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**FINAL REPORT OF
THE THREE-WEEK WORKSHOP ON
ADVANCED TRAINING IN
COMMUNICATION FOR
POPULATION AND SOCIAL
DEVELOPMENT IN
KENYA**

Held in
NAIROBI, KENYA
November 10 to December 3, 1980

Organized by
**MINISTRY OF HEALTH OF THE GOVERNMENT OF KENYA,
FAMILY PLANNING ASSOCIATION OF KENYA,
and THE COMMUNITY AND FAMILY STUDY CENTER
of the University of Chicago**

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I

Introduction

The Workshop on Advanced Training in Communication for Population and Social Development in Kenya was held in Nairobi from November 10 to December 3, 1980. It was jointly organized and sponsored by three organizations: the Ministry of Health of the Government of Kenya, the Family Planning Association of Kenya, and the Community and Family Study Center of The University of Chicago. This was the second workshop held in Kenya so far; the earlier one was a nine-week Pan-African workshop held in Nairobi in 1978. The sponsoring agencies in 1978 included UNICEF, UNESCO, IPPF, and the Community and Family Study Center. It was in this workshop that the idea of having shorter in-country training programs evolved. Since then, workshops on communication for social development have been held in Liberia, The Gambia, Sierra Leone, Ghana, and Morocco. It is within this context of in-country training of Kenyans to improve the educational and communication skills of personnel engaged in social development programs that the workshop was held in Kenya.

The Workshop Committee

The committee that planned the workshop comprised the following people drawn from a number of different agencies:

Mr. David N. Mbai, Health Education Unit, Ministry of Health (Chairman)
Mr. Gilbert Nagiri, Family Planning Association of Kenya (Secretary)
Mrs. Wilkista Onsando
Ms. Mary Nquchu
Mr. Kauagambi.

Among other responsibilities, the Committee selected participants and guest speakers, made arrangements for the location of the workshop, and provided transportation for participants.

Location

Karen College, a training institution of the Ministry of Health, was chosen as the site of the workshop. Most of the participants and the University of Chicago personnel resided on the campus, although about nine participants commuted daily from their homes in town due to family responsibilities or lack of accommodations in the College.

A major advantage of the College was the fact that it provided all the necessary classroom, recreation, and dining facilities, as well as the services of the administrative, dormitory, and kitchen staff. These superb arrangements made it possible for participants to concentrate on their studies with little distraction. Since the teaching staff was readily available, they were easily consulted by the participants working on their individual course projects. It was also convenient to conduct some laboratory sessions at night and on Saturday mornings.

Selection of Participants

The Committee sent application forms to various private and public agencies, which nominated those employees who met the admission criteria to attend the workshop. From among the applications submitted, sixty participants were chosen.¹ (See Appendix I for the list of 58 participants

¹Two participants out of those who were selected to attend the course dropped out due to factors beyond their control.

who completed the course and their sponsoring agencies.) They came from all parts of the country and from agencies such as Ministry of Health, Ministry of Agriculture, Family Planning Association of Kenya, National Christian Council of Kenya, World Vision International, and Maendeleo la Wanawake (Women's Development Organization).

Selection of Local Guest Speakers

Kenyan specialists were invited to make presentations in the courses offered. It was the responsibility of the Committee to select qualified Kenyans to cover the assigned sessions. The guest speakers arranged for duplicating and distributing copies of their lectures to the participants.

The Participant's Committee

The participants were asked to choose a committee of five students to represent them and to work with the Workshop Committee in dealing with logistical and personal problems that might arise.

Opening and Closing Ceremonies

The Committee decided not to have an elaborate opening ceremony for the workshop. Instead, the first session of the workshop was devoted to establishing rapport and group spirit among the participants, the Committee, and the instructors.

