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FINAL REPORT OF
THE THREE-WEEK WORKSHOP ON

ADVANCED TRAINING IN COMMUNICATION FOR POPULATION AND SOCIAL DEVELOPMENT IN GHANA

Held in
LEGON, GHANA
July 7 to August 2, 1980

Sponsored by
THE MINISTRY OF INFORMATION OF GHANA,
THE NATIONAL FAMILY PLANNING PROGRAMME SECRETARIAT OF GHANA,
and THE COMMUNITY AND FAMILY STUDY CENTER
of the University of Chicago

Prepared by
Patrick L. Coleman
Communication Laboratory Supervisor, CFSC

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I

Introduction: Plan and Organization

From July 7 to August 2, 1980, a workshop on Advanced Training in Communication for Population and Social Development was held at Legon, Ghana. The workshop was organized, planned, and coordinated by three organizations: The Ministry of Information of Ghana, The National Family Planning Programme Secretariat, and The Community and Family Study Center of the University of Chicago. The workshop was a continuation of a series of social development communication workshops held in African countries. The first four workshops in the series were in Liberia, The Gambia, Sierra Leone, and Morocco.

Working with the University of Chicago was a Workshop Committee comprised of the following members:

Hon. Ampah Kwofie, Deputy Minister of Information

Mr. Martin Tay, Director of Information Services, Ministry of Information

Ms. Catherine Gyebi-Ofusu, Ministry of Health

Prof. Paul Ansah, Chairman, Department of Journalism and Communication, University of Ghana

Mr. Augustus A. Armar, Executive Director, Ghana National Family Planning Programme

Mr. Ray Martin, Population Officer, U.S. Agency for International Development

Ms. Christine S. Akosa, Information Services Officer, Ministry of Information.

The Workshop Committee arranged the logistics and selected the 63 participants of the workshop. Participants were from four groups: (1) administrators of social development programs; (2) mass media communicators; (3) person-to-person communicators; and (4) researchers and evaluators.

The University of Chicago was responsible for providing the teaching staff and the teaching materials and for maintaining the academic standards.

Location

The University of Ghana, Legon, collaborated with the workshop organizers in offering its School of Journalism and Communication classrooms. This was a newly constructed building, and the teaching and office spaces were excellent and ideal for the needs of the workshop. The well-equipped radio-television studios and equipment of the School of Journalism and Communication were also kindly made available to the workshop.

Due to unforeseen circumstances, the Legon Hall dormitory was available to the workshop participants only for the last half of the course. Other arrangements for sleeping were made with Greenhill and the Ghana Institute of Management and Public Administration, which made necessary the busing of the students to and from classes each day. The three instructors provided by the University of Chicago lived on the campus, ate their meals with the participants, and were available for individual consultation during out-of-class hours.

Organization of this Report

This evaluative report consists of six sections, as follows:

I. Introduction

II. Description of Courses

III. Course Evaluation

IV. Overall Evaluation

V. Administration/Logistics

VI. Synthesis/Recommendations

There is also an Appendix listing all workshop participants, along with their organizations and addresses.

Participants in the Workshop for Advanced Training in Communication for Population and Social Development

Held in Legon, Ghana, from July 7 to August 2, 1980

II

Description of Courses

The training program consisted of seven courses. Three of these courses were "core" courses and four were "supplementary" courses. Each participant was required to take one of the core courses and all of the supplementary courses:

Core Courses

Communication 104.	Person-to-Person Communication for Social Development
Communication 105.	Mass Media for Social Development
Communication 106/107.	Communication Research and Evaluation

Supplementary Courses

Communication 101.	Principles of Communication and Pretesting
Communication 102.	Population and the Social Development Process
Communication 103.	The Content of Social Development Programs in Ghana
Communication 108.	The Planning and Management of Communication Programs

The students were assigned readings, laboratory exercises, and individual projects. Intense work loads were given in each class to push the students to the limits of their capabilities.

The daily class schedule was the following:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-9:00	101	101	101	101	101	Lab Work
9:00-10:30	102	103	102	103	102	Core Courses
10:30-11:00		T E A	B R E A K			
11:00-12:30	108	103	108	103	108	
12:30-1:30		L U N C H	T I M E			Free Time
1:30-3:30	Core Courses: 104,105, or 106/107					
3:30-4:00		T E A	B R E A K			
4:00-5:00	Core Courses: 104,105, or 106/107					

The class schedule demonstrates the emphasis which was placed upon the core courses and why the students could only take one of the core courses. The schedule also emphasizes the academic seriousness which the University of Chicago team and the sponsoring Ghana committee expected of the participants. From 8 a.m. to 5 p.m., the participants were required to spend seven hours in class, in order to encourage the students to get the most out of the workshop instruction.

* * * * *

Communication 101. Principles of Communication and Pretesting
(Coordinator: Sylvester Kwakye)

This course provided basic orientation on communication theory. The course emphasis related ways to improve communication planning for social development programs. The second half of the course dealt with techniques of pretesting. This was also a practical part of the course, since the students pretested groups of radio spots.

Session	Topic
	I. PRINCIPLES OF COMMUNICATION
1	Opening ceremonies
2	Nature of the communication process
3	How people learn new ideas: reinforcement theories
4	How people learn new ideas: cognition theories
5	Attitudes and how they are formed
6	The play theory of communication
7	Selective exposure theory of communication
8	Multistep flow theory of communication
9	The adoption process
10	Strategies for persuasion
	II. PRETESTING
11	Introduction to pretesting
12-13	Pretesting printed materials
14-15	Pretesting radio, movies, and television programming
16-17	Pretesting person-to-person (counselling and group discussion)
18-19	Pretesting training materials and course study plans
20	Practical use in SD communication, with reference to family planning

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Communication 102. Population and the Social Development Process
(Coordinator: Sylvester Kwayke)

The relationship between social development and population was examined in this course. The idea was to discuss these points in relationship to three levels: (1) international, (2) regional, and (3) national.

Session	Topic
	I. THE DEVELOPMENT PROCESS
1	Opening ceremonies
2	Theories and economic development
3	Sociological and anthropological theories of modernization and development
4	Psychological theories of modernization and development
5	Work force and development: occupation, industry, income, unemployment, and underemployment
6	Development in relation to resources (agricultural and non-agricultural and regional and world markets)
	II. THE ROLE OF POPULATION IN THE SOCIAL DEVELOPMENT PROCESS
7	Basic demographic concepts which communicators should know (Gaisie)
8	The impact of population growth on economic and social development (Gaisie)
9	The impact of population composition and urban-rural distribution of economic and social development (Gaisie)
10	The effect of family size and spacing of family economy (Bogue)
11	The effect of family size and spacing on health and social development of children (Bogue)
12	The effect of family size and spacing on individual development of fathers, mothers, and old age security (Bogue)

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Communication 103. The Content of Social Development Programs in Ghana
(Guest Lecturers)

The objective of this course was to take up various major social development programs in Ghana and discuss them. The course material was presented by Ghanaians who were major decision-makers in designing the program on which they lectured.

Session	Topic
1	An overview of Ghana's plans for social development within the next five years
2	Primary health care program for the general population
3	The maternal and child health program of Ghana
4	Ministry of Agriculture's program for improving agricultural productivity
5	Ghana's nutrition problems and programs to correct them
6	Ghana's program to provide family planning information and services to adults
7	Ghana's program to improve the status and rights of women
8	Final session: Synthesis of Ghana's social development programs

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Communication 104. Person-to-Person Communication for Social Development
(Coordinator: Donald J. Bogue)

This course served as a training program of theoretical and practical skills for person-to-person communicators. The course was designed to help these communicators develop training programs that would improve their co-workers' interpersonal communication skills.

