half-hour period for laboratory work daily for each track. Laboratories were open in the afternoon and evening. Participants selected at least one major course at the time of the application. Having decided the major course, the participant was asked to select as many supplementary courses as he or she found interesting and that he or she had time to complete.

Supplementary Courses

In addition to the major courses, there were eight supplementary courses from which the participants could choose. Each supplementary course consisted of five one-and-a-half-hour sessions, meeting daily for one week. The entire morning was devoted to two supplementary courses. Thus, each week, two supplementary courses were completed and the following week two more were scheduled.

The weekly schedule is presented in detail below.

The titles of the elective courses and the instructors were as follows:

101. Principles of Communication--Carlos Brambila
102. Contraceptive Methods and Distribution Systems--Benjamin Viel
103. Population Education--Donald J. Bogue
104. Family Life Education--Eugenia de Monterroso
105. Planning and Managing an I-E-C Campaign--Marcio Ruiz Schiavo
106. Pretesting Communications--Jane T. Bertrand
107. Campaigns to Reach National and Local Leaders--Marcio Ruiz Schiavo
108. Campaigns to Motivate a Resistant and Unconcerned Public--Donald J. Bogue.

The Latin American Field Experience

The final week of the workshop (fifth week) provided an opportunity to practice some of the knowledge and skills gained by the participants in the first four weeks. This part of the program was conducted with the Coordinación del Programa Nacional de Planificación Familiar (Mexico) and APROFAM (Guatemala) with the economic assistance of the Development Associates.

B. DAILY CLASS SCHEDULE

9:00-10:30	Elective Course
10:30-11:00	Coffee Break
11:00-12:30	Elective Course
12:30-1:30	Lunch
1:30-3:00	Track B (Mass Media)
3:00-3:30	Coffee Break
3:30-5:00	Track C (Research)
5:00-7:00	Dinner
7:00-8:30	Track A (Person-to-Person)
9:00-10:30	Study Period

C. WEEKLY SCHEDULE FOR ELECTIVE COURSES

<u>Week</u>	<u>9:30 to 10:30 daily</u>	<u>11:00 to 12:30 daily</u>
1	101. Principles of Communication	102. Contraceptive Methods and Distribution systems
2	106. Pretesting Communications	105. Planning and Managing an I-E-C Campaign
3	103. Population Education	107. Campaigns to Reach National and Local Leaders
4	108. Campaigns to Motivate a Resistant and Unconcerned Public	104. Family Life Education (3:30 p.m.)

D. COURSE OUTLINES FOR THE MAJOR COURSES

Track A. Person-to-Person Communication. This course was intended for persons whose major work involves face-to-face contact with others. It is a mixture of theory and practical work. Each participant had to carry out a number of different exercises to apply the principles and techniques learned. This course was taught by Donald Bogue for three of the four weeks. One week, which was devoted to education (sessions 9 through 13), was taught by Antonio Cisneros.

<u>Session</u>	<u>Topic</u>
1	Overview of the course; the basic skills of interpersonal communication
2	Theory of group dynamics
3	How to hold small group discussions--planning the discussion
4	How to hold small group discussions--conducting the small group discussion
5	Theory of person-to-person counselling
6	How to interview a person to understand personal problems
7	How to hold counselling sessions with individuals
8	Group counselling

(continued)

<u>Session</u>	<u>Topic (continued)</u>
9	Classroom instruction--curriculum building
10	Classroom instruction--techniques of classroom teaching
11	How to work with local community groups and organizations
12	Use of audiovisual materials in person-to-person instruction
13	Techniques of informal education
14	Improving your ability as a public speaker
15	How to plan, organize, and conduct a panel discussion or debate
16	How to organize and conduct public meetings
17	How to organize and conduct conferences and workshops
18	Integration of person-to-person communication with mass media communication in social development programs (Laboratory: Plan a mass media campaign to complement a person-to-person SD program)
19,20	A training curriculum for in-country teaching; teaching the skills of interpersonal communication to field and clinic workers.

Track B. Mass Media Communication for Family Planning and Population

Education. This course was intended for persons whose major field involves the use of mass media. It was a mixture of theory and practical work. The course was taught as a lecture/discussion session followed by laboratory work. The emphasis was on practical experience at producing persuasive and educational communications for social development, using theory and background information obtained in other courses. The first three weeks of this course were taught and directed by Marcio Ruiz Schiavo of BEMFAM, Brazil. The last week was taught and guided by Margutti Pinto and two other members of the track.

<u>Session</u>	<u>Topic</u>
1	Radio interviews: fundamentals of radio communication; how to prepare for a radio interview
2,3	Radio spots (scripting): how to prepare a radio commercial; use of music and sound effects; scripting the radio commercial
4,5	Radio spots (production): revision and refinement of radio commercial scripts
6	Radio drama: introduction to preparation of radio drama; how to script the radio drama
7	Radio drama (scripting and casting): revising scripts and casting for production
8	Radio drama: production
9,10	Photography: how to take and use photographs for slide shows, posters, and publicity
11	Television spots: introduction to television communication; writing television scripts (Laboratory: introduction to television equipment; write script)
12,13	Television spots: production (no class session) in a four-hour lab; revision of scripts production of television spots
14,15	Posters: elements of effective design, graphics, and writing
16,17	Leaflets: writing, graphics, layout, and printing
18	Leaflets and posters: four-hour lab (no class session); completion of leaflets and posters
19	Curriculum for teaching mass media production for social development communication to local in-country workers.

Track C. Research and Administration of Family Planning and Population

Education Programs. This course consisted of twenty units. It met daily, using both instruction and practical work. Although the course dealt with social research techniques, the orientation throughout was upon education research and evaluation. This course was taught in its entirety by Jane T. Bertrand.

<u>Session</u>	<u>Topic</u>
1	Overview of the research process: hypotheses and variables
2	How to plan a research project: an inventory of villagers' knowledge and beliefs about social development themes
3	How to select and word questions for a field study
4	Techniques of interviewing
5	How to conduct a social survey: field organization and supervision
6	How to code data for tabulation
7	How to test a hypothesis using cross-tabulation
8	How to cross-tabulate data
9	How to test for statistical significance
10	How to "hold constant" an extraneous variable
11	How to test a hypothesis using linear regression
12	Introduction to simple correlation
13	Introduction to multiple correlation
14	How to analyze data to prepare a report
15	How to make charts and graphs to illustrate findings
16	How to write, edit, and publish research reports
17	Audience research and media habits study
18	How to monitor communication programs and campaigns
19	How to evaluate communication programs and campaigns
20	How to write research and evaluation reports on communication programs and projects.

E. COURSE OUTLINES FOR ELECTIVE COURSES

Course 101. Principles of Communication--taught by Carlos Brambila

<u>Session</u>	<u>Topic</u>
1	Nature of the communication process How people learn new ideas: reinforcement theories How people learn new ideas: cognition theories Attitudes and how they are formed
2	The play theory of communication Selective exposure theory of communication Multistep theory of communication
3	*The adoption process
4	Strategies for persuasion--changing beliefs Strategies for persuasion--cognitive inconsistency Strategies for persuasion--reinforcement
5	Strategies for persuasion--person-to-person and mass media

Course 102. Contraceptive Methods and Distribution Systems--taught by Dr. Benjamin Viel

<u>Session</u>	<u>Topic</u>
1	Physiology of reproduction: male and female Barrier and spermicidal methods of contraception Hormonal methods of contraception
2	Intrauterine contraception Surgical methods of contraception
3	Clinical services for delivering contraceptive services Community-based systems for delivery of contraceptive services Commercial systems for delivery of contraceptive services
4	Integration of contraceptive service delivery into ongoing health and social development programs
5	Role of public and private organizations in delivering contraception Combining various delivery systems to attain maximum coverage, convenience, and effect

Course 103. Population Education--taught by Donald J. Bogue

<u>Session</u>	<u>Topic</u>
1	Theories of development --What is social development --Psychological theories of modernization and social development
2	Demographic aspects of development --Population size and rate of growth in relation to development --Population composition in relation to development (economic, demographic, and social) --Population distribution, urbanization, and migration in relation to development
3	Economic aspects of development --Nutrition, food, and natural resources in relation to population process
4	Social aspects of population --Health in relation to family size and spacing --Family welfare in relation to family size
5	Child welfare in relation to family size

Course 104. Family Life Education--taught by Eugenia de Monterroso

<u>Session</u>	<u>Topic</u>
1	Theories of adult learning and group dynamics Group discussion
2	Education: Curriculum Planning
3	Education: Techniques of classroom teaching
4	Counselling
5	Public speaking Panel discussions and public meetings

Course 105. Planning and Managing an I-E-C Campaign--taught by Marcio Ruiz Schiavo