The closing ceremony was held in the College's assembly hall. It was attended by all the participants as well as by invited guests and dignitaries who were representatives of USAID, UNICEF, the Ministry of Health, and the Family Planning Association of Kenya. Arrangements for this function were made by both the organizing committee and the participants' committee. The

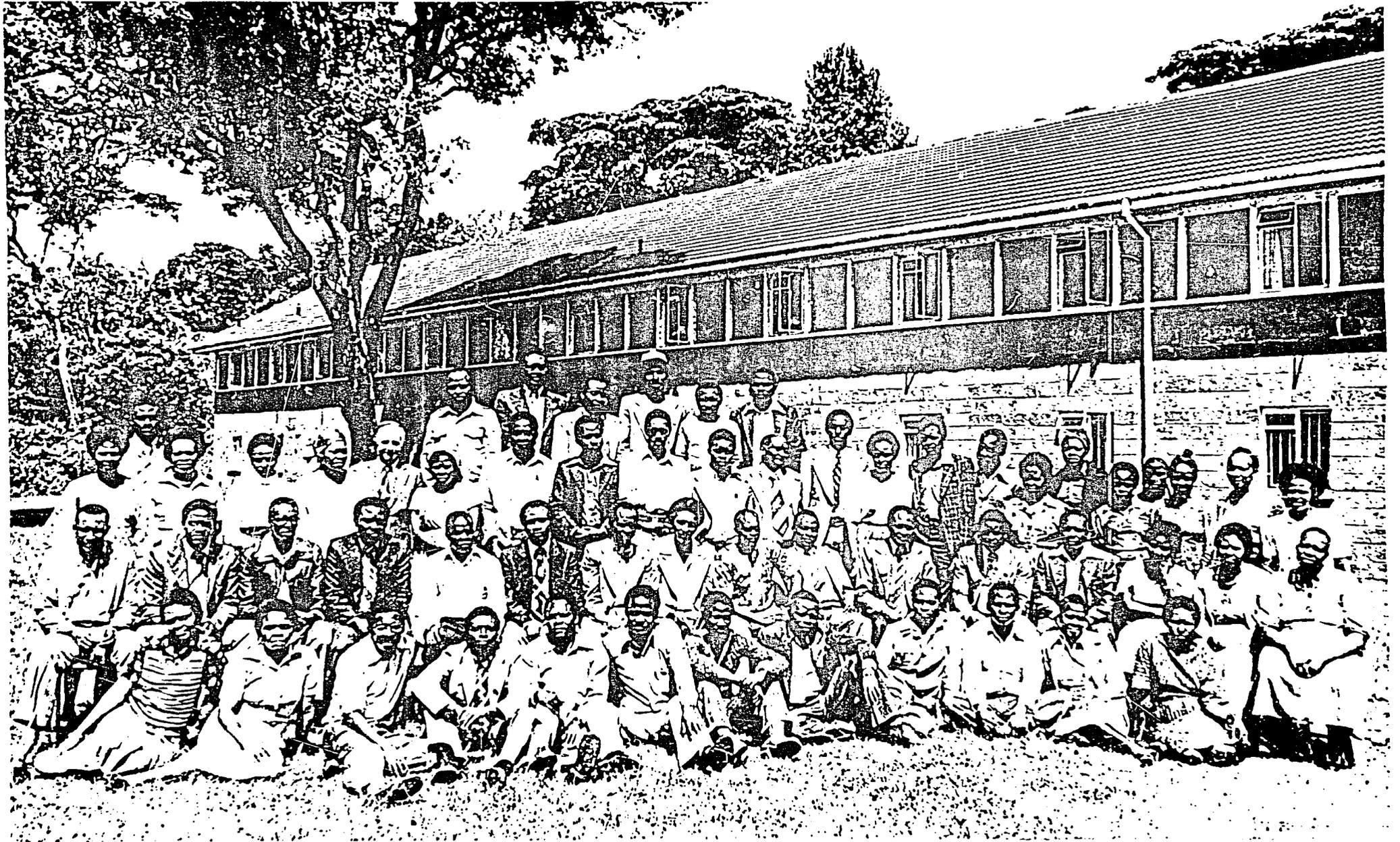
closing address was given by the Director of the Family Planning Association of Kenya, Mrs. Angela Gethi, who also awarded each participant a certificate and a group photograph. The formalities were followed by a reception and dinner for participants and guests. The closing of the workshop was covered by the national TV of Kenya.

Logistics

The training was held in two classrooms and in the assembly hall at Karen College. Participants resident at the college were housed in a two-story dormitory. Meals were provided for participants, instructors, resource persons, and Committee members at the college dining facility. Both the outdoor and the indoor recreation facilities of the college were at the disposal of the participants.