Session	Topic
1	Basic skills of interpersonal communication Lab: Critique recordings taken from actual field experience; practice interpersonal skills
2	Theory of group dynamics Lab: Experiment with small groups
3	How to hold small-group discussions Lab: Planning a small group discussion
4	How to hold a small group discussion--conducting it Lab: Conducting the discussions planned in Session 3
5	Theory of person-to-person counselling Lab: (a) Critique recording taken from actual counselling (b) Plan counselling programs
6	How to hold a counselling session Lab: (a) Plan counselling programs (b) Practice counselling
7	Classroom instruction--curriculum building Lab: Plan a curriculum in person-to-person training for field workers

(continued)

Session	Topic
8	Classroom instruction--techniques of classroom teaching Lab: Teaching person-to-person communication to field workers
9	Use of audiovisual materials in person-to-person instruction Lab: Design audiovisual materials for a person-to-person communication course
10	Improving public speaking skills Lab: Plan and present a five-minute extemporaneous speech, videotaped and evaluated by class
11	How to organize and conduct public meetings Lab: Plan a public meeting
12	Integration of person-to-person communication with mass media communication in social development programs Lab: Plan a mass media campaign to complement a person-to-person social development program

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Communication 105. Mass Media for Social Development
(Coordinator: Patrick L. Coleman)

This course introduced the mass media as a communication tool. Students received theoretical and practical experience in producing materials for radio, television, newspaper, and print usage.

Session	Topic
1	Introduction to mass media
2	Writing radio commercials
3	Writing radio commericals
4	Producing radio commercials
5	Radio discussions
6	Radio interviews
7	Radio dramas
8	Producing radio dramas, interviews, discussions
9	Introduction to photography
10	Introduction to photography
11	Poster making
12	Poster making
13	Designing pamphlets
14	Designing pamphlets
15	Feature story writing

(continued)

Session	Topic
16	Principles of television
17	Television commercials, discussions
18	News story writing
19	Presentation of class projects
20	Closing ceremonies

Note: Most class sessions included some laboratory work. Classes were also held on Saturday mornings and some evenings to complete all the laboratory work.

* * * * *

Communication 106/107. Communication Research and Evaluation
(Coordinator: Sylvester Kwakye)

This course provided techniques to help participants master special research skills needed for their jobs. Each student was requested to do a group research project relating to social development.

Session	Topic
1	Overview of the research process; hypothesis and variables
2	Planning the research project; an inventory of villagers' knowledge and beliefs about social development themes
3	Selection and wording of questions for field study
4	Techniques of interviewing
5	Conducting a social survey; field organization and supervision
6	Coding 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	Monitoring communication programs and campaigns
19	Evaluating communication programs and campaigns
20	Writing research and evaluation reports on communication programs and projects

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Communication 108. The Planning and Management of Communication Programs
(Coordinator: Donald J. Bogue)

This course emphasized management training for social development communication programs. Each participant taking Course 104 or 105 was required to design a communication campaign in accordance with the outline below. The project was related to his or her employment and could be used on the job.

Session	Topic
1-2	A. THE COMMUNICATION PRODUCTION UNIT Foundation: Long-Range Plans for Communication Support for SD Programs (a) Arriving at objectives and budget in consultation with directors (b) Establishing working relations with other departments of the organization and arranging for "feedback" (c) Advantages of centralized versus local production and how to reconcile them
3-4	Staffing and Organizing the Personnel of a SD Communication Unit (including use of free-lance and part-time media specialists) (a) Setting up the communication department and determining its personnel needs (b) Locating and working with free-lancers, talents, artists, and printers as an alternative or supplement to in-house production
5-6	Physical Facilities and Equipment Needed for the Unit (a) Space requirements for the unit (b) Physical equipment needed (c) Reducing needs for physical facilities and equipment through use of studio, production houses, printers, and free-lance specialists
	B. PLANNING AND MANAGING SPECIFIC COMMUNICATION CAMPAIGNS
7-8	Planning and Organizing for Specific SD Campaigns (a) Defining objectives, audience, and messages (b) Developing a campaign plan, theme, and strategy.

III

Evaluation of the Workshop Courses

On Wednesday of the workshop's last week, the participants were asked to evaluate the workshop in general, the individual courses, the teachers, and the logistics of the workshop. The questionnaire consisted of seven pages and was prepared by Dr. Bogue. The evaluation was confidential, with the participants filling out the questionnaire anonymously. Participants answered questions pertaining only to the courses that they had taken. For the core courses the enrollment figures were the following:

Course 104 . . . . . 24 participants
Course 105 . . . . . 22 participants
Course 106-107 . . . . . 17 participants.

Of the 63 total workshop participants, 60 returned the completed questionnaires.

Questions in this evaluation report do not follow the order of the questions on the questionnaire.

Overall Course Rating

The students were asked, "Taking everything into consideration, how would you rate this course?" Students were asked to rate only those courses in which they were enrolled.

Course	Total	Rating				N
		Excellent	Good	Adequate	Poor	
101	100.0	29.8	59.6	8.8	1.8	60
102	100.0	40.0	43.6	14.5	1.8	60
103	100.0	36.4	56.3	7.3	0.0	60
108	100.0	23.4	68.1	8.5	0.0	60
104	100.0	70.0	20.1	10.0	0.0	20
105	100.0	78.9	21.1	0.0	0.0	19
106/107 . .	100.0	58.8	41.2	0.0	0.0	17

All of the courses received high ratings. The order of popularity was 105, 104, 106/107, 103, 108, 102, and 101. Two people in 105 and two people in 104 who returned questionnaires and were enrolled in these courses, for unknown reasons, did not rate them.

Evaluation of Supplementary Courses

Each of the supplementary courses was rated according to the five aspects of each course. Following the categorical answers, each participant was asked to write suggestions, comments, or other thoughts on each course. Some of those responses follow the course evaluations.

Course	Total	Response by Percent			
		Absolutely Essential	Moderately Important	Desirable But Not Important	Should Not Have Been Presented
How essential was this course for the workshop?					
101. . . .	100.0	78.6	19.6	1.8	0.0
102. . . .	100.0	76.8	17.9	5.4	0.0
103. . . .	100.0	70.2	26.3	3.5	0.0
108. . . .	100.0	86.0	12.3	1.7	0.0
		Excellent	Moderately Good	Adequate	Poor
How appropriate was the content of this course for your training?					
101. . . .	100.0	59.6	35.1	5.3	0.0
102. . . .	100.0	63.6	25.5	10.9	0.0
103. . . .	100.0	65.5	25.5	9.0	0.0
108. . . .	100.0	78.2	20.0	1.8	0.0
		Too Theoretical/ Technical	Right Mix	Too Technical	
What is your opinion of the mixture of theory/technical material with practical/applied aspects?					
101. . . .	100.0	21.4	78.6	0.0	
102. . . .	100.0	19.6	80.4	0.0	
103. . . .	100.0	13.7	86.3	0.0	
108. . . .	100.0	7.5	90.6	1.9	
		Excellent	Good	Barely Adequate	Poor
How adequate were the reading and study materials provided for this course?					
101. . . .	100.0	58.9	35.7	5.4	0.0
102. . . .	100.0	50.0	33.3	13.0	3.7
103. . . .	100.0	34.0	35.8	17.0	13.2
108. . . .	100.0	53.6	35.7	10.7	0.0

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Course	Total	Response by Percent		
		Definitely Yes	Yes with Changes	No
Should this course be offered in this form in future workshop?				
101. . . .	100.0	77.6	22.4	0.0
102. . . .	100.0	72.3	27.7	0.0
103. . . .	100.0	68.0	32.0	0.0
108. . . .	100.0	77.1	22.9	0.0

Note: Sixty participants responded to the questionnaire.