<u>Session</u>	<u>Topic</u>
1	Planning and organizing a social development campaign --Defining objectives, audience, and identifying messages --Development of a campaign plan, theme, and strategy
2	Selecting media for a specific campaign --Media in relation to target audience and costs --Combining mass media with person-to-person contact --Using the media to reinforce and amplify the messages
3	Management of production for the campaign --Establishing production schedules and monitoring them --Establishing budgets and monitoring them --Insistence upon pretesting and revision
4	Launching and monitoring the campaign --Publicity releases, public relations work in behalf of the campaign --Establishing schedules and internal support programs --Monitoring and midcourse corrections of weaknesses
5	Post-campaign post-mortem --Prompt conduct of evaluation research --After-campaign critique --Publicizing results of the campaign, internally and externally --Implications for the total program and future campaigns

Course 106. Pretesting Communications--taught by Jane T. Bertrand

<u>Session</u>	<u>Topic</u>
1	Introduction to pretesting
2	Pretesting printed materials
3	How to set up and administer small but effective pretesting units
4	Analysis of results
5	Practical use of pretesting in SD communication

Course 107. Campaigns to Reach National and Local Leaders--taught by Marcio Ruiz Schiavo

<u>Session</u>	<u>Topic</u>
1	Basic information about population and family planning which leaders need to possess
2	Media habits of leaders--how they may be reached
3	Use of mass media for reaching leaders--newspapers, television, radio, and mass mailings
4	Use of person-to-person communication for reaching leaders--conferences, seminars, personal visits, and involvement in programs and projects
5	Developing a multimedia plan for influencing national leaders for population education and family planning

Course 108. Campaigns to Motivate Resistant and Unconvinced Publics--taught by Donald J. Bogue

<u>Session</u>	<u>Topic</u>
1	Obstacles to family planning and population education success
2	How to diagnose the obstacles in particular communities
3	Techniques for dealing with cultural and religious obstacles
4	Techniques for dealing with personal and familial obstacles
5	Examples of success and failure in bringing family planning to resistant populations; developing a long-range plan for dealing with resistant populations

F. GUEST SPEAKERS

There were several guest speakers invited to the workshop. They were all representatives of important agencies or programs involved in work with Spanish-speaking countries. Following is a list of the guests and their topics:

Aquiles Sobrero--"Physiology of the Male and Female Reproduction Systems"
Leonel Valdivia--"The Politics of the IPPF I-E+C Program for Latin America"
Rene Jaimes--"IPPF Programs in Latin America in the Publication Field"
Sam Taylor--"How to Promote Family Planning in Countries Where Governments Consider This a Sensitive Topic"
Carlos Indacochea--"Family Planning for Adolescents."

III
Evaluation of the Three Major Courses

Overall, the three tracks received consistent approval from the workshop participants, as Table 2 shows. None of the participants thought that any of the tracks should be eliminated. However, according to the participants' evaluation, Track B needs significant changes if it is to remain a useful part of future workshops. Track A needs moderate changes in the students' consideration. Track C received generally high marks.

Table 2. "Should this track be included in future workshops or should it be eliminated in favor of more important subjects?"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Should be eliminated.....	0.0	0.0	0.0
Should be kept only if changed radically.....	16.7	35.0	0.0
Should be kept but modified.....	33.3	60.0	17.6
Should be kept with little change..	50.0	5.0	82.4

Balance of Theory and Practice. Once again, Track C received the best scores; 100 percent of the participants thought it was well balanced. Track A followed closely with only 15 percent rating the segment as too theoretical. Almost 60 percent of the participants thought Track B was well balanced; however, the remaining 40 percent thought it was too theoretical or too practical. The breakdown of the percentages is given in Table 3.

Table 3. "What do you think of the balance between theoretical and practical aspects of this track?"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
It was too theoretical.....	15.4	15.8	0.0
It was too practical.....	0.0	26.3	0.0
It was well balanced.....	84.6	57.9	100.0

Utility of Materials. All of the participants of Track C anticipated its content to be at least moderately useful in their future work. Tracks A and B also received high ratings, but 30 to 40 percent thought the materials presented in these tracks would not be too useful in their future work (see Table 4)

Table 4. "How useful do you think the material you learned in this course will be to you in your work during the coming year?"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Not useful, of very little use....	7.7	5.0	0.0
Little use.....	23.1	35.0	0.0
Moderately useful.....	46.2	45.0	47.1
Very useful.....	23.1	15.0	52.9

Coverage of Work. A considerable number of participants criticized Tracks A and B for presenting too few topics. On the other hand, 40 percent of the participants also rated Track B as presenting too many subjects. It is not

surprising that Track C once again received the best ratings (see Table 5).

Table 5. "In your opinion, did this course try to cover too many topics, too few topics, or about the right number of topics?"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Too few.....	46.2	45.0	0.0
Too many.....	0.0	40.0	23.5
Right number.....	53.8	15.0	76.5

Workload of Track. Good approval of the volume of work was given to all of the segments. A large proportion, however, thought that there was not enough reading and individual work involved in Track B. (see Table 6).

Table 6. "How would you rate the volume of reading and individual work required by this segment?"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Too much.....	7.7	5.0	17.6
About right.....	69.2	55.0	76.5
Too little.....	23.1	40.0	5.9

Teaching Quality. Overwhelming approval for teaching quality was given to Track C. All of the participants thought it was good or excellent. Track A was rated as second best, with a minority regarding it as poor or very poor.

The participants were clearly dissatisfied with the quality of teaching in Track B; 70 percent thought that the teaching quality was either poor or only adequate (see Table 7).

Table 7. "How would you rate the quality of teaching of this track?"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Very poor.....	7.7	0.0	0.0
Poor.....	15.4	35.0	0.0
Adequate.....	15.4	35.0	0.0
Good.....	53.8	25.0	35.3
Excellent.....	7.7	5.0	64.7

Technical Difficulty. The level of technical difficulty of the information presented in Tracks A and B received about the same ratings. At least 30 percent of the participants thought they were too simple, while more than 60 percent thought they were about right. Track C was the most successful; a large majority rated it as about right. Very few participants found the course load to be too difficult (see Table 8).

Table 8. "How would you rate the level of technical difficulty of the information presented in this course?"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Too difficult.....	7.7	0.0	0.0
About right.....	61.5	66.7	88.2
Too simple.....	30.8	33.3	11.8

Organization of the Tracks. With the exception of Track B, the participants thought that there was good organization. The participants in Track B especially complained of poor organization. Marcio Schiavo, who taught this track for the first three weeks, could not remain to teach the complete course. Much of the discontent with this track is focused on a poorly organized and poorly taught fourth week. (see Table 9).

Table 9. "How would you rate the organization of this course? In your evaluation, include content, sequence of topics, and continuity of work from one day to the next."

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Extremely poor.....	7.7	5.0	0.0
Poor.....	7.7	55.0	0.0
Adequate.....	30.8	25.0	17.6
Good.....	53.8	15.0	23.5
Excellent.....	0.0	0.0	58.8

Readings and Documentation. Both Tracks A and B did not rate very highly on documentation. A significant percentage of participants rated the documentation for Track B as clearly inadequate. Otherwise, the selection of material received much approval. Each participant took home a considerable amount of materials collected during the four weeks in Chicago (see Table 10).

Table 10. "How would you rate the selection of readings which were distributed for this track, and the group work that was assigned?"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Very poor.....	7.7	0.0	0.0
Poor.....	0.0	25.0	0.0
Average.....	53.8	35.0	23.5
Good.....	23.1	35.0	35.3
Excellent.....	15.4	5.0	41.2

Class Size. The majority of the participants were satisfied with class size. However, a significant number rated Track A as too small and Track B as too large. There were 20 people taking part in Track B (the largest), while there were 13 in Track A (the smallest) (see Table 11).

Table 11. "Would you say the group was:"

Rating	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Too small.....	30.8	5.0	0.0
Too large.....	15.4	25.0	5.9
About right.....	53.8	70.0	94.1

Lab Sessions. The laboratory sessions can be regarded as a success in Tracks A and C. Both received very high ratings on this question. Track B on the other hand was rated very low. Nearly two-thirds thought the Track B

laboratory was of little use, while 35 percent thought the opposite. The difference in opinion could be due to the fact that some participants had already had some training in this field while other did not (see Table 12).

Table 12. "How useful do you think the lab sessions were?"

Ratings	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Not useful or of very little use...	7.7	0.0	0.0
Little use.....	15.4	65.4	17.6
Very useful.....	76.9	35.0	82.4

General Opinion of the Tracks. A total of three tracks were offered, as already described. The students were asked to give an overall rating to the tracks that each one participated in (see Table 13).

Table 13. "Taking everything into consideration, how would you rate this course?"