Teaching Staff

Core teaching staff consisted of Professor Donald J. Bogue, Director of the Community and Family Study Center (CFSC), Mr. Terry Peigh, Production Consultant for the CFSC, and Mr. Linus Etyyang, a University of Chicago doctoral candidate from Kenya. All the instructors had a substantial amount of experience in conducting workshops of this nature.



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

Held in Nairobi, Kenya, from November 10 to December 3, 1980

II

Description of the Courses

The training program consisted of the following seven courses:

- Communication 101. Principles of Communication and Pretesting
- Communication 102. Social, Demographic, Ecological, and Psychological Aspects of the Developmental Process
- Communication 103. The Message Content of Social Development Programs in Kenya
- Communication 104. Person-to-Person Communication for Social Development
- Communication 105. Mass Media for Social Development
- Communication 106/107. Communication Research and Evaluation
- Communication 108. The Planning and Management of Communication Campaigns.

Every participant enrolled in five courses. Unless individually excused, each student took the basic courses, 101, 102, 103, and 108. Each participant chose one of three optional courses, 104, 105, or 106/107, based on the relevance of the course to their work. A few participants attending Courses 105 or 106/107 covered the material for Course 104 on their own.

Instructors

The instructors/coordinators for each course were as follows:

- Course 101. Dr. Donald Bogue, Dr. Sylvester Kwakye, and Kenyan experts
- Course 102. Mr. Linus Etyyang and Kenyan experts
- Course 103. Mr. David Mbai and Kenyan experts
- Course 104. Dr. Donald Bogue, Mr. Linus Etyyang, and the Institute of Adult Education experts
- Course 105. Mr. Terry Peigh and Kenyan media experts
- Course 106/107. Dr. Sylvester Kwakye
- Course 108. Mr. Terry Peigh and Kenyan mass media experts.

Individual Projects

At the planning stage of the workshop, it was decided that every participant should develop an individual project to be completed during the course of the workshop. The completed project was to reflect the participant's application of what he or she had learned for his or her job. Furthermore, it was to be a viable project that could be submitted to the participant's agency for implementation.

In addition to the individual projects, readings and exercises were assigned to be completed in the evenings and on weekends.

Time Schedule

<u>Starting Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9:00-10:30	101	101	101	101	101
10:30-11:00		T E A	B R E A K		
11:00-12:00	101	103	102	103	102
12:00-1:00	108	103	108	103	108
1:00-2:00		L U N C H	T I M E		
2:00-4:00	Core Courses: 104, 105, 106/7				

Content of the Courses

Communication 101. PRINCIPLES OF COMMUNICATION AND PRETESTING

<u>Session Number</u>	<u>Topic</u>
1	Opening ceremony (no class)
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	Multi-step flow theory of communication

(continued)

<u>Session Number</u>	<u>Topic</u>
9	Introduction to pretesting
10	Pretesting printed materials
11	Pretesting radio, movies, and television programming
12	Pretesting person-to-person communication
13	Pretesting training materials and curricula
14	Practical use of pretesting in SD communication
15	Strategies for persuasion--changing beliefs
16	Strategies for persuasion--person-to-person and mass media
17	Final Examination

Course 101 met 9:00-10:30 (90 minutes) daily Monday through Friday.

It was taught by Dr. Donald Bogue of the University of Chicago and Dr. Sylvester Kwakye from Ghana. In addition, there were three guest speakers for this course: Dr. Mugo Gachuki, Mr. John Balcomb, and Dr. Frank Nabiso. This course included the presentation of research findings, practical experience, and theoretical aspects of how to use communication to bring about desired changes in human behavior. The availability of new technologies and the resulting behavior change of the citizens of developing countries was kept in mind in the structure of the course.

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Communication 102. THE POPULATION FACTOR IN THE SOCIAL DEVELOPMENT PROCESS

<u>Session Number</u>	<u>Topic</u>
	<u>I. Theories of Development</u>
1	What is social development?
	Theories of how industrial/commercial development can be achieved
2	Psychological theories of modernization and social development
	<u>II. Demographic Aspects of Development</u>
3	Population size and rate of growth in relation to development
4	Population composition in relation to development
5	Population distribution, urbanization, and migration in relation to development

(continued)

<u>Session Number</u>	<u>Topic</u>
	<u>III. Family Planning and Development</u>
6	Physiology of reproduction
7	Methods of contraception - I
8	Methods of contraception - II
	<u>IV. Programs for Family Planning and Population Education</u>
9	Systems for providing family planning services
10	Mass media communication for family planning
11	Person-to-person communication for family planning
12	Population education in schools and colleges

This course emphasized the relationship between population and socio-economic development. It focussed on the issue of fertility regulation through family planning and conscious population education.