Comments for Supplementary Courses

Course 101. Principles of Communication and Pretesting (Coordinator: Sylvester Kwakye)

More than three-fourths of the participants believed this course was both essential to the workshop and should be offered in future workshops. A large majority also liked the mix of the theoretical and practical aspects of the course. However, about one-fifth of the students found the material presented too technical. The course content and reading material were highly rated, but the participants thought there was a need for some modification. Thirty-seven students offered comments on Course 101.

Course Content. Nine participants felt the content was too varied and technical. They all strongly recommended that more time be given to this subject so the content could be more easily understood.

Reading Material. Several students suggested that the reading material be simplified. Other participants recommended more reading materials be distributed.

Course Organization. This aspect of the course was commented favorably on by the students.

Time Limitation. Some respondents expressed a desire for more time on this material. They stated the material should be given more prominence in the curriculum. Others thought the course should be taught every other day to allow time for assimilation of the course content.

Practical Work. Students recommended more emphasis be given to practical work. They found it difficult to relate the classroom theories to their work activities.

* * * * *

Course 102. Population and the Social Development Process
(Coordinator: Sylvester Kwakye)

This course was rated by three-fourths of the participants as absolutely essential for this workshop and for future workshops. The course content was perceived to be excellent or good by almost 90 percent of the students. The mixture of theoretical and practical aspects of this course was considered just right by a large majority of the participants. The course reading material was considered to be the weakest part of the course. Thirty-one students made comments related to the course.

Reading Material. More participants made suggestions in this area of the course than in all other areas combined. Several students suggested that notes should be supplied after each lecture. Other students recommended that better quality reading material be given to them. The students also suggested that the reading material be more related to Ghana, and that statistics about Ghana's population and development problems should be provided. Two students stated they were very satisfied with the reading material.

Course Organization. Many comments were made indicating the participants'

satisfaction with the organization of the course. Students stated that the course content was presented in a well-organized manner.

Time Limitation. Students thought too much material was presented too quickly. They recommended that each class period be lengthened.

Field Work. Several students recommended that this course include some field work where the course material could be applied practically.

* * * * *

Course 103. The Content of Social Development Programs in Ghana
(Coordinator: Local Guest Lecturers)

While a substantial majority of the participants thought Course 103 was essential to this and future workshops, it received the lowest rating of all the supplementary courses. The course content was considered to be excellent or good by 90 percent of the participants. Almost the same percent of students agreed with the theoretical/practical approach of the course. The reading material was rated as good or excellent by a majority of the students; however, it was considered barely adequate or deficient by 30 percent of the students. This was the weakest course among the supplementary courses when all aspects of the course were rated.

Reading Material. There was general dissatisfaction with the reading material for this course. The students suggested that the lecturers be required to distribute copies of their presentations after the lectures. The reading material that was given was perceived to be of poor quality.

Lecturers. The participants felt several lecturers were not properly prepared to present their topics. One lecturer was observed as being rude to the participants.

Content. The content informed the participants about Ghana's development

program. However, the students recommended that more lecturers be invited. Topics that need to be added are politics, psychology, religion, communication, and transportation. A suggestion was also made that the content be more rural-oriented.

Organization. The participants thanked the course organizers for their well-planned organization of this informative course.

* * * * *

Course 108. The Planning and Management of a Communication Program
(Coordinator: Donald J. Bogue)

This course was viewed as essential for the workshop and should be offered in future workshops. The course content was rated as excellent by over three-fourths of the students; over 97 percent rated this course's content as excellent or good. More than 90 percent of the participants thought the mixture of theory and practical aspects of the course was just right. The reading material was the weakest part of the course; still, almost 90 percent of the students gave it an excellent or good rating. Thirty-three students wrote comments on Course 108.

Time Limitations. Students strongly recommended more time for this course. The additional time would be used in applying the course content to their work activities.

Reading Materials. The reading material supplied was well received, but there should have been more of it. Copies of lecture notes would have facilitated the understanding of new concepts.

Content. Several students stated that the course content was very good and that they could do their jobs better. The students also said that more local examples should be used since some things talked about were not available

in the country.

Applicability. Students commented that after the course they understood why so many projects by their agencies do not reach the expected goals. Some students suggested their supervisors take this course to help them in their work.

Evaluation of Core Courses

Each of the core courses was evaluated according to various course aspects. Besides the categorical responses, each participant was encouraged to write short statements on what was most useful and most disappointing in their core course. Some of these comments follow the individual evaluations.

* * * * *

Course 104. Person-to-Person Communication
(Coordinator: Donald J. Bogue)

Aspect of course	Total	Response				
		Excellent	Good	Adequate	Poor	N
Content.	100.0	36.4	63.6	0.0	0.0	22
Reading materials. . .	100.0	50.0	36.4	13.6	0.0	22
Teaching	100.0	31.8	63.6	4.5	0.0	22
Discussion	100.0	50.0	50.0	0.0	0.0	22
Laboratory work. . . .	100.0	33.1	57.1	9.5	0.0	21

Both the content and discussion opportunities rated excellent or good. The order of ranking of the other course aspects was reading materials, teaching, and laboratory work, in that order. All of the different parts of the

course received high marks.

Discussion. The students stated they learned a lot through the discussion format employed by the course instructor. The discussion format also served as an example for the students on how to conduct small group discussions. The discussions promoted a useful exchange of ideas within the group. One student objected to this technique as being too simplistic in its approach.

Content. Several participants felt the course content was exactly what was needed for their careers. One student said the content provided new ideas for solving problems at work. The specific concepts that helped the student the most were: (1) using audiovisual aids in person-to-person communication; (2) planning a project; (3) counselling people; and (4) budgeting and evaluating a person-to-person communication program. One participant believed the course content was poorly defined.

Guest Lecturers. The guest lecturers were commended for their patience in answering the participants' questions. They were criticized for not relating their topic specifically to social development communication. Some lecturers were perceived as not meeting the expected standards.

Time Limitations. The time was too short for the volume of work that was required. This caused the participants to view the expected results as too idealistic. There was not enough time to read the material and prepare for the next class session.

Role Playing. The use of role playing helped the subjects to understand the techniques of person-to-person communication they were taught. Role playing was especially useful in teaching counselling techniques.

* * * * *

Course 105. Mass Media for Social Development
(Coordinator: Patrick L. Coleman)

Aspect of course	Total	Rating				N
		Excellent	Good	Adequate	Poor	
Content.	100.0	52.4	47.6	0.0	0.0	21
Reading materials. . . .	100.0	57.1	33.3	9.5	0.0	21
Teaching	100.0	52.4	47.6	0.0	0.0	21
Discussion	100.0	52.4	42.9	4.8	0.0	21
Laboratory work.	100.0	55.0	40.0	5.0	0.0	20

Over half of the participants enrolled in this course thought it was excellent in all aspects. The order in which the students ranked the different aspects was content and teaching (tie), laboratory work, discussion, and reading materials. These results suggest that this course was well constructed to fit the participants' needs.