Ratings	Tracks		
	A	B	C
Total.....	100.0	100.0	100.0
Very poor.....	7.7	0.0	0.0
Poor.....	7.7	40.0	0.0
Adequate.....	23.1	20.0	6.3
Good.....	61.5	40.0	37.5
Excellent.....	0.0	0.0	56.3

The majority of the participants approved of Tracks A and C. Track C clearly received highly enthusiastic ratings. Track A received ratings showing strong approval, but Track B was a disappointment to more than half of those who enrolled in it.

Verbatim Comments About Specified Tracks. Following are verbatim comments given by the participants in response to open-ended questions. Those who best expressed the same opinion have their comments repeated below. Each section is subdivided into three parts: favorable comments, constructive criticisms, and recommendations for future workshops.

* * * * *

TRACK A. PERSON-TO-PERSON COMMUNICATION

Favorable Comments:

- "Class and laboratory sessions (theory and practice) were well blended."
- "Exercises supported class objectives."
- "Participants' exposition and their own work experiences were very interesting--learned much."
- "Extremely helpful."
- "Excellent material."
- "Excellent laboratory work."
- "Well organized."
- "Democratic atmosphere maintained."
- "Teacher has excellent human quality as well as dedication to his work."

Constructive Criticisms:

- "More time and opportunity should be allowed for people to develop exercises dealing with the following subjects: directing and organizing conferences, meetings, and social discussions."
- "For the section on Principles of Communication, there should have been practice combined with the lecture."
- "There should be more theory before each lab session."
- "Lectures should be followed by a question-and-answer period to obtain a better understanding of the subject matter."
- "The practical exercises should be more directed to Latin American problems. The ideas are great and we support them, but our technical resources do not compare with those of the U.S."
- "Very few people took part in this track; thus, there was a lack of additional opinion. There should be at least 18 to 20 people participating."
- "Theory was too simple and well known by the participants,"

- "Each participant should have been allowed to employ each laboratory exercise."
- "More laboratory sessions are needed."
- "There was too much work involved during the last days of class."
- "Schedule everything ahead of time. Many times I made plans and later discovered I had a class."

Recommendations for Next Year:

- "Allow time for laboratory sessions."
- "Increase the laboratory content."
- "Schedule classes closer to one another."
- "Schedule classes in such a way that it will allow time to visit the cultural centers in Chicago and in the University of Chicago."
- "Employ more modern teaching techniques such as an outline with each study material."
- "Discussions should relate more to Latin American problems."
- "More communication techniques (person-to-person) should be added."
- "Find a professor who knows more about education."
- "Ask questions about each set of material and discuss them."
- "Require that participants take part in lectures by asking questions and having group discussions."
- "Should be improved both theoretically and practically."
- "Increase the amount of material."
- "Modify methodology. Explore the needs and interests of the participants. Elaborate on class design with the group."
- "Fifth week should be included; four is not enough."
- "Conduct class only during the day."

* * * * *

TRACK B. MASS MEDIA COMMUNICATION

Favorable Comments:

- "Track B was pleasant; however, little details were missing."
- "In the lab sessions themselves I learned quite a bit; thus, the technical aspects were OK. However, at this point I cannot myself write a radio or television program. There was not enough laboratory practice."
- "Laboratory sessions were very helpful."
- "I learned a lot about radio."
- "General opinion of track was OK."
- "Good while Marcio was here."
- "They did the best they could under the circumstances."
- "Good teacher. Marcio is excellent, but he is not qualified to teach television material."
- "Last minute change caused the group to lose interest."
- "Instructor knows his material and has much experience; excellent selection."
- "I learned much and each teacher tried to give his best."
- "Congratulations to Ricardo and Carlos."
- "Teacher knows his material, knows how to communicate his ideas. He is interested that we learn."

Constructive Criticisms:

- "This track could be improved by having more practices (lab sessions), more exercises, using the laboratory. However, these have to be well equipped."
- "To class methodology, you could add conclusions at the end of each chapter. In this way, a final summary can be made and important points stressed one more time. If possible, you should provide materials ahead of time so that it helps during class. We would then be familiar with the material."
- "It was too bad the class did not have the same instructor for the last week. Class lost interest, unity, and direction. It also lost seriousness in the hands of inexperienced persons."
- "Should have given Track B to someone who knows his material and has practice in the area of television and printed material."
- "Marcio is an excellent teacher, but television is not his field. A more qualified instructor should be found. The same recommendation applies to printed material."
- "Organization of class was lacking."
- "Spanish was a problem or an effort for the instructor; however, it was satisfactory."
- "I thought the segment to be disorganized from the beginning. There was not sufficient theory information and the track tried to cover too much laboratory work without the background necessary. The last week was a disaster."
- "The one disadvantage was the short time available to develop the various activities."
- "Segment hours were changed too often, giving one the impression of being disorganized."
- "Track B should be moved to the morning schedule."

Recommendations for Next Year:

- "The lab director should organize his classes. He should have practical as well as theoretical knowledge of the different methods of information (communication)."
- "Course organization and coordination should be improved."
- "Should have better instructors."
- "Technicians should be better prepared and should have more time available."
- "Obtain more laboratory assistants."
- "Whoever begins the class should end it. If for some reason he cannot, then someone should be found who has enough professional and personal maturity to substitute for him."
- "The teacher should have more practical experience. The class loses credibility when everything is directed only to what is happening in Brazil. He should have knowledge of what is happening in other parts of the world as well."
- "Follow the schedule; do not go overtime."
- "Should respect the hours assigned to a certain class."
- "Should allow more time so that individual questions can be answered."
- "Select people who really wish to participate in laboratory sessions."
- "Lab sessions should take place in better facilities to help the movement of the different machines."
- "Equipment should be improved."

- "Allow more time for Track B to permit more practice and technique. Elective courses should be moved to the afternoon schedule and the tracks to the morning. Omit having so much time in between presentations and conferences."
- "Follow the same plan as this year, but perhaps courses 105, 106, 107, and 108 can be included in this track."
- "Should place more emphasis on theory (mass media). Draw comparisons between the different mass media methods available and tell us when to use each. The practice of these different methods is not important; theory is more important."
- "The content of the track should be more advanced. What was covered was too basic and well known by people in the communication field; thus, it was too repetitive."
- "A true mass media campaign should be organized."
- "Remove the section on photography, but talk about it in general. No practice is needed."
- "Should visit a television station to see a real TV program being filmed by professionals and decrease the amount of time spent on group practice."

* * * * *

TRACK C. RESEARCH

Favorable Comments:

- "It was very good to follow something 'experimental' to become better acquainted with all the stages involved in investigation."
- "Good relationship between participants and instructor."
- "Dr. Bertrand is an expert in her field; this helped us to understand her better. Congratulations!"
- "I just want to congratulate Juanita [Dr. Bertrand] for her organization, responsibility, and good knowledge of the different subjects."
- "Excellent track."
- "Content, material, and teacher were excellent."
- "Excellent explanations, very clear."
- "Excellent organization."
- "I found the content of the track to be very important for my country."
- "Everyone who participated in this segment were very responsible, punctual, excellent workers and intelligent in their deduction. All of this added to excellent learning experience."
- "Excellent methodology."
- "Practice was very stimulating."

Constructive Criticisms:

- "The schedule was the most inconvenient for me since I had last minute activities to do for other courses."
- "Segment should be changed to the morning schedule, at least the theory."
- "Allow more time to practice the exercises and to be able to read the material."
- "Should increase night practice."
- "People in the segment should be better selected; some knew nothing and others too much."

"Methodology employed did not exploit the participants' potential well enough."

"There was not enough time to make a more complete study of computation."

"Some points were not given enough time to be explored fully."

"Superficial view of everything. There should be more time available. We covered too much material in such a short time."

"Increase time of course so that we are not saturated with activities."

"It would be interesting to get health professionals as well as communicators involved in this track."

Recommendations for Next Year:

"Employ a better methodology, more dynamic."

"Juanita should continue as coordinator for Track C. Depending on the time available, go more in depth into the study of computation to evaluate an interview."

"Perhaps each teacher should have an assistant to help."

"Larger classroom space should be obtained."

"Arrange schedule so that tracks will hold their classes in the morning and afternoon so that other activities can be held at night after 7 p.m."

"Allow more time for the track to develop."

"Increase the time for the activities of each segment by perhaps reducing the number of elective courses, or just have one elective course per week."

"Remove Mini-Tab."

"When choosing the participants, you should take into account the academic level of the participants as well as their job positions so that lectures are directed to these fields."

"Continue like this year."