The coordinator for Course 102 was Mr. Etyyang, who also gave the initial lectures. The rest of the sessions were handled by guest speakers invited by the Workshop Committee: Mr. Mwaniki, Dr. D. C. Luusah, and Dr. W. O. Ochieng were the guest lecturers for the course.

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Communication 103. THE MESSAGE CONTENT OF SOCIAL DEVELOPMENT PROGRAMS IN KENYA

<u>Session Number</u>	<u>Topic</u>	<u>Guest Speaker</u>
1	An overview of Kenya's plans for social development within the next five years	Mr. L. E. Ngugi
2	Primary health care program for the general population	Mr. David Mbai
3	The maternal and child health program of Kenya	Mr. David Mbai
4	Ministry of Agriculture's program for improving agricultural productivity	Mr. Iigondi
5	Kenya's nutrition problems and programs to correct them	Mrs. Susan Ngui
6	Kenya's program to provide family planning information, education, and services to adults	Mrs. Nguru Kanyua

(continued)

<u>Session Number</u>	<u>Topic</u>	<u>Guest Speaker</u>
7	Kenya's program to improve the status and rights of women: women's participation in socioeconomic development in the effort to improve their status	Mrs. Jane Kiano
8	The Kenya Institute of Mass Communication, its organizational structure and role in social development	Mr. L. D. Nguru
9	Synthesis of Kenya's social development programs	Mr. L. E. Ngugi

The instruction for Course 103 was arranged mainly by the Workshop Committee. It compiled a series of presentations by six selected guest speakers who were professionals engaged in social development. The course was intended to expose the participants to Kenya's current major social development programs. The guest speakers outlined and discussed the status of their programs. They also assessed the extent to which program objectives were being realized. Each presentation was followed by a very lively discussion with the participants that included a question-and-answer session.

The participants acquired a comprehensive knowledge of some of Kenya's development programs as well as the nature and scope of the development programs confronting the nation.

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Communication 104. PERSON-TO-PERSON COMMUNICATION

<u>Session Number</u>	<u>Topic</u>
1	Introduction: the basic skills of interpersonal communication
2	Group discussion I: theory of group dynamics Laboratory: experiment with small groups
3	Group discussion II: how to hold small group discussions--planning the discussion Laboratory: planning a small group discussion

(continued)

<u>Session Number</u>	<u>Topic</u>
4	Group discussion III: How to hold a small group discussion--conducting the small group discussion Laboratory: Conducting the discussion planned in session 3
5	Counselling I: Theory of person-to-person counselling Laboratory: (a) Critique of recordings taken from actual counselling experience (b) Practice in counselling
6	Counselling II: How to hold a counselling session Laboratory: (a) Planning counselling programs (b) Practice in counselling
7	Curriculum I: Classroom instruction--curriculum building Laboratory: Planning a curriculum in person-to-person training for field workers
8	Curriculum II: Classroom II: Classroom instruction--techniques of classroom teaching Laboratory: Teaching person-to-person communication to field workers
9	Curriculum III: Laboratory: Teaching person-to-person communication to field workers
10	Curriculum IV: Formulation of instructional objectives and evaluation of the learning process
11	Classroom Instruction I: Use of audio-visual materials in person-to-person instruction Laboratory: Design audio-visual materials for a course on person-to-person communication
12	Classroom Instruction II: Laboratory: Design audio-visual materials for a course on person-to-person communication
13	Public Speaking I: Improving your ability as a public speaker Laboratory: Plan and present a five minute extemporaneous speech, video-taped and evaluated by class
14	Public Speaking II: Laboratory: Plan and present a five-minute extemporaneous speech, video-taped and evaluated by class
15	Public Speaking III: Laboratory: Plan and present a five-minute extemporaneous speech, video-taped and evaluated by class
16	How to organize and conduct public meetings Laboratory: Plan a public meeting
17	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

Extension workers commonly use person-to-person communication to influence rural people to adopt new innovations and behavior in agricultural extension, health, child care, nutrition, family planning, and other social development programs. For person-to-person communication to be effective, the communicator has to apply a set of established principles and skills for conducting group discussions, counselling targets, recipients of extension services, or working

informally with community and opinion leaders. Course 104 was designed to provide these principles and skills. The laboratory work provided opportunities for the participants to practice the various techniques of person-to-person communication.