Laboratory Work. More comments were received on this aspect of the class than any other. The students found the course orientation towards producing media material very helpful and useful. The students said the course would be useful in their jobs and their eyes were opened to new ways of producing materials. One student thought more time should have been spent on practical work and less on theory.

Content. The content of this course was perceived to be very good. The exposure to the different mass media and how to integrate them was very beneficial. The content of how to produce materials for a communication program was simply presented in a straight-forward manner, which made it easy to understand.

Instruction. The students commented that they learned a great deal because

the style of teaching was by explaining a concept through practical examples. The instructors were rated as outstanding; impressive, helpful, affable, and sociable. Some participants thought poster-making should have been left more to the students without as much instructor intervention.

Audiovisual Equipment. The students like the opportunity to handle and use the audiovisual equipment. One student stated he or she understood his or her own abilities and shortcomings better after trying to use all of the equipment that was not really available to the participants.

Discussions. The students enjoyed the opportunity to express personal opinions. The free exchange of ideas between the instructors and the participants and among the participants themselves contributed to the class learning experience.

Time Limitation. The students commented that the lack of time made them feel that the course content was rushed so everything could be covered. Not enough time for laboratory work was often expressed by the students. The reading material was difficult to keep up with because of the shortage of time. The participants also felt the short time of the workshop did not give them adequate opportunities in radio and television production.

* * * * *

Course 106/107. Communication Research and Evaluation
(Coordinator: Sylvester Kwakye)

Aspect of Course	Total	Rating				N
		Excellent	Good	Adequate	Poor	
Content.	100.0	25.0	68.8	6.3	0.0	16
Reading materials	100.0	37.5	37.5	12.5	12.5	16
Teaching	100.0	41.2	58.8	0.0	0.0	17
Discussion.	100.0	35.3	52.9	11.8	0.0	17
Laboratory work.	100.0	18.8	56.2	25.0	0.0	16

The strongest aspect of this course was its teaching. The content and discussion opportunities received the next highest ratings. The laboratory work and reading materials received the lowest ratings. Due to a lost shipment of books, the reading materials for this course did not arrive until the last week of the workshop, which may explain the weak rating of the reading materials.

Content. The students gained the most knowledge in the analysis of data interpretation and writing of research findings. The students also commented on the usefulness of learning how to prepare a questionnaire, how to code, and how to test a hypothesis. The participants also gained insight into general research techniques. Some participants thought the course content was too technical for the level of educational preparation they possessed.

Laboratory Work. The opportunity to conduct a survey received several favorable comments. The group project at the end of the course helped to improve the students' skills. The homework assignments gave good practical experience similar to potential work problems. One student suggested that

the group project should be in the participants' fields.

Discussions. The students thanked the lecturer for giving them an opportunity to discuss the issues of the course. The instructor also encouraged the students to answer their own questions by discussing the problems among themselves. This technique plus the instructor's patience in explaining especially difficult problems was commended by the students.

Reading Materials. The reading material was viewed by the participants as being most useful. However, the students commented that the books arrived too late to help them in the course.

Time Limitations. More time was needed to understand the course material. Additional time could have been spent on how to write up survey findings and on practical work.

IV

Overall Rating of the Workshop

Evaluation of Teaching

The participants were asked, "Taking the ratings you have given above for all aspects of the workshop together, what is your final overall evaluation of the instruction you received at this workshop?"

Rating	Percent
Total	100.0
Truly outstanding	11.7
Very good	65.0
Good	21.7
Adequate	0.0
Poor	0.0
Very poor	1.6

Approximately 80 percent of the participants rated the workshop instruction as very good or truly outstanding. The data suggest that the quality of the workshop instruction was perceived by the students as being excellent.

The questionnaire included evaluations of all classroom instructors and guest lecturers. Each participant was asked, "For each course you took, how would you rate the teaching contribution of the respective teachers?" Participants rated only those courses in which they were enrolled.

Instructor	Total	Response				N
		Excellent	Good	Adequate	Poor	
Course 101						
Dr. Kwakye	100.0	39.7	53.4	6.9	0.0	58
Dr. Bogue	100.0	43.6	50.9	5.5	0.0	55
Course 102						
Dr. Okonju	100.0	86.7	13.3	0.0	0.0	60
Dr. Gaisie	100.0	50.9	41.8	7.3	0.0	55
Dr. Kwakye	100.0	21.1	57.9	21.1	0.0	57
Dr. Obeng-Quaido .	100.0	2.7	40.5	43.2	13.5	57
Course 103						
Mr. Ampene	100.0	69.1	29.1	1.8	0.0	55
Mr. Nimo	100.0	49.1	43.6	7.3	0.0	55
Mr. Aboagye-Atta .	100.0	21.4	57.1	17.9	3.6	56
Mr. Atta-Konadu .	100.0	1.7	27.6	51.7	19.0	58
Mr. Daise	100.0	43.6	50.9	5.5	0.0	55
Mr. Addy	100.0	5.9	52.9	41.2	0.0	17
Dr. Amar	100.0	31.5	63.0	5.6	0.0	54
Course 104						
Dr. Bogue	100.0	63.6	31.8	4.5	0.0	22
Mr. Banibensu . .	100.0	36.4	50.0	9.1	4.5	22
Mr. Menka	100.0	14.3	66.7	14.3	4.8	21
Mrs. Savor . . .	100.0	45.5	45.5	4.5	4.5	22
Course 105						
Mr. Coleman . . .	100.0	80.0	20.0	0.0	0.0	20
Mr. Anokwa . . .	100.0	55.0	45.0	0.0	0.0	20
Mr. Larsey . . .	100.0	40.0	25.0	25.0	10.0	20
Course 106/7						
Dr. Kwayke . . .	100.0	52.9	47.1	0.0	0.0	17
Course 108						
Dr. Bogue	100.0	49.1	47.4	3.5	0.0	57
Mr. Coleman . . .	100.0	56.4	43.6	0.0	0.0	55

Importance of Short-Term Training

The students were asked, "How important do you think it was for Ghana to have special short-term training in Communication for Social Development?"

Response	Percent
Total	100.0
Very important	100.0
Moderately important	0.0
Not very important	0.0
A complete waste of time	0.0

The unanimous agreement by the participants underscores the value of the workshop.

Improvement of Skills

The students were asked, "Considering all courses you took, how much did you learn or how much did you improve your communication skills during the four weeks?"

Response	Percent
Total	100.0
More than I thought possible . .	35.6
A lot.	59.3
A moderate amount.	5.1
Only a little bit.	0.0
Almost nothing	0.0

An overwhelming majority of the students felt they had improved their skills significantly.

Usefulness of Training for Work

The participants were asked, "Taking the courses together, how helpful do you think what you learned will be in your next year?"

Response	Percent
Total	100.0
A tremendous amount of help. . .	18.3
A lot of help.	76.7
A moderate amount of help. . . .	5.0
Only a little help	0.0
No help at all	0.0

A total of 95 percent of the participants viewed the learning experience as very helpful for them in their next year's work.