IV
Evaluation of the Elective Courses

A total of eight elective courses were offered:

- 101. Principles of Communication--Carlos Brambila
- 102. Contraceptive Methods and Distribution Systems--Benjamin Viel
- 103. Population Education--Donald J. Bogue
- 104. Family Life Education--Eugenia de Monterroso
- 105. Planning and Managing an I-E-C Campaign--Marcio Ruiz Schiavo
- 106. Pretesting Communications--Jane T. Bertrand
- 107. Campaigns to Reach National and Local Leaders--Marcio Ruiz Schiavo
- 108. Campaigns to Motivate a Resistant and Unconcerned Public--Donald J. Bogue.

Each participant was asked to answer questions to evaluate several aspects of each course taken. The following section reports the detailed analysis and provided quotations from the criticisms and suggestions made by the participants.

Overall Elective Course Evaluation. The students were asked to give an overall rating to each course. Table 14 summarizes the ratings of those who attended each course.

Table 14. "Taking everything into consideration, how would you rate each of the following courses?"

Course	Rating			
	Excellent	Good	Adequate	Weak
101. Principles of Communication..	11.4	40.0	40.0	8.6
102. Contraceptive Methods and Distribution Systems.....	38.9	33.3	25.0	2.8
103. Population Education.....	45.5	39.4	12.1	3.0
104. Family Life Education.....	71.9	28.1	0.0	0.0
105. Planning and Managing an I-E-C Campaign.....	32.3	41.9	16.1	9.7
106. Pretesting Communication.....	73.7	26.3	0.0	0.0
107. Campaign to Reach Leaders....	33.3	50.0	16.7	0.0
108. Campaign to Motivate Public..	45.8	45.8	8.3	0.0

It is obvious that Courses 104 (Family Life Education) and 106 (Pre-testing Communication) were the best liked. Course 108 followed closely, with 92 percent of the participants rating it as "good" or "excellent." Both 103 and 107 also received high ratings; 85 percent and 83 percent respectively rated these classes as "good" or "excellent."

Course 101 (Principles of Communication) was the most disliked course. It received general support, but not overwhelming approval. The remaining two courses (102 and 105) received high ratings. However, an average of 28 percent of the participants rated both as "adequate" or "weak."

The following section is devoted to examining each of the courses in detail. This section will provide background information concerning the overall ratings given to each course.

Course Subjects.

Table 15. "Should the course be included in future workshops or should it be abandoned in favor of more important subjects?"

Rating	Course:							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Should be abandoned.....	2.2	2.6	0.0	0.0	2.6	2.3	0.0	0.0
Should be kept only if changed radically.....	23.9	15.4	5.3	0.0	18.4	0.0	12.5	9.4
Should be kept but modified.....	41.3	20.5	39.5	6.1	26.4	11.6	20.8	31.2
Should be kept with little change.....	32.6	61.5	55.3	93.9	52.6	86.0	66.7	59.4

There was great approval for the selection of topics for the workshop, with the exception of Course 101. The latter seems to be most in need of substan-

tial reworking along with 105 and 103. Distribution Systems (102), Campaigns to Reach National Leaders (107), and Campaigns to Motivate Resistant Public (108) also need some modification. Courses 104 and 106 appear to have almost completely fulfilled the participants' expectations.

Balance of Theory and Practice. Courses 104 and 106 were rated as well-balanced. Courses 108, 107, 102, and 101 were all regarded as too theoretical by a significant number of participants. Course 101 was especially rated as too theoretical and this criticism underscores the dissatisfaction with the content of this course. In future years, the content of Course 101 must be altered. Course 105 received mixed opinions. Almost half of those taking the course thought it was well-balanced, while the rest thought it was either too theoretical or too practical (see Table 16).

Table 16. "What do you think of the balance between theoretical and practical aspects of this course?"

Rating	Course							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
It was too theoretical.....	71.4	43.6	31.4	0.0	26.5	5.1	33.3	31.0
It was too practical.....	0.0	2.6	2.9	5.9	20.6	0.0	4.8	3.4
Well balanced.....	28.6	53.8	65.7	94.1	52.9	94.9	61.9	65.5

Utility of Material. The majority of the participants thought that the content of each course would be moderately useful in the future. Courses 103, 104, 105, 106, and 108 received the highest ratings. Course 107 received the

lowest ratings; 101 and 102 followed. At least 65 percent of the participants thought both would be moderately useful while the remaining 35 percent thought they would be of little or no use (see Table 17).

Table 17. "How useful do you think the material you learned in this course will be to you in your work during the coming year?"

Rating	Course							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No use, very little use....	11.2	22.5	0.0	0.0	8.1	0.0	8.7	0.0
A little use.....	22.2	12.5	8.1	8.6	21.6	2.4	26.1	20.0
Moderately useful.....	44.4	50.0	59.5	28.6	27.0	24.4	26.1	30.0
Extremely useful.....	22.2	15.0	32.4	62.9	43.2	73.2	39.1	50.0

Coverage of Topics. Courses 104 and 106 received overwhelming approval in this question. However, most of the remaining elective courses were also rated as being well balanced with the exception of Course 101. The latter was rated as not covering enough topics (see Table 18).

Table 18. "In your opinion, did this course try to cover too many topics, too few topics, or about the right number of topics?"

Rating	Course							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Too few.....	50.0	28.2	11.4	2.9	19.4	0.0	21.7	16.1
Too many.....	21.7	12.8	14.3	5.7	11.1	2.4	13.0	6.5
Right number.....	28.3	59.0	74.3	91.4	69.4	97.6	65.2	77.4

Workload of Courses. Excellent approval for the volume of work was given to Courses 103, 104, 105, 106, and 108. Course 107 was criticized for either too little or too much work. Only in 101 and 102 did more people think the workload was about right or too little (see Table 19),

Table 19. "How would you rate the volume of reading and individual work required by this course,"

Rating	Course							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Too much.....	2.3	0.0	5.6	2.9	2.8	2.4	56.5	3.3
About right.....	53.5	50.0	77.8	80.0	66.7	85.4	0.0	86.7
Too little.....	44.2	50.0	16.7	17.1	30.6	12.2	43.5	10.0

Teaching Quality. Courses 104 and 106, taught by Monterroso and Bertrand, respectively, received the highest ratings on teaching quality. The remaining courses followed closely except for Course 101. The criticism of Course 101, rated above, underlines the teaching rating given here. Clearly, the teacher was given a course outline and content with which the students were not in sympathy (see Table 20).

Table 20. "How would you rate the quality of teaching in this course?"

Rating	Course							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Very poor.....	4.3	2.5	0.0	0.0	0.0	0.0	0.0	0.0
Poor.....	34.8	7.5	10.8	0.0	18.9	0.0	4.3	6.5
Adequate.....	28.3	20.0	18.9	8.6	13.5	9.8	26.1	9.7
Good.....	30.4	40.0	45.9	22.9	40.5	26.8	34.8	58.1
Excellent.....	2.2	30.0	24.3	68.6	27.0	63.4	34.8	25.8

Technical Difficulty. Most participants rated all of the courses as just about right in technical difficulty. Courses 101 and 102 were criticized as being too simple by a substantial number of participants (see Table 21).

Table 21. "How would you rate the level of technical difficulty of the information presented in this course?"

Rating	Course							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Too difficult.....	14.3	0.0	5.4	0.0	2.8	0.0	0.0	6.9
About right.....	57.1	86.8	81.1	97.1	72.2	95.1	81.8	89.7
Too simple.....	28.6	13.2	13.5	2.9	25.0	4.9	18.2	3.4

Organization of Courses. Besides Course 101, all the courses were rated very highly for organization. Participants complained of poor organization in 101. The comments at the end of this section will explain why the participants were dissatisfied (for ratings, see Table 22).

Table 22. "How would you rate the organization of this course? Include the content, the sequence of topics, and the continuity of the work from one day to the next."

Rating	Course							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Extremely poor.....	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Poor.....	20.0	7.5	7.9	2.9	13.5	2.4	4.3	6.9
Adequate.....	33.3	30.0	21.1	2.9	24.3	7.1	26.1	6.9
Good.....	31.1	27.5	47.4	42.9	43.2	42.9	34.8	55.2
Excellent.....	13.3	35.0	23.7	51.4	18.9	47.6	34.8	31.0

Readings and Documentation. The documentation received high ratings in four of the courses. Of the remaining courses (101, 102, 105, and 107), at least 50 percent of the participants thought they were well documented, Courses 102 and 105 received the lowest ratings (see Table 23).

Table 23. "How would you rate the selection of readings which were distributed for this course, and the group work that was assigned?"

Rating	Course							
	101	102	103	104	105	106	107	108
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Poor.....	16.7	22.2	2.9	0.0	19.4	0.0	5.6	0.0
Average.....	30.6	22.2	8.8	9.4	22.6	7.7	44.4	16.0
Good.....	50.0	44.4	52.9	34.4	38.7	38.5	11.1	56.0
Excellent.....	2.8	11.1	35.3	56.3	19.4	53.8	38.9	28.0

Instructors and Guest Speakers. The participants were asked to give their opinion of each of the instructors and guest speakers. Table 24 and 25 show the results of the respondents' evaluations; Table 24 shows the ratings for each instructor, and Table 25 shows the ratings for guest speakers.