There were two instructors for Course 104, Dr. Donald J. Bogue and Mr. Linus Ettyang. Dr. Florida Karani, a faculty member of the Institute of Adult Studies, was the only guest speaker.

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Communication 105. MASS MEDIA PRODUCTION FOR SOCIAL DEVELOPMENT
COMMUNICATION

<u>Session Number</u>	<u>Topic</u>
1	Radio Interviews: Fundamentals of radio communication. How to prepare for radio interview Laboratory: How to prepare, conduct, and record radio interviews
2	Radio Spots (Production): How to prepare a radio commercial. Use of music and sound effects. Scripting the radio commercial
3	Radio Spots (Production): Revision and refinement of radio commercial scripts Laboratory: Record radio spots
4	Radio Drama: Introduction to preparation of radio drama. How to script the radio drama Laboratory: Writing radio drama
5	Radio Drama (Scripting and Production): Revision of scripts and costing for production Laboratory: Record radio drama
6	Radio Drama: Production--no class session, rather a four-hour lab Completion of all radio dramas
7	Television Spots: Introduction to television communication. Writing television scripts Laboratory: Introduction to television equipment. Writing script
8	Television Spots: Production--no class session, rather a four-hour lab. Revision of scripts. Production of television spots.
9	Leaflets and Posters: Elements of effective design and writing
10	Leaflets and Posters: No class session, rather a four-hour lab. Making rough layouts of leaflet and poster
11	Leaflets and Posters: No class session, rather a four-hour lab. Completion of leaflets and posters
12	Using your communication skills: How to use your communication skills to support social development objectives

The instructor for Course 105 was Mr. Terry Peigh, a production consultant for the Community and Family Study Center. A Kenyan graphics expert conducted additional laboratory sessions every Saturday morning. Participants who were not registered in this course attended these sessions and benefited from the expertise of this additional resource person.

This course introduced the participants to the basic production processes of major mass media: radio, television, newspapers, posters, and leaflets. Portable television and radio equipment, which had been brought from Chicago, was put to much practical use. The participants often did rehearsals and recordings at night in order that the various teams could work together.

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Communication 106/107. COMMUNICATION RESEARCH AND EVALUATION

<u>Session Number</u>	<u>Topic</u>
1	Overview of the research process: Hypotheses and variables
2	Planning the research project: An inventory of villagers' knowledge and beliefs about SD themes
3	Selection and wording of questions for a 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	Writing research and evaluation reports on communication programs and projects

Dr. Sylvester Kwakye was the sole instructor for Course 106/107.

The course dealt with communication research and evaluation. To conduct effective communication campaigns, monitor them, and evaluate their impact requires an adequate understanding of the basic research procedures offered in this course.

* * * * *

Communication 108. THE PLANNING AND MANAGEMENT OF COMMUNICATION PROGRAMS

<u>Session Number</u>	<u>Topic</u>
	<u>A. The Communication Production Unit</u>
1	<u>The foundation: Long-range plans for communication support for SD programs</u> (a) Arriving at objectives and budget in consultation with directors (b) Establishing working relationships with other departments of the organization and arranging for "feedback" (c) Advantages of centralized vs. local production and how to reconcile them
2	<u>Staffing and organizing the personnel of an SD communication unit</u> (including plans for 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, talent, artists, and printers as an alternative or supplement to in-house production Field trip to an advertising/marketing firm
3	<u>Physical facilities and equipment needed for the SD communication unit</u> (a) Space requirements for the SD unit (b) Physical equipment needed for the SD unit (c) Reducing needs for physical facilities and equipment through the use of studios, production houses, printers and free-lance specialists
	<u>B. Planning and Managing Specific Communication Campaigns</u>
4.	<u>Planning and organizing for specific campaigns</u> (a) Defining objectives, audience and identifying messages (b) Development of a campaign plan, theme, and strategy Field trip to a radio station