Mixture of Ghanaian and Foreign Instructors

The students also were asked to give their evaluation of the question, "What is your opinion of the mixture of instruction between Ghanaian and foreign instructors?"

Response	Percent
Total	100.0
Not enough time was given to presentations by Ghanaian experts. . . .	5.0
About the right amount of time was given to each.	25.0
Not enough time was given to the foreign experts.	1.7
The mixture does not matter if the instruction is good.	68.3

The general consensus was that the quality of instruction is more important than who instructs. A fourth of the group felt that joint instruction was a very effective method of instruction.

Mixture of Theory and Practice

When asked, "The University of Chicago contribution was a mixture of theory and practical work. How would you evaluate this mixture?" the respondents answered as follows:

Response	Percent
Total.	100.0
Far too much theory, not enough practical work	6.7
Somewhat too much theory, not enough practical work	28.3
About the right mixture of theory and practical work	65.0
Somewhat too much practical work, not enough theory.	0.0
Far too much practical work, not enough theory.	0.0

Generally, the students were satisfied with the mixture of theory and practical work. About one-third thought that there was too much emphasis on theory.

Duration of the Workshop

The participants were asked, "Taking everything into consideration, do you think this workshop lasted too long, was about right, or not long enough?"

Response	Percent
Total	100.0
Too long	0.0
About right	13.3
Not long enough	86.7

The participants' responses illustrated their desire for longer training. Thus, they were asked, "How many weeks should it have lasted?"

Response	Percent
Total	100.0
Five	2.0
Six	29.4
Seven	5.9
Eight	37.3
Twelve	25.4

The students' average recommendation was for eight weeks, which is double the amount of actual time they spent at the workshop.

Separation into Groups

In structuring the workshop, the Chicago team felt that the participants should choose the core course most relevant to his or her work. The areas of specialization were

1. Person-to-person communication for those who were involved in training others via interpersonal contacts and/or wished to improve their own skills;

2. Mass media for those working in creation and/or production of radio, television, photography, and/or print messages;

3. Research/evaluation for those working in research/evaluation or those wishing to improve their skills in this area.

Each participant had to select one of these areas with no opportunity for crossover because of scheduling.

The participants were asked, "How do you evaluate the idea of dividing the participants into three major groups so that they can specialize in: (a) person-to-person communication; (b) mass media; and (c) research and evaluation?"

Research	Percent
Total.	100.0
Good idea, keeps groups homogeneous and lets them proceed to higher technical level.	37.3
Poor idea; it keeps out people who want to get training in two or more fields.	28.8
Good idea but needs to be modified	33.9

The students were fairly evenly divided in their opinions on specialization by group. However, more than two-thirds thought the idea was good. They were encouraged to give any recommendations on modifying the group specialization.

The following are selected examples of their suggestions.

Flexibility. The most common recommendation made by the participants was that each participant should be given the opportunity to take each core course. The students felt they needed the information imparted in the other two courses to improve their skills. They suggested either the workshops be lengthened to allow rotation or students should rotate weekly with the final week tying together all activities. Another suggestion was that each student should select a major and a minor among the core courses; the major course would be attended daily and the minor course a couple of times each week.

Remain the Same. Several students suggested that the actual arrangement was the best possible one. They stated it allowed room for specialization and more intensive study in one's field of work. Being together with the same people for one month also was perceived as being more conducive to group work rather than changing group members every week.

Intergroup Relationships. Several students liked the group divisions that were used in the workshop, but they suggested ways of integrating the groups without making structural format changes. One student recommended that reading material from all three groups be made available to all of the participants. Another student recommended weekly meetings among the participants to discuss what each group is learning.

Group Selection. Several students suggested each participant be placed in the group the participant's agency feels will be most beneficial for the agency and the participant. Participants should be in the group that corresponds to the duties they are performing in the field.

Special Activities and Guest Lecturers

The participants were asked to respond to the following: "During the course of the workshop we held four special sessions. Please give your rating of each one."

Activity	Total	Response					N
		Excellent	Good	Adequate	Poor	Did not attend	
Film: "Love Brewed in the African Pot"	100.0	30.5	52.5	13.6	0.0	3.4	59
Lecture: Physiology of Reproduction	100.0	19.0	44.8	31.8	0.0	5.2	58
Movies on social development and family planning . .	100.0	3.6	39.3	28.6	3.6	25.0	28
Lecture: Methods of contraception . . .	100.0	11.8	39.2	37.3	3.9	7.8	51

The participants were generally favorable in their opinions about the special activities and guest lecturers. The students were asked to suggest ways of improving this area of the workshop.

Guest Lectures. The lectures were viewed as beneficial, but not entirely in line with the participants' daily activities. The students recommended that each lecturer be told what type of information is needed and that copies of the lectures be distributed to the participants. Several students thought the quality of the lectures was poor because of lack of interest on the lecturer's part. The students also recommended that participants should give evening lectures on the agencies' development programs.

Discussion. More opportunity should be provided for forums, discussions, and debates on the various topics. More time for each special activity is needed if these suggestions are to be implemented.

More Special Activities. Several students recommended special activities

should be expanded to cover more topics. Six participants suggested additional films be shown, relating to the course material, with open forums organized after each film.

Time Limitations. Several students said that too much was crammed into one day. They recommended that the special activities should be held during the day's activities and night should be left for reading and studying the class materials.

Repetition of Workshop

The participants were asked, "How important for the social development in Ghana do you think it is that this course be repeated for a new class of participants next year?"

Response	Percent
Total	100.0
Very important	98.3
Moderately important	1.7
Not very important	0.0
Completely unimportant	0.0

There was almost complete agreement that the workshop was very important and should be repeated. These data eloquently demonstrate the favorable opinion by the participants of the workshop.

V

Other Activities and Administration

Entertainment and Relaxation

Each participant was asked, "What is your rating of the provisions made for entertainment and relaxation at this workshop? (Take into account the amount of work expected for the course.)"

Response	Percent
Total	100.0
Excellent	0.0
Good	17.5
Adequate	47.4
Poor	35.1

The ratings indicate that over half of the participants were satisfied with entertainment and relaxation opportunities. However, more than one-third of the participants rated entertainment and relaxation as poor during the workshop. The students made the following recommendations on ways to improve this area of the workshop.

Relaxation. Thirteen students said that more time should be made available for relaxation. One suggestion was that the afternoons be free time for relaxing, reading of class materials, and attending to family affairs. The daily activities should be more broken up. A longer break after lunch was strongly recommended by the participants. The participants also recommended that no classes be held on Saturdays (this day in Ghana is used for family activities).

Entertainment. While several students commented that the entertainment opportunities were satisfactory, the majority of comments asked for more entertainment. The students recommended that they be given the opportunity to decide what type of entertainment they want. Participant input in this area would facilitate communication and give them a feeling of greater satisfaction with the entertainment opportunities.

Field trips. A large number of participants suggested that field trips be arranged for the participants. Activities could be cultural or course-related. The participants commented that field trips would be a good way to break up the routine of studying.

Activities. Several students wanted sports activities to be encouraged as a means of relaxing from the classroom studies. Other students thought that indoor games and magazines should be provided. Cocktail parties and social get-togethers were also recommended as ways to relax from the pressures of the course. The participants urged the showing of more films, especially on Friday nights, as a means of finishing a week's work positively.

Participant Recruitment and Selection

The participants were asked, "What is your evaluation of the way the workshop was announced, participants were recruited and selected?"