Table 24. "What is your overall evaluation of the teaching you received from each of the following instructors?"

Instructor	Number	Rating					
		Total	Exc.	Good	Ave.	Weak	Very Weak
Jane Bertrand.....	44	100.0	79.5	18.2	2.3	--	--
Donald J. Bogue.....	48	100.0	45.8	43.8	10.4	--	--
Carlos Brambila.....	47	100.0	8.5	53.2	31.9	6.4	--
Antonio Cisneros.....	15	100.0	20.0	53.3	6.7	13.3	6.7
Eugenia de Monterroso.	39	100.0	71.8	25.6	--	--	2.6
Marcio Ruiz Schiavo...	40	100.0	32.5	45.0	20.0	2.5	--
Benjamin Viel.....	45	100.0	44.4	44.4	2.2	6.8	2.2

Overall, every instructor was rated very highly, either good or excellent. Jane Bertrand received the highest ratings, along with Eugenia de Monterroso. Carlos Brambila and Antonio Cisneros received the lowest ratings; this would be due to the fact that they were young persons teaching in their first workshop. Apparently, the lack of experience was the cause of their lower ratings. However, both were rated as "good" or "excellent" by a very substantial number of participants.

Table 25. "What is your evaluation of the usefulness of the topic and the quality of instruction?"

Guest Speaker	Number	Rating						
		Total	Exc.	Good	Ave.	Weak	Very Weak	Did not go
Carlos Indacoechea....	46	100.0	6.0	22.0	54.0	8.0	2.0	8.0
Rene Jaimes.....	43	100.0	4.1	6.1	34.7	30.6	12.2	12.2
Aquiles Sobrero.....	43	100.0	18.4	22.4	44.9	2.0	-	12.2
Sam Taylor.....	32	100.0	4.3	2.1	31.9	21.3	8.5	31.9
Leonel Valdivia.....	43	100.0	10.0	10.0	42.0	24.0	10.0	4.0

Aquiles Sobrero was apparently the best choice with Carlos Indacoechea following closely. However, the rest of the guest speakers received low ratings. The participants were not asked to comment on their evaluations; thus, their reasons for disliking the guest speakers remain unknown.

Verbatim Comments About Specified Elective Courses. Following are verbatim comments given by the participants in response to open-ended questions. The number of respondents who gave the same comment is identified by the number in parenthesis at the end of each comment. Each elective course evaluation is divided into three parts: favorable comments, constructive criticisms, and recommendations for future workshops.

* * * * *

COURSE 101. PRINCIPLES OF COMMUNICATION

Favorable Comments:

Course covered good material. (10)
No final synthesis.
The whole course was very good. (2)
Essentially he's a good instructor and knows his subject. (6)
Instructor made efforts to teach well. (3)
All the material was covered.
Group was able to participate.
Good supporting material.
Dynamic classes.
Showed great interest in establishing good communication.
Course is fundamental and necessary for all family planning projects.
Hope the course continues as part of the workshop.

Constructive Criticisms:

Instructor needs more experience. (18)
No final synthesis.
Was too worried about covering material. (2)
Too much theory. (4)
Did not use audiovisuals. (3)
Group work was lacking. (5)
Concepts are too elementary to be given an entire week. (2)
More time for the course. (2)
Should stress practical application. (5)
Theories should be explained in depth. (2)
Classes a little boring. (2)
Presentations should be more dynamic. (4)
Course should be better organized.
Too worried about covering material. (2)
Instructor's attitude was derogatory.
Needs more group participation.
Material was too elementary.

Recommendations for the Future:

An instructor with more experience. (16)
Materials (documentation) should be distributed before the course begins
(and more materials). (4)
More time for the course. (6)
Cover the material more in depth. (2)
Content should be revised.
More participation with theory and practice. (9)
Continue the course as is.
Course should be more practical. (2)
A more clear connection with other courses.
Better methodology. (2)
Should consider the level of the group in planning the program and materials.

* * * * *

COURSE 102. CONTRACEPTIVE METHODS AND DISTRIBUTION SYSTEMS

Favorable Comments:

Excellent instructor. (21)
Strong personality and ideas. (5)
Very good and useful. (3)
Theory was clear.
Dynamic labs.
Very concrete and well-organized.
Good content. (2)
Good knowledge of subject matter. (3)
Adequate content. (2)

Constructive Criticisms:

Should be more up-to-date about Latin American events. (2)
View of the problem is too personal. (7)
Authoritative attitude. (4)
No materials were distributed. (5)
Professionals were not making clear distinctions among contraceptive methods.
Should use visual materials. (3)
More class participation. (2)
Too general
Too much theory.

Recommendations for the Future:

Instructor should maintain a neutral position, trying not to influence others. (5)
More practice. (2)
Should have the same instructor. (3)
Allow more participation of the guest speakers. (2)
Distribute written material. (3)
Should be more concise.
A basic class on contraceptive methods with all details and audiovisuals.
Course should continue. (2)
More visual materials.
Should be more realistic. (2)
Get another instructor.
Present other models of distribution systems for the students to analyze. (2)
Deal with the issues of the individual countries.
Participants should remain in the courses for which they registered.
Content should be revised.
Substitute this course for another.
Do not offer this course.

* * * * *

COURSE 103. POPULATION EDUCATION

Favorable Comments:

Very good knowledge of subject matter. (4)
Good instructor [Donald Bogue]. (9)
Good course. (12)
Should offer course to government people, or people with power to make decisions.
Good material distributed. (5)
Good group participation. (2)
Course should continue.
Instructor had a positive attitude.
Good content.

Constructive Criticisms:

Instructor should improve his Spanish. (11)
Stress more the importance of population education
Too short. (2)
Not enough time to read written material. (2)
Content does not "hang together."
More group participation.
Lack of visual materials.
Better methodology.
Provide better documentation.

Recommendations for the Future:

Good course. (8)
Instructor needs to improve his Spanish. (7)
More documentation. (2)
Expand the content, give it more importance. (2)
Course should be offered again. (4)
More time for the course. (5)
More group participation. (2)
Bring in other speakers in the future.
Reduce interruptions.
Presentations should be more dynamic. (2)
Instructor should be more objective (less dogmatic).
Use visual material.
Level was not advanced.
One professor should not be responsible for so many courses.
Better methodology.

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COURSE 104. FAMILY LIFE EDUCATION

Favorable Comments:

Enthusiasm of the instructor. (5)
Good combination of theory and practice. (2)
Course well organized and good. (9)
Excellent teacher [Eugenia de Monterroso]. (14)
Great group participation. (8)
Adequate content. (3)
Good materials. (2)
The best course. (3)

Constructive Criticisms:

Too much group dynamics. ()
More time for the course. (3)
Does not measure time appropriately.
More depth.

Recommendations for the Future:

Course should be given as it was planned.
More time for this course. (13)
Course should continue. (3)
Provide materials for everyone.
Course should be offered at the beginning of the workshop. (5)
Good teacher--she should continue. (6)
Bring an expert on group dynamics to begin events.
Her voice would improve if she did not smoke so much in class.

* * * * *

COURSE 105. PLANNING AND MANAGING AN I-E-C CAMPAIGN

Favorable Comments:

Instructor has much experience, good instructor [Marcio Ruiz Schiavo]. (9)
Instructor identified himself with Latin American problems.
Good content, good course. (9)
Good group participation.
Very interesting, very important, very good. (5)
Good knowledge of subject matter.
Good methodology.

Constructive Criticisms:

Instructor was too permissive--did not stick to point. (2)
One of the weakest instructors. (2)
Slow classes. (2)
Narrow content.
Did not hang together. (2)
Should be more in-depth.

Each participant should design a project for his country.
The instructor's job was damaged because of the lack of stability in the organization.

Inability to communicate well in the language. (2)

The practical approach did not connect with the theory given in 101.
Too vague.

Instructor needs more teaching experience.

Recommendations for the Future:

Instructor should be less permissive.

More documentation.

Make the atmosphere more democratic.

Better structure for the course.

Should be part of a more general course. (2)

Should continue the course. (4)

Less interruptions.

More time for the course.

More unity for the course content.

Get an instructor who speaks Spanish. (2)

Should have two instructors.

Instructor should have more facilities.

Should develop a campaign for each country.

Stick more strictly to the program.

Instructor should be the same.

Instructor should organize his own classes and be respected. (2)

* * * * *

COURSE 106. PRETESTING COMMUNICATION

Favorable Comments:

The course was well done and entertaining--one of the best. (8)

Very good instructor [Jane Bertrand], excellent, knows subject. (4)

Good presentations. (4)

A necessary topic.