(continued)

<u>Session</u>	<u>Topic</u>
5	<u>Selecting media for a specific campaign</u> (a) Media in relation to target audience and costs (b) Combining mass media with person-to-person contact (c) Using the media to reinforce and amplify the messages Guest lecturer from URADEP
6	<u>Management or production for the campaign</u> (a) Establishing production schedules and monitoring them (b) Establishing budgets and monitoring them (c) Insistence upon pretesting and revision Guest lecturer from marketing
7	<u>Launching and monitoring the campaign</u> (a) Publicity releases, public relations work in behalf of the campaign (b) Establishing schedules and internal support programs (c) Monitoring and mid-course correction of weaknesses
8	<u>Post-campaign post-mortem</u> (a) Prompt conduct of evaluation research (b) After-campaign critique (c) Publicizing results of the campaign, internally and externally (d) Implications for the total program and future campaigns

Course 108 was taught jointly by Mr. Terry Peigh as the instructor and Mr. David N. Mbai as the only guest speaker.

How to administer social development programs was the topic of this course. It attempted to help the participants plan and conduct communication work in terms of carefully planned, organized, and integrated multimedia campaigns.

Each participant in this course was required to design the plan for a social development campaign that was to be completed in the course of the workshop. The individual project was to be pertinent to the work he or she was undertaking for regular employment.

III

General Evaluation of the Workshop by the Participants

On the last day of the workshop, each participant was given a questionnaire that permitted the participants to evaluate all aspects of the workshop. The questionnaire contained eleven pages, primarily "closed" questions, which required the respondents simply to circle or check the appropriate response category for each question. There were also some "open-ended" questions for which the respondents were asked to state in their own words their comments, criticisms, and recommendations relating to the issues in question. The questionnaire was confidential, and the participants were asked to complete it anonymously.

Forty-nine participants out of the graduating class of fifty-eight filled out and submitted the questionnaire. Since the self-administered questionnaires were to be privately deposited at a designated location, it was not possible to identify those participants who failed to turn in theirs.

As was indicated earlier, all the 58 participants took the following courses:

- Communication 101. Principles of Communication and Pretesting
- Communication 102. Social, Demographic, Ecological, and Psychological Aspects of the Development Process
- Communication 103. The Message Content of Social Development Programs in Kenya
- Communication 108. The Planning and Management of Communication Campaigns.

Each participant was required, in addition, to choose one of the remaining courses. A few participants were quite industrious and decided to select one of these courses as well as do all the work for an additional course on their own. The optional courses included:

Communication 104. Person-to-Person Communication for Social Development

Communication 105. Mass Media for Social Development

Communication 106/107. The Planning and Management of Communication Campaigns.

The following are enrollment figures for each of the optional courses and a break-down of the participants who completed the questionnaire.

<u>Course</u>	<u>Number of enrolled participants</u>
Total.....	<u>58</u>
Communication 104.....	33
Communication 105.....	11
Communication 106/107....	14

1. Overall Evaluation of the Training

An indication of the overall evaluation that the participants had of their training was developed by averaging the evaluation that each person made of the courses in which he or she enrolled. The ratings for each course are given in Chapter IV. The question asked for each course was, "Taking all your ratings and your general appreciation of the course into consideration, what is your overall evaluation of this course?" Following is the weighted average of the evaluations for the individual courses:

<u>Rating</u>	<u>Percent</u>
Total.....	<u>100</u>
Excellent.....	20
Good.....	46
Adequate.....	30
Poor.....	4
Very poor.....	0

Although the reaction was overwhelmingly positive, the proportion of participants who rated the training as "adequate" instead of "good" or "excellent" was somewhat higher than for some of the workshops held in 1979 in Liberia, The Gambia, and Sierra Leone. Given the excellent physical situation in which the training was conducted, particular importance needs to be attached to the criticisms made. The fact that the trainees in Kenya were better educated and had more professional experience than the trainees of the previous year suggests that there is need for substantial reorientation of the level of instruction, taking into account the criticisms and recommendations made by the participants. Therefore, in the remainder of this report, more space is devoted to airing the negative comments than to reciting the complimentary statements written in the evaluation questionnaires. These criticisms will be considered seriously in the planning of all future workshops in sub-Saharan Africa.