Response	Percent
Total	100.0
Excellent, resulted in excellent set of participants	33.3
Good, but could have been improved	42.2
Adequate, but could have been much better . . .	14.0
Poor, was done inadequately, late and clumsily	10.5

More than three-fourths of the group were very satisfied with the participant selection process. The students were asked to comment on ways to improve the selection process.

Announcement. Most of the comments by the students said that they received late notice of the date the workshop was scheduled to start. They recommended for the future that participants be given at least two weeks' notice of when the workshop is to begin. Since most participants were family members, they needed time to make arrangements with their families.

Recruitment. The students agreed that the recruitment process for the workshop was good because many different organizations were represented. Some thought that the next workshop should recruit people with better academic qualifications.

Selection. Several students commented on the fact that too many of the participants were selected from the Accra area. They recommended that more participants should come from rural areas, with all nine regions having equal representation. Other participants stated too many people near retirement age were selected to participate in the workshop. The students also recommended that younger people be selected next time so that the participants can be more useful for a longer time to the various agencies. A couple of ministries were cited as having an unequal proportion of participants in the workshop. Some participants thought that more top-level officials should participate in the workshop. It was felt this would open new areas of inter- and intra-agency coordination. The participants suggested future workshop participants should be selected for the type of work they do and the ability they have demonstrated in being able to communicate their ideas.

Facilities

The participants were asked, "What is your evaluation of the idea of holding

the workshop on the campus of the University of Ghana, using the facilities of the School of Journalism and Communication?"

Response	Percent
Total	100.0
About the best arrangement possible in Ghana . .	57.4
A good arrangement but needs modification . . .	20.4
An adequate arrangement, but better could be made	20.4
A very poor arrangement	1.8

The students were satisfied with the School of Journalism and Communication facilities. Students were encouraged to suggest alternative sites for the future.

School of Journalism and Communication. The participants liked the facilities offered by the School of Journalism and Communication. Several members of the mass media class suggested there was no better place in the country for combined classroom and laboratory facilities. The school was also centrally located to transportation. The only criticism was difficulty of access to toilet facilities.

Legon Hall. The classroom at Legon Hall was criticized as being too noisy for lectures. The chairs were also not suited for note-taking.

GIMPA. The Ghana Institute of Management and Public Administration (GIMPA) was recommended by almost half the participants as an adequate site for lectures and accommodations.

Legon Hall Meals

Students were asked, "What is your evaluation of the arrangement for meals at the Legon Hall?"

Response	Percent
Total	100.0
Excellent, given present conditions in Ghana	3.4
Good, given present conditions in Ghana	29.3
Adequate, given present conditions in Ghana	31.0
Poor, even taking present conditions into account	36.2

The participants were dissatisfied with the arrangement for meals. Foodstuffs were difficult to purchase in Ghana during this period; hence it was difficult to provide both variety and quality. A special trip was made to Togo (with special permission of customs authorities for an informational event) to purchase needed provisions which were not available in local markets, but the quantity that could be transported did not last the entire workshop for such a large group.

Legon Hall Rooms

Participants were asked, "What is your evaluation of the arrangement for rooms and living arrangements on Legon Hall?"

Response	Percent
Total	100.0
Excellent, given high cost of hotels in Ghana	1.7
Good, given high cost of hotels in Ghana	22.4
Adequate, given high cost of hotels in Ghana	39.7
Poor, even taking situation in Ghana into account	36.2

The students were moderately content with the living arrangements at Legon Hall. However, over one-third of them thought Legon Hall was inadequate. This is explained, in part, by the fact that some regular university students had at first refused to vacate their rooms and return to their homes at the end of the school year and release them for use of the workshop in the interim, as had been arranged. When they did release them after negotiation, there was little opportunity to clean the space before moving in the workshop participants. Also, the water system in the dormitories was not working a part of the time because of difficulties in acquiring spare parts. It was necessary for participants to carry their own water and bathe in a bucket. As the evaluation of the training described in the preceding pages reveals, the morale of the participants nevertheless was extremely high and the inconveniences of living affected their performance very little if at all.

Logistic Administration of Workshop

The students were asked, "What is your evaluation of the logistic administration of the workshop (conduct of day-to-day meeting needs of students)?"

Response	Percent
Total	100.0
Excellent, most problems handled promptly	19.3
Good, some problems neglected but most OK	49.1
Adequate, but considerable delay and neglect.	15.8
Poor, most problems handled "too little and too late"	15.8

The participants viewed the logistic administration of the workshop as being very satisfactory. Over two-thirds of them gave a good or excellent rating.

Overall Workshop Logistics

The participants were asked, "Taking everything into consideration, what is your overall evaluation of the planning, organizing, and actual performance for logistics and living arrangements at this workshop?"

Response	Percent
Total	100.0
Excellent, given present problems in Ghana	12.1
Good, given present problems in Ghana	53.4
Adequate, given present problems in Ghana	20.7
Poor, even taking present problems into account	13.8

The participants were pleased with the overall logistic administration of the workshop. Almost two-thirds of the students gave excellent or good ratings.

Workshop Newsletter

The participants were asked, "How useful was the Newsletter in keeping you informed and oriented to the program?"

Response	Percent
Total	100.0
Excellent idea, should be used in the future . .	56.7
Good idea, but could have been carried out better	40.0
Good idea, but the Newsletter was not very good	3.3
Poor idea, should be dropped altogether	0.0

The students unanimously liked the idea of the Newsletter; however, there were some reservations on how it should be carried out. The student recommendations for improving the Newsletter were as follows.

Student Participation. Twelve different students suggested that participants take a more active role in producing the Newsletter in future workshops. The various agencies should contribute to the Newsletter to communicate their programs to other participants. Several students recommended that the mass media group should produce the Newsletter as a class activity.

Content. The participants commented that the Newsletter was very useful and informative. Additional information on workshop special activities and upcoming events would improve the Newsletter. Some students suggested the number of pages be expanded so more information could be included.

Regularity. Several students suggested the Newsletter be produced bi-weekly or daily. Thus, participants could all be made responsible for producing one

issue within a small group. This was considered an ideal way for the participants to practice producing a newsletter, after which they could then produce newsletters for their agencies.

Other Student Comments

The students were also given the opportunity to make comments, suggestions, or recommendations on: (1) topics that were omitted or neglected; (2) topics that received too little or too much emphasis; (3) ways to improve the organization, content, or teaching of future workshops; (4) ways to improve logistics and living arrangements; and (5) any other aspects of the workshop.

Topics That Should Have Been Taught. The students recommended that a wide variety of topics be included in future workshops. Political concepts and their relationship to social development communication, sociology, women's status, the development of Ghana, agriculture, food production and nutrition, and principals of management were all suggested for inclusion in the curriculum by more than one student. Other subjects nominated included public relations, how to organize training programs, natural family planning methods, social development programs that have failed, communication problems in Ghana, and social development communication for educational purposes.

Topics That Received Too Little Emphasis. Food production was mentioned most often by the students as the subject that received too little emphasis. Planning and managing social development campaigns, interagency coordination, working in groups, cinema production, audience research and media habits, and the population problem in Africa were all cited as areas that received too little emphasis.

Topics That Received Too Much Emphasis. Eight participants felt family planning was overemphasized during the workshop. The only other topic mentioned in this category was the principals of communication.