Good presentation of expert in pretesting for advertising.

Very good, objective, useful course. (11)

Instructor had mastery of subject matter. (10)

Great attitude. (2)

Distributed good materials. (3)

Good practical work.

Constructive Criticisms:

Very little material to teach.

There should have been more theoretical explanations.

Very little time for the course. (2)

It was a bit slow in pace.

Needed more practice. (2)

Some problems with language.

Recommendations for the Future:

Course should remain as it is. (4)
More time for the course. (3)
Less interruptions.
One of the more complete courses.
Include practical experiences. (2)
Should have same teacher, (2)
More documentation.
Include pretesting as one of the central themes of the program.

* * * * *

COURSE 107. CAMPAIGNS TO REACH NATIONAL AND LOCAL LEADERS

Favorable Comments:

Great course, useful. (6)
Instructor [Marcio Ruiz Schiavo] has good mastery of subject. (7)
Should remain as part of the program.

Constructive Criticisms:

Make the course more practical. (2)
Course needs better structure.
Course should be excluded; it does not relate to the Latin American reality. (2)
Make it more dynamic.
The approach should be more general. (2)
Instructor's work was damaged by the unstableness of the organization.
Problems with the language.
Should give effective solutions as to how to reach the national leaders.

Recommendations for the Future:

Increase the amount of theory.
Should be a part of another course. (2)
More audience participation.
Great course. (2)
Allow less interruptions.
Instructor should be given more facilities and his work should be respected. (3)
This course should continue in the program without changes. (2)
Should be more in tune with the reality of the countries involved.
Include more documentation.

* * * * *

COURSE 108. CAMPAIGNS TO MOTIVATE RESISTANT AND UNCONCERNED PUBLIC

Favorable Comments:

Very good course, useful. (6)
Good teacher [Donald Bogue].
Good material distributed.

Instructor's mastery of subject matter was good. (3)
Course should remain a part of the program.

Constructive Criticisms:

I don't agree with the ideas presented.
The instructor had difficulty with Spanish. (3)
Organization of course could be better,
Not enough time for the course.

Recommendations for the Future:

Instructor should improve his Spanish. (4)
Should be a part of another course.
Course should remain as part of the program. (4)
More time for the course.
Instructor was too dogmatic.
Combine theory with practice.

* * * * *

V

Evaluation of the Supplementary Activities

"Family Planning in My Country." Representatives of each country were asked to make a presentation of the family planning and population programs in their countries. Each country that had participants at the workshop had the opportunity to report for about one hour. All students were asked to evaluate this section of the workshop; their ratings are listed in Table 26.

Table 26. "What is your evaluation of the reports of the various countries' family planning programs? Should these presentations be continued in future workshops?"

Response	Percent
Total.....	100.0
Excellent idea, should be continued.....	32.0
Good idea, but needs improvement.....	66.0
Poor idea, should be abandoned.....	2.0

The following comments are suggestions made by the participants concerning this aspect of the program. The numbers at the end of some comments are the numbers of participants who made the same (or similar) suggestion.

"Plan sessions ahead of time, before the workshop begins, so that more people can attend and bring illustrated material."

"These sessions should be planned as part of the workshop and they should be obligatory." (2)

"These sessions should be improved since they are too repetitive. I suggest that these presentations be abandoned and replaced by a fair or an exposition whereby all the countries would be represented. Each would explain their activities and productions in relation to family planning. This would avoid repetition and waste of time. In this way, the participants would visit each booth separately in an hour or so, and in another hour, comment in individual group sessions could be made." (2)

- "Establish an average time to be allowed for each presentation, and organize these better."
- "Control time. Don't allow interruptions unless they pertain to the subject being discussed. Plan these sessions better."
- "Allow same time for all participants." (3)
- "It is important that each country presents its program, but what is said should be respected and not criticized."
- "There should be more of a relationship between family planning and the Ministry of Health and Education."
- "These should have a scheduled time, should be more precise so that everyone from the same country has a chance to be represented." (3)
- "They should not be so long. Do not schedule so many on the same day."
- "Plan organization in such a way that they are not too close to other classes; we get bored. They should also not interfere with the schedule for the different segments."
- "They should be included in the general program for the workshop to avoid interference with other activities." (3)
- "Allow less time or else specify a certain amount of time for each country."
- "I think it is necessary to use audiovisual materials for every session."
- "I think it is an excellent idea, but by planning these sessions at the end of the afternoon, the participants lose interest due to tiredness. They should be part of the morning schedule."
- "Place them during the night schedule."
- "Start with these presentations from the beginning of the course, so that we have the last few days free."
- "Should be shorter."
- "The methodology needs to be changed."
- "Daily, one country should make a presentation for a limited amount of time (one hour). Follow an alphabetical order starting with 'A'." (2)

Friday Night Fiesta. According to the participants' evaluations, the regular Friday Night Fiesta social event was extremely popular (see Table 27).

Table 27. "What is your opinion of the Friday Night Fiesta? Should these be continued in future workshops?"

Response	Percent
Total.....	100.0
Excellent idea, should be continued.....	59.2
Good idea, but needs improvement.....	40.8
Poor idea, should be abandoned.....	0.0

The following are suggestions made by the participants to improve the fiestas.

- "Have different groups from the different countries be hosts each Friday. Prepare surprises, dances, singing, etc."
- "Have diverse activities such as table games, dances of each country, surprises, add cheap instruments for music, Latin music, and record player." (7)
- "Form a committee to plan these fiestas." (2)
- "Get hotel personnel to provide more parties. Find a location where we can stay as long as we want." (2)
- "Plan visits to the city instead of a fiesta each Friday. There were too many." (2)
- "Avoid excess of liquor."
- "Stop classes early that day (Friday)."
- "Try to reach integration among the group."
- "Tell participants to bring records from their countries."

Weekly Newsletter. Each Friday afternoon or Monday morning, a "Workshop Newsletter" was published with information pertaining to coming events. It also answered questions that applied to many university administrative procedures. The participants were asked to evaluate this newsletter. As Table 28 demonstrates, it was rated very highly.

Table 28. "What did you think of the weekly 'Workshop Newsletter'?"

Response	Percent
Total.....	100.0
Excellent idea, should be continued.....	76.0
Good idea, but needs improvement.....	24.0
Poor idea, should be abandoned.....	0.0

Suggestions for improving the newsletter include the following comments:

- "Ask representatives of each country to add information." (6)
- "Have a social section dealing both with participants and professors." (2)
- "Add a joke, poem, advice, or commentary at the end."
- "Participants should take part in producing the newsletter." (4)
- "Maybe the newsletter should be a project for Track B Lab."
- "Post the newsletter somewhere so it can be seen for a week."
- "An excellent idea." (7)

Evaluation of Administration. A three-person staff (one full-time and two part-time) was established to handle administrative work. Isabel Garcia, Maria Garcia, and Antonio Cisneros all spoke Spanish. Together, these three persons provided services for recruiting, selecting participants, arranging for travel, meeting participants at the airport, and taking them to the Windermere Hotel. Once the workshop was underway, this team also accompanied the participants to the University Health Services (when necessary) and translated for the medical staff. They also were in charge of reserving return flights, handling changes in reservations, arranging for visas, dealing with passport problems, and handling mail, cables, and long distance telephone calls.

Each staff member was evaluated for his or her performance. Table 29 shows these ratings.

Table 29. "Please rate the assistance given to you by each of the following members of the Administrative Staff."

Response	Isabel Garcia	Maria Garcia	Antonio Cisneros
Total.....	100.0	100.0	100.0
Excellent.....	86.0	50.0	28.6
Good.....	8.0	30.4	24.5
Adequate.....	6.0	17.4	22.4
Poor.....	--	2.2	8.2
Very poor.....	--	--	16.3

The participants made the following comments concerning the administration:

"Obtain a secretary to take care of workshop affairs only."

"The administration should take part in organizing cultural and social aspects of the workshop."

"Mrs. Garcia was always ready to help, with great dedication. However, I did have one objection. Our airplane tickets were available only three days before we were due to depart."

"Form a committee to avoid crowding such a large number of participants into Mrs. Garcia's office. This committee would be in contact with the administrators."

"In the future, make arrangements for private interviews with Isabel."

"All three administrators should work together so that one person is not in charge of everything." (5)

"Mr. Cisneros never offered to help. When asked to, he said to go and see Dr. Bogue, Dr. Bertrand, or Isabel."

"I did not know Mr. Cisneros was there to help." (2)

"Mr. Cisneros was always in a bad mood and never ready to help us with problems." (2)

"It would be helpful to look into the quality of personnel chosen to collaborate in this aspect."

"Assign certain aspects of the workshop to each administrator,"

"Isabel was unnecessarily burdened, although she tried her best to do all she could."