2. Importance of Training

The participants were asked, "How important do you think it is for Kenya to have special short-term training in communication for Social Development?" Four out of every five participants felt that it was very important to have such training.

<u>Response</u>	<u>Percent</u>
Total.....	<u>100</u>
Very important.....	84
Moderately important.....	4
Not very important.....	2
A complete waste of time....	0
No rating.....	10

3. Amount Learned

"Considering all courses you took, how much did you learn, or how much did you improve your communication skills during the three weeks?" Approximately two-thirds of the participants thought that they either learned "a lot" or more than they had expected.

<u>Response</u>	<u>Percent</u>
Total.....	<u>100</u>
More than I thought possible.....	12
A lot.....	49
A moderate amount.....	33
Only a little bit.....	2
Almost nothing.....	0
No rating.....	4

4. Division of Course Work for Participants' Specialization

To determine the participants' reaction to the fact that they were restricted to separate specialization subfields, they were asked: "How do you evaluate the idea of dividing the participants into three groups so that they must specialize in (a) Mass Media, (b) Person-to-Person Communication, or (c) Research and Evaluation?" Their overall response was positive. Sixty-nine percent of the participants considered it a good idea.

<u>Response</u>	<u>Percent</u>
Total.....	<u>100</u>
Good idea.....	69
Poor idea.....	25
No response.....	6

The follow-up question was then immediately asked: "What are your reasons for your response and what changes do you recommend, if any?"

Thirty-four participants viewed the division of course work as a good idea, whereas twelve felt it was a poor idea. Thirty-two percent (that is, 11 participants) of those who considered it a good idea neither gave the reasons for their response nor recommended any changes. Forty-four percent (15 participants) maintained that the division was a practical arrangement. Fifteen percent (5 participants) strongly felt that time for the course was too limited. Nine percent (3 participants) said it was a good idea but they preferred taking all the courses.

Following are some of the verbatim responses given by participants in response to this question.

(a) Division of course work was a practical idea. "It would not have been possible for one to master all the skills for practical purposes." "It allows for small group participation and gives the participants freedom to choose." "Time given was too short for us to take all the courses." "Too many participants cannot be assisted effectively for the concentration needed to specialize." "One is able to concentrate in a particular area." "I feel that this is the only way one can produce efficient communication in different fields in a short time by engaging in team work." "This kind of division is very good for it gives a few people reasonable time to grasp enough information/education." "The division gave chance to participants to select from their favorite subject fields." "Given the time for the workshop, one would not be able to cover all the work and specialize in 104, 105, and 106/107."

(b) Division of course work was a poor idea. Those who considered the separation of instruction into subfields a poor idea gave the following verbatim reasons for their responses and recommended changes. "I recommend every participant to be involved in all three groups." "I do not think that one can be able to carry out any social development campaign without knowing Research

and Evaluation." "Each participant should have been given a chance to attend all courses before specialization." "We all needed the knowledge given in the other courses because we are involved in carrying out activities related to the courses we left." "All participants (should) take part in all courses, 101-108." "Some areas should not be compulsory but all courses should be left optional." "All the courses are relevant and important. Participants should be given an equal chance to participate in all courses." "Limits choices and does not give opportunity for fields that may be necessary to enroll in. Prolong the time for all courses, execute all the duties adequately at the District Level, so I should be competent in all the three for effectiveness." "Person-to-Person communication and Mass Media should be taken by all participants."

5. Length of the Workshop

The participants were further asked: "Do you consider the period allocated for the workshop too long, about the right time, or not long enough?"

<u>Response</u>	<u>Percent</u>
Total.....	<u>100</u>
Not long enough.....	88
About the right time.....	6
Too long.....	0
No rating.....	6

A staggering 88 percent of the participants indicated that the time allocated for the workshop was simply not long enough. None of them thought it was too long.

When asked, "If too long, or not long enough, how many weeks should it be?" the participants who said the time was not long enough were distributed as follows:

<u>Length of workshop in weeks</u>	<u>Number of participants reporting</u>
Total.....	<u>43</u>
4.....	1
4-5.....	1
5.....	1
6.....	11
6-8.....	4
6-9.....	2
8.....	10
8-12.....	1
8-14.....	1
9.....	2
12.....	8
Duration not suggested.....	1

The median duration of the workshop should have been eight weeks, according to the participants' assessments. This finding suggests that the workshop organizers should have increased the period beyond the approximately three weeks they had earmarked for the course. An optimal duration could probably have been decided on the basis of the past experience gained in similar workshops in other African countries.