Organization of Future Workshops. Fifteen participants expressed the desire that all future workshops be increased in length. Two or three months was the most frequent recommendation. The students also suggested afternoon sessions either be cancelled or shortened to provide more time between morning and afternoon sessions. Some participants recommended that future students should be given training in all core courses.

Content of Future Workshops. The students recommended more practical assignments be given in the core courses (person-to-person communication, mass media communication, and research and evaluation of communication programs). They also suggested that the practical work should be carried out in the field. Other comments included: more time should be spent on how various social development agencies can coordinate activities; more guest lecturers should be invited with an emphasis on rural fieldwork; the research course group should pretest some of the mass media groups' materials, as a practical exercise for both groups. Finally, the students recommended that all of the core courses should make reading materials available to all participants.

Teaching Future Workshops. Handouts of all lectures should be provided. Better quality of guest lecturers should be found, since many were not very knowledgeable in their subject areas. The instructors should relate the course concepts more to Ghana and the situation in the country. Students should use role playing to demonstrate their mastery of the concepts. Foreign lecturers must be careful of pronunciation and use of words not known by the participants.

Logistics and Living Arrangements. The moving of the participants three different times was viewed as a lack of foresight and preparation by the workshop coordinator. Some thought Legon Hall was "filthy" and an extremely poor place to live. Others said the coordinator should live with the participants

to help solve the small problems as they arise. Some students said that the food was of poor quality and very monotonous, and that more attention should be paid to the management of money spent on food in the future, to guarantee more nutritionally balanced meals. Most of the participants liked the idea of living and eating in one place and studying in another place as a break in the routine.

Additional Responses. Every effort must be made to insure that top level officials participate more actively in future workshops. They should become acquainted with the learning materials so that they become more inclined to assist the participants when they return to their jobs. The expertise of the participants should be exploited in future workshops. The participants should be made to feel that they have something to give as well as receive. All of the participants should be supplied with cameras, tape recorders, calculators, and other materials necessary to carry out their work assignments. Participants should be more involved in the daily logistical administration of the workshop. Credit should be given to Mrs. Akosa for her handling of the logistical problems. Future workshops should be held in social development communication. The participants in this workshop should be offered further training either in-country or abroad. The participants form a nucleus of trained communicators who should be exploited both by their agencies and the country as a whole. The University of Chicago team was very qualified and did an excellent job. The workshop was interesting, educative, necessary, excellent, and successful. "We have learned that education without continuation fails, so we hope that there will be continuity."

VI

Synthesis and Recommendations

1. Considering all of its aspects, the workshop must be considered a success. The workshop participants, organizers, sponsors, and instructors all agree that advance training in social development communication is very essential for the development programs of Ghana. This workshop has given 63 participants the opportunity to learn new ideas, interact with people from other agencies, and improve their own personal skills. This nucleus of trained personnel is a potent force that should be exploited by Ghana for the future development of the country.

2. The major recommendation by the participants was to extend the workshop's time period from one month to two or three months. They felt that they were overloaded with a vast amount of materials in too short a time. The students suggested that prolonging the length of the workshop will provide them with more opportunities for assimilating the materials and allow them to gain from the training sessions. A longer workshop would also provide the students with the opportunity to receive instruction in each of the core courses. Many participants expressed sorrow at not being able to attend classes in each of the specialized courses. They stated that they would also be able to use information from the other core classes in their jobs. The University of Chicago and the sponsoring organization should review this recommendation in light of the extenuating circumstances and modify the current curriculum accordingly.

3. While the workshop was oriented towards social development communication, many participants perceived the training to be primarily family planning communication-oriented. Future workshops must strive to balance the curriculum

between the various social development programs of Ghana. It should also be noted that the majority of the funding for this workshop was donated by the National Family Planning Programme Secretariat of Ghana. Thus, the curriculum was structured to fit their needs primarily and only secondarily the other sponsoring organizations' needs.

4. Many problems with accommodations and meals were commented on by the participants. Future workshops must be organized with the idea of maintaining the participants and instructors in one location for the entire workshop. Moving from place to place for accommodations caused valuable time to be lost and mental consternation among the students. The participants suggested that either more nutritious and balanced meals be provided in the future or the participants should be given meal money and allowed to fend for themselves. Room and board at Legon Hall was considered to be unhealthy and unclean by some participants. GIMPA received strong support as an alternative site for lodging and meals during future workshops.

5. One of the benefits of the workshop was the interagency contacts created by intragroup communication. The participants interacted with people from many different agencies. This allowed them to exchange ideas and thoughts with their peers. The participants found many programs similar to their own existed in other agencies. This gave rise to their verbalizing the need for better coordination between agencies. The participants suggested one way to help achieve better coordination was to invite supervisors and high-level personnel to attend weekly sessions of the workshop. By involving top-level personnel, the participants could demonstrate what they are learning and how programs could be combined and coordinated on the field-worker level.

6. Future workshops should maintain a small reference library of related course materials. A small library would permit the students to clarify,

elucidate, or cross-reference concepts that they are learning. The library would help both the advanced and the slow learners by giving them a source for further studies of ideas and concepts. The reference library could be donated to the sponsoring organizations or to the Government of Ghana, with a provision that the materials be available to everyone involved with social development communication programs.

7. The University of Chicago team was commended for their excellence in classroom teaching, their professionalism, and their accessibility for the participants. The University of Chicago team was also congratulated for its affability, patience, and good manners during the workshop.

8. The many guest lecturers were thanked for their time and efforts in presenting materials that made the workshop more than one dimensional. The participants recommended that, in the future, (1) the guest lecturers should provide copies of their presentations, and (2) the guest lecturers should be briefed on the participants' needs so the topics covered are more relevant to the content of the workshops.

9. The Chicago team joins the workshop participants in commending the workshop organizers for the successful organization of the workshop. The Chicago team fully understands the difficulties and hardships that were overcome to bring the workshop training to Ghana. The participants thank the organizers for the opportunity for short-term advanced training in-country, which has proven to be the most feasible manner for training personnel.

10. The participants, organizers, sponsors, and Chicago team agree that some follow-up activity to the workshop is necessary. Some suggestions for future activities are (1) another short-term workshop in-country for the same participants, (2) another short-term workshop in-country for new participants, (3) more advanced training for the same participants outside of Ghana, and

(4) formation of a national training center where the participants of this workshop could serve as experts in their respective fields.

11. It is imperative that the workshop participants be encouraged to implement their ideas and plans if the workshop is going to have any long-term impact on Ghana's social development programs. The participants must be permitted to contribute so their knowledge is productively used and not frustrated.

12. The University of Chicago team salutes the workshop participants for their seriousness in the arduous academic environment imposed upon them. The Chicago team believes in pushing students to their limits so that they may gain the most knowledge possible from the short-term training.

13. The University of Chicago extends its congratulations to the people of Ghana, because this workshop was primarily by the Ghanaians, of the Ghanaians, and for the Ghanaians. It was truly a laudatory labor of love.