"Congratulations to all three." (5)

Housing. The participants were housed at the Windermere Hotel, located a few blocks from the CFSC. The Windermere is not a luxurious hotel, but it is quite adequate and convenient. The participants shared double rooms. Generally, they were satisfied--thought not excited--by their accommodations. More than 80 percent of the participants rated the arrangements as at least "adequate" or better, while only 18 percent were clearly dissatisfied with the housing arrangements.

Table 30. "Please evaluate the accommodations provided for you at the Windermere Hotel."

Response	Percent
Total.....	100.0
Very weak.....	0.0
Weak.....	18.0
Adequate.....	44.0
Good.....	24.0
Excellent.....	14.0

Following are some of the participants' suggestions;

- "Rooms should be cleaned daily," (8)
- "There should always be someone available who speaks Spanish/English to communicate any problems or complaints we may have." (2)
- "Rooms are too small to share,"
- "More light and facilities to write in the rooms."
- "More frequent changes of linen," (4)
- "One should be allowed to change rooms if we could not get along with our roommate. We should somehow find a way to allow participants to change partners (hotel rooms) a week after arriving. Perhaps send out a questionnaire and ask if anyone wants to change. But somehow, a way should be found to improve the situation."
- "Another hotel should be found. We had problem with parties and hours."
- "Too many elderly in this hotel. Anything bothers them. We had to be very quiet. Not the most appropriate hotel." (2)
- "The hotel is too lonely and far from downtown and cultural activities." (2)

Another question was asked of the participants in order to measure their reaction to the services of the Windermere Hotel. As Table 31 shows, it seems that the participants were generally satisfied with this aspect of their stay at the hotel.

Table 31. "How would you rate the service given to you by members of the Windermere Hotel staff?"

Response	Percent
Total.....	100.0
Excellent.....	24.0
Good.....	52.0
Adequate.....	6.0
Poor.....	18.0
Very poor.....	--

The participants' comments include the following suggestions:

- "Some employees were very nice, but others were not."
- "Maids wanted to make the beds up at 7 a.m."
- "The Administration would get mad at us if we had parties in our rooms."
- "Not enough maids."
- "Too slow in the cafeteria service," (2)
- "Received very cordial attention all the time."

"Problems with the elevator man, especially the one at night." (2)

"Should have someone on the staff who speaks Spanish." (3)

"Vernie and the door man were very nice."

"The Windermere Hotel staff did make a special effort to make the participants feel as close to home as possible. They arranged for the participants to have a special room just for themselves where parties could be held or during the day where they could go to rest or read."

A final question was asked concerning the restaurant facilities of the hotel. As Table 32 details, the participants were satisfied with--although not greatly pleased by--the Windermere restaurant.

Table 32. "How convenient or difficult did you find the restaurant facilities?"

Response	Percent
Total.....	100.0
Excellent.....	8.0
Good.....	48.0
Adequate.....	32.0
Poor.....	8.0
Very poor.....	4.0

The dissatisfaction with the food service was directed primarily at the variety of food available and the problems in speaking the language. Following are comments which illustrate the participants' views.

"Difficulty in asking for food." (3)

"Cafeteria should open at night for light meals as well as heavy ones."

"There should be a self-service cafeteria in the hotel."

"Not enough variety in the food."

"It had to do mostly with eating habits rather than the facilities available. Our habits are very different from the Americans."

VI

Financial Statement: Cost of the WorkshopI. General

Opening ceremony and other social events.....	\$ 696.69	
Closing ceremony.....	597.14	
Health insurance (all participants).....	578.00	
Diplomas.....	76.36	
Transportation (buses).....	1,506.00	
Postage.....	500.00	
Photographer (W. Holmes).....	306.00	
Duplication (\$1,075.14 + 345.61 + 300.00).....	1,720.75	
Books.....	393.05	
Supplies.....	500.00	
Cables.....	3,100.00	
Miscellaneous.....	300.00	
Subtotal.....	\$10,273.99	\$10,273.99

II. Independent ContractorsLecturers

Aquiles Sobrero.....	\$ 150.00
Leonel Valdivia.....	150.00
Rene Jaimes.....	150.00
Subtotal.....	450.00

Teachers

Jane Bertrand.....	\$ 3,500.00
Benjamin Viel.....	900.00
Marcio Ruiz Schiavo.....	1,750.00
Eugenia de Monterroso.....	625.00
Subtotal.....	\$ 6,775.00

Instructors

Antonio Cisneros.....	\$ 1,200.00
Carlos Brambila.....	259.98
Subtotal.....	\$ 1,459.98

Subtotal.....\$ 8,684.98.....\$ 8,684.98

III. Expenses for 54 Participants

Airfare (53 tickets).....	\$45,676.27
Living expenses @ \$1,000 per participant (54)....	54,000.00

Subtotal.....\$99,676.27.....\$99,676.27

TOTAL, PAGE ONE OF FINANCIAL STATEMENT.....\$118,635.24

TOTAL, PAGE ONE--Continued.....\$118,635.24

IV. Expenses for Lecturers, Teachers, and Instructors

	<u>Tickets</u>	<u>Meals and Hotels</u>
Benjamin Viel.....	\$1,167.00	\$ 185.39
Jane Bertrand.....	502.50	584.00
Marcio Ruiz Schiavo.....	1,338.00	370.00
Eugenia de Monterroso.....	421.00	105.00
Antonio Cisneros.....	426.00	524.00
Rene Jaimes.....	230.00	30.77
Leonel Valdivia.....	230.00	71.00
Subtotal.....	\$4,314.50	\$1,870.16.....\$ 6,184.66

V. Expenses (Other Travel)

	<u>Tickets</u>	<u>Meals and Hotels</u>
Donald Bogue (Mexico).....	\$ 365.00	\$ 200.00
Jane Bertrand (Guatemala)....	--	314.65
Isabel Garcia (First Trip)...	365.00	276.94 (includes books)
Isabel Garcia (Second Trip)..	365.00	304.42
Subtotal.....	\$1,095.00	\$1,096.01.....\$ 2,191.01

TOTAL, ALL EXPENSES.....\$127,010.91

This total amount averages out to \$2,309.32 per participant in the workshop. It should be remembered that this average includes all participant living expenses for the four-week stay in Chicago (the fifth week living expenses were paid by Development Associates). The per-participant costs also includes round-trip air fare to Chicago and back to the participants' native countries.

VII
Future Workshops

Should there be future workshops? The participants were asked if they thought there should be future workshops directed to Latin America.

Table 33. "Do you think there is need to hold workshops like this next year, or do you think that this need has already been fulfilled?"

Response	Percent
Total.....	100.0
Absolutely, no need to hold another workshop of this type.....	--
Useful to have another workshop but not important.....	4.0
Moderately imperative to have another workshop next year.....	16.0
Absolutely essential to have another workshop next year.....	80.0

The participants in general approved of this year's workshop and thought it would be a good idea to repeat it in future years. Only 2 participants thought it would be useful but not really important to have another. The remaining 96 percent saw it as a matter of importance to hold another workshop.

American University versus Latin American University. One main conclusion can be drawn from the data shown in Table 34. The strongest support

is for future workshops to be held anywhere as long as the courses are useful. There was not strong major support for the workshop to be held either in Chicago or in Latin America.

Table 34. "Some people think that it is artificial to offer their workshops in an American University and that they should be offered in Latin America. What do you recommend for next year?"

Response	Percent
Total.....	100.0
Should be offered in L.A.....	10.0
It is not important where, as long as the courses are good.....	72.0
Should be offered in Chicago.....	18.0

Nature of Future Workshop.

Table 35. "Some people think that even if there is need to continue holding an international workshop each year for high-level professionals, there is also an urgent need to hold shorter workshops in each country and to hold fewer theoretical and technical workshops. What is your opinion?"

Response	Percent
Total.....	100.0
There is no need for any more seminars.....	--
There is only need for national workshops.,	--
There is need for both national and international workshops.....	100.0
There is need for international workshops only.....	--

All the participants agreed on this question. All thought there is a need for both international and national workshops.

Length of Future Workshops. Table 36 shows the response to the question concerning duration of the workshop. As many people thought the workshop should be shorter as thought it should be longer than 4 weeks. It seems that 4 or 5 weeks is the consensus choice.

Table 36. "For how many weeks should the workshop run next year?"

Number of Weeks	Percent
Total.....	100.0
2 weeks.....	10.0
3 weeks.....	18.0
4 weeks.....	40.0
5 weeks.....	12.0
6 weeks.....	12.0
7 weeks.....	2.0
8 weeks.....	6.0

Teaching Staff. At the Chicago workshop, most of the teaching was done by Brazilians and other Latin Americans. A smaller amount of teaching was by Americans. The participants were asked how important they thought it was for the instructors to be Latin American professionals. Only two persons thought the courses should be taught by native professionals. The courses specifically identified by one of these participants were 103 and 108. As a whole, the participants were satisfied with both Latin American, Brazilian, and American teaching.