6. Location of the Workshop

The site at which the workshop was held was Karen College, located about 14 kilometers from the center of the city of Nairobi. The College is a training institution of the Ministry of Health, Government of Kenya.

The participants, having been asked to consider everything concerning the College, were asked: "What is your evaluation of using Karen College? (Take into account possible advantages and disadvantages, everything considered.)"

<u>Response</u>	<u>Percent</u>
Total.....	<u>100</u>
A very good arrangement.....	18
A good arrangement.....	31
An adequate arrangement.....	33
A poor arrangement.....	8
A very poor arrangement.....	6
No response.....	4

Karen College was considered adequate or better by 82 percent of the participants.

To solicit the respondents' comments on their assessment of the location for the workshop, they were asked to write their detailed comments in the space provided in the questionnaire. Since this was an "open-ended" question, each respondent could make more than one comment. Following is a sample of the comments.

(a) Favorable (majority). "It gives time for full participation without interference from anywhere." "The College has the right atmosphere for serious academic work." "If the workshop were held in some high-class hotel, a lot of money would have been spent unnecessarily." "It was a very good arrangement because we were given everything we wanted: nutritious food, pocket money, hot water, etc." "The whole thing was very good. I only missed two things: where to buy a piece of soap and transport to wherever we could get soap." "At least everything was very good as far as I can say. The meals were especially enjoyable." "A good site for concentration on one's studies and assignments. Good accommodation facilities." "The College is far from town. Hence, there was no interference or any type of delay. The meals and accommodation were good."

(b) Negative (minority). The following are illustrative of the set of negative comments: "There should be transport to and from town/hospital."

"The place is very far from town where necessary articles could be bought. Public transport facilities are very poor." "The place was isolated from the rest of Nairobi. There were communication problems and this interfered with the provision of recreation." "Karen College is very far from town, lacked socialization." "The expectations of the participants were not possibly met. There was a lack of almost everything especially personnel delivering services. Could have been held in a better place. Karen College is too far from other facilities." • "The per diem was too small." "We were sharing rooms, (this was) a very bad idea."

7. Repetition of the Workshop in Host Country

The next question asked was, "How important for social development in Kenya do you think it is that this course be repeated for a new group of participants next year?" The response was very favorable. In point of fact, 72 percent of the participants said that repeating the course was very important.

<u>Response</u>	<u>Percent</u>
Total.....	100
Very important.....	72
Moderately important.....	14
Not very important.....	4
Completely unimportant.....	4
No response.....	6

8. Participation of The University of Chicago in Communication Production

"There is a possibility that at least some members (Professor Bogue/ Mr. Peigh/etc.) of the University of Chicago can come back to Kenya to work with individual Ministries and the Family Planning Association of Kenya to

help them: plan and improve the production for their individual programs. How important do you think it is that such arrangements be made?"

<u>Response</u>	<u>Percent</u>
Total.....	<u>100</u>
Absolutely essential.....	27
Very important.....	41
Moderately important.....	22
Not very important.....	2
A complete waste of time.....	4
No response.....	4

Slightly more than two-thirds of the participants thought that such arrangements were either absolutely essential or very important. Such action depends, however, on AID/Washington and the senior government officials of the various Ministries and the directors of private agencies to approve such a joint effort.

9. Need for Workshops in Other African Countries

"It is possible that USAID, UNESCO, UNICEF, and IPPF could join resources to sponsor similar courses to this and use other Universities in addition to the University of Chicago to bring a program like this to other countries in Africa. What do you think of this idea?"

<u>Response</u>	<u>Percent</u>
Total.....	<u>100</u>
Absolutely useful for every country in Africa...	47
Useful for about 3/4 of African countries.....	19
Useful for about 1/2 of African countries.....	16
Useful for about 1/4 of African countries.....	6
Absolutely unnecessary.....	8
No response.....	4

Four out of five students felt the idea would be useful for half or more of the nations of Africa. About half considered it absolutely useful for every country in Africa.

IV

Evaluation of Courses

To evaluate the courses offered, the participants were asked questions concerning several