Appendix A

ADDRESSES OF PARTICIPANTS AT THE WORKSHOP ON COMMUNICATION FOR POPULATION AND SOCIAL DEVELOPMENT IN GHANA--JULY 7 TO AUGUST 1, 1980 IN ACCRA

A = Person-to-person
B = Mass Media
C = Research/Evaluation

NAME	TRACK	ADDRESS
Aboagye-Alta, Gladys	C	Dept. of Social Welfare, C.D. P.O. Box 81 Cape Coast
Accam, Edith	C	GES, Box M-45, Accra Tel. 65421 Ext. 444, Res. 77396
Achempeng, Kofi Kodom	A	Min. of Health, P.O. Box 2848 Accra
Acquaah-Harrison, Comfort	A	P.P.A.G. P.O. Box 27, Cape Coast
Addae, Joyce Oparebea Mintah	C	Dept. of Social Welfare, C.D. Box M 230, Accra Tel. 65421 Ext. 8359
Addo, Reginald Percy	A	Dept. of Social Welfare and Comm. Dev. P.O. Box 161, Asamankese
Adubofuoh, Francis Kodwo	A	Dept. of Social Welfare & C.D. P.O. Box 66, Kumasi
Adzei, Kobla Amewuga (Efo Kobla I)	A	P.O. Box 15, Madina-Accra Tel. 62857
Ago-Mensah, Grace	A	Ridge Hospital, P.O. Box 473--Accra Tel. 28382
Akpabi, Isaac Boaz Kwabla	B	I.S.U. Min. of Agriculture P.O. Box 299, Accra
Akurang-Kliafe, Sam	B	Min. of Works and Housing Box M 43 Accra, Tel. 65940, 65421, Ext. 348/8337
Aloah, Frederich Nyanguayire	C	Dept. of Social Welfare & C.D. P.O. Box 6, Navrongo
Ampansah, Joseph Yaw	A	Inst. of Adult Education P.O. Box 497, Koforidua
Ampofo, Anthony Kweku	A	Cath. Hospital P.O. Box 43, Foso

NAME	TRACK	ADDRESS
Amuah, Donald R. Mumuni	A	Workers College P.O. Box 23, Tamale
Amuzu-Kpeglo, Andrew Kudzo	A	G.E.S. Headquarters Annex Box K 451, Accra, Tel. 21925m Ext. 29
Anang, Joseph Kwaku	C	Rural Health Training School P.O. Box 9, Kintampo
Anim-Appiah, Frank Mackay	B	N.C.W.D. P.O. Box M 53 Accra, Tel. 29119
Ankomah, W. Ray	B	Ghana News Agency, Box 2118 Accra, Tel. 65135, Ext. 250
Anson, Mathias Babameleh Kofi	B	Dept. of Social Welfare & C.D. P.O. Box 640, Accra
Antwi-Nsiah, Ebenezer	A	P.P.A.G. P.O. Box 139, Wenchi
Arday-Kortei, Mary	A	Health Education Division, Min. of Health P.O. Box 753, Accra
Asenso-Mensah, Emml. Felix	A	Dept. of Social Welfare & C.D. P.O. Box 20, Kitampo
Ashie, Charles	A	Information Service Department P.O. Box 745, Accra Tel. 28011, Ext. 216/22687
Ashie, Vida Adjei	B	GBC, Ga Section, P.O. Box 1633 Accra, Tel. 21161, Ext. 2371
Asiagodo, Godwin Danquah	B	GBC T.V. Production, Box 1633 Accra, Tel. 21161, Ext. 2334
Bondzie-Afful, Elizabeth	B	New Times Corp. P.O. Box 2638, Accra
Bonsi, Oliver K.	B	Information Service Department P.O. Box 745, Accra Tel. 28011, Ext. 76724
Carboo, Desmond Albert	B	Information Services Department P.O. Box 745, Accra, Tel. 28011
Dadzie, Anthony Awotwie	B	English Language Dept; G.B.C. P.O. 1633, Accra Tel. 21161, Ext. 2398 and 2396

NAME	TRACK	ADDRESS
Danyare, George Kolira	C	Inst. of Adult Education P.O. Box 83, Bolgatanga
Darkwah, Emmanuel	C	ERPS, Min. of Agriculture P.O. Box M 37, Accra, Tel. 66727
Darpoh, Alhaji Ibrahim S,	B	Ghana Muslim Rep. Council P.O. Box 2907, Accra
Dzakuma, Gladys	A	P.O. Box 10, Winneba
Dzamefe, Wilson Ansah Kof	B	Inf. Services Department O. Box 85, Ho 1. 091-257 Res. 091-388
Enu, John Kofi	B	Inf. Services Department P.O. Box 256, Sekondi
Fletcher, Victor Emmanuel	C	Dept. of Social Welfare & C.D. P.O. Box M 230, Accra Tel. 65421, Ext. 8359
Gomez, David Nesbitt	B	DEPSOCOM, Nat. Catholic Sect, P.O. Box 1989, Accra
Hagan, Kofi	C	Inst. of Adult Education P.O. Box 211, Cape Coast
Hanson, Bernard Kofi	C	Inf. Services Department P.O. Box 745, Accra Tel. 28011, Ext. 279
Hughes, Agnes Foriwa	A	Christian Council of Ghana P.O. Box 919, Accra
Koffour, Asumeng George (Rev.)	A	Christian Council of Ghana P.O. Box 919, Accra
Koranteng, Ezekiel Amoah	B	Inf. Services Department Cinema Section, Box 745 Accra, Tel. 28501, Ext. 13
Lamptey, Grace	A	PPAG P.O. Box 5756, Accra
Larsey, Henry	B	Inf. Services Department Visual Aids Section, Box 745, Accra Te. 29167, 26067
Lartey, Beatrice Felicity	A	N.W.T.C. P.O. Box S 4 Madina--Accra
Mensah, Theophilus Lamptey	C	School of Hygiene P.O. Box 753, Accra

NAME	TRACK	ADDRESS
Mortty, Judith Perpetual	B	Dept. of Social Welfare & C.D. P.O. Box 79 Ho, Tel. 091-278
Nelson, Josiah Papanii	[illegible]	Psychiatric Nurses Training School Box 1305, Accra Tel. 28688, Ext. 22
Nsiah, Florence Angela	C	P.O. Box M 78, Accra Te. 65001, 65120
Odartey, Fiona Comfort	B	Dept. of Social Welfare & C.D. P.O. Box 204 Sekondi
Odompleh, Charles Terkpeh	C	Agriculture Econ. (ERPS) Min. of Agric. P.O. Box M 37, Accra
Okosi, Quarshie	C	School of Hygiene, P.O. Box 753 Accra
Opoku, J. Asante Yaw	B	P.O. Box 50, Kaneshie--Accra or c/o Registry U.S.T. Kumasi
Osei, Mary Hilda	A	N.C.W.D. P.O. Box 104, Sunyani
Osei-Bonsu, Augustine R.	A	Inf. Services Department, Box 627 Kumasi, Tel. 3143, Res. 2916
Phorson, Nathaniel Tettey	C	M.O.H. Dept. Accra City Council P.O. Box 133, Accra
Sackitey, Benedicta T.	A	Mamprobi Polyclinic P.O. Box 1255, Mamprobi-Accra
Sosu, Philomena Mary	B	Dept. of Social Welfare & C.D. P.O. Box 204, Sekondi
Taana, Thomas Wumbie	A	Dept. of Social Welfare and Comm. Dev. P.O. Box 57, Tamale
Tamakloe, Virginia A.	A	Ridge Hospital, P.O. Box 473 Accra
Vanlare, Josephine Rosemund	C	P.O. Box 8067, Accra-North Tel. 77037
Woode, Henry Kwame	B	Inf. Services Dept. Box 745, Accra Tel. 28011, 654211, Ext. 331