Table 37. "How important do you think it is for the instructors of future workshops to be only from Latin America?"

Response	Percent
Total.....	100.0
At least some courses should be taught by Latin Americans.....	4.2
Does not make any difference if the teachers are good.....	95.8
No opinion.....	--

Advanced Planning versus Participant Planning. The participants were asked what they thought of the advanced planning done for the Chicago workshop. There was a very minimal amount of change once the participants were in Chicago. The participants were asked whether this system of advanced planning should be continued, or if the future participants should help plan the content and organization of the courses.

Table 38. "Who should be responsible for planning the workshop courses?"

Response	Percent
Total.....	100.0
Continue the prepared courses, as in 1979..	79.2
Allow the participants to decide the content.....	20.8

There was a definite preference for the planning to be done ahead of time by the workshop organizers. Very few students voted for the option of helping themselves to decide the content and organization of the workshop courses.

The participants were also asked to suggest topics not covered this year which should be included in future workshops. Following are their suggestions.

Discuss problems common to Latin America.
Discuss how to create coordination of mechanisms in Latin America.
Analyze the social development situation in Latin America.
Examine urban exploration in Latin America.
More group dynamics.
Integrated programs.
Theory and practice of investigation.
Analysis of examples that have failed in communication about family planning.
Project design.
Production techniques.
Strategy in use of mass media for a communication campaign.
Sociology of communication.
Mass media communication.
Comparative studies about communication campaigns.
Population politics.
Population statistics.
Population theory.
Abortion tendencies and its relation to family planning programs.
Family planning in the United States.
Program financing for family planning in Latin America.
Information concerning contraceptive acceptability.
Health education subjects.
Basic demography.
Development versus dependence.
Graphic photography.
Anthropology.
More in-depth study of sex education.
Pollution.
Mini-course in evaluation.

Involvement of CFSC in Future Workshops. Concerning the Community and Family Study Center's involvement in future workshops, the participants were asked if that sponsorship should continue (see Table 39). Apparently, the participants were very satisfied with the organization, planning, and guidance provided by the CFSC. They clearly preferred the CFSC to continue sponsoring future workshops.

Table 39. "Next year, who should sponsor, organize, and direct the workshop?"

Response	Percent
Total.....	100.0
UNESCO.....	6.5
UNICEF.....	--
USAID.....	2.2
International Planned Parenthood Fed.....	2.2
Combination of the above agencies.....	4.3
CFSC alone.....	73.9
CFSC in combination with others.....	4.3
Other.....	6.5

Recreational Activities. The participants were asked to give suggestions for recreational events that could be added to future workshops. Due to the limited budget in 1979 for recreation and transportation, the CFSC was not able to provide a large number of recreational activities. Following are the specific suggestions offered by the participants, including the number (in parentheses) of participants making that suggestion.

- To rent a bus and see the city. (13)
- See surroundings, other states. (8)
- Organize excursions to theatres, museums, and other cultural centers. (11)
- Visit different institutions according to interests. (4)
- Live with an American family for a few days.
- Visit schools, day care centers.
- Daily transport to Center (especially at night). (4)
- Get to know University of Chicago better. (2)
- Weekend tours to facilitate group integration.
- Sport meets (soccer, swimming, basketball). (2)

Reaction to Training in the U.S. Since the CFSC could not find an appropriate place to hold the workshop in Latin America, it was held in Chicago using CFSC facilities. This allowed the CFSC to use its own personnel and equipment. The participants were asked two questions concerning their having

to come to the U.S. for the training; the questions and results are shown in Tables 40 and 41.

Table 40. "How convenient or inconvenient did you find the fact that in Chicago, Spanish is not spoken in the stores, restaurants, and other public places?"

Response	Percent
Total.....	100.0
Very inconvenient and irritating.....	4.0
Moderately inconvenient and irritating.....	6.0
Slightly inconvenient and irritating.....	18.0
An adventure and I enjoyed it.....	72.0

Table 41. "How dissatisfied were you by the fact that you had to come to the University of Chicago to obtain this type of training?"

Response	Percent
Total.....	100.0
Very censurable; workshops of this type should definitely take place in Latin America.....	--
Moderately censurable; if possible, workshops of this type should be offered in Latin America.....	2.0
Neutral; if the workshop is good, it does not matter where it takes place.....	36.0
Pleasing; I enjoyed the opportunity to visit the U.S., and it really did not matter that the training did not take place in Latin America.....	30.0
Preferable; I feel that the University has all the facilities and equipment and I would have chosen to study here anyway.....	32.0

Obviously, opinion was divided between the last three choices. Overall, it seems that Chicago was a good choice for the workshop, and that it really did not matter to the participants where the workshop took place as long as it was a useful experience. This conclusion is further supported by the responses shown in Table 40, where 72 percent of the students said that they enjoyed coming to Chicago and did not find it an inconvenience.

Further Recommendations. The last section of the questionnaire contained space for the participants to make recommendations, commentaries, and suggestions concerning the workshop held in Chicago. Following are their comments:

- "We were treated very well, but in the future please hold the workshop during a warmer season and develop more topics."
- "The workshop should be held during the summer; the climate limits many activities."
- "Hold the workshops during the summer or spring; it was too cold and there were many health problems."
- "It was an excellent experience."
- "Excellent workshop with a few faults, but I learned much and met wonderful people."
- "I think the workshop was very good and helpful."
- "I was very satisfied with this workshop. It is perhaps too soon, however, to make a judgement since I have to read the majority of the material distributed in classes. The true evaluation of the courses will come when I apply what I learned. All the readings should be done prior to coming here."
- "Should perhaps mail material to participants ahead of time so that we are aware of what is being taught. There was not enough time to read the material."
- "Should invite to the workshop people who truly need to know more about techniques, procedures, and politics of family planning. In this way, each country will receive people who are better prepared and motivated."
- "More people should be invited to participate, especially from those countries which participate in family planning. These people can serve as a multiplicative factor in the future."
- "Organize the 'I-E-C Programs' presentations. Limit the amount of time for each and require an outline of the presentation."
- "Congratulations to the organizers. It was magnificent! I would have liked to participate in the organization. Juanita [Bertrand] was very efficient as usual and so was Isabel [Garcia]."
- "Continue with this type of workshop in other countries at the regional and local level. Excellent workshop, congratulations."
- "Please allow more time--perhaps six weeks--to permit greater appreciation

and organization of the workshop as well as to become better acquainted with Chicago."

- "I suggest that the elective courses be restructured and rearranged. More time should be given to Family Life Education and Sex Education. Also, combine Courses 105, 107, and 108 into one which lasts for two weeks. Courses 101 and 106 can also be combined. In the future, you should assign homework and later collect it."
- "Track classes should be held in the morning; it is more productive this way. Elective courses should be held in the afternoon. Also make a better choice of guest speakers and make sure they speak about the essential aspects of their jobs."
- "In future workshops, demand more from participants. Assign more work so that each instructor gives as much as possible of his knowledge and experience. There should be grades, and initial and final examinations."
- "Schedule drawn initially should be followed and respected. There should be free days to shop and tour. Also make sure the teacher will remain in Chicago all four weeks of the workshop to avoid what happened to Track B, where the participants had to assume responsibility."
- "The workshop was excellent. The only complaint was that Marcia [Schiavo] left and the track was not left in the best hands. There were others in the group who could have handled the class much better."
- "A comment for the future: Try to unite those who participate in the workshop more. What I'm saying is that the personal experiences among the different individuals are more important and mean more than participation in classes."
- "Speakers should have greater knowledge of Latin America and its problems. The lectures on family planning should be analyzed in terms of Latin America. We should consider first the economic situation and secondly that Latin America is able to and can resolve its problems."
- "Concerning Aquiles Sobrero--there was not enough time available for such an important subject basic to this workshop. The level was not adequate for the majority of participants. As a speaker, he is excellent."
- "Have a secretary (helper) for class activities."
- "Establish a committee during the first week who would take care of recreation as well as country presentations."
- "Select better subjects for speakers. Have a translator available when the professor or speaker does not speak Spanish well. This would improve participation and avoid misinformation."
- "Teachers should speak Spanish well and be good technicians."
- "Teachers in general were very efficient in their teaching."
- "It would be convenient to have a follow-up workshop to analyze the practical application of what we learned here."
- "Have fewer participants to the workshop."
- "It is important to choose the right locality that can hold fifty people or more at the same time. The room downstairs [at CFSC] is too small; there is not much ventilation. It is hot."
- "There should be a more elaborate inauguration ceremony, in a larger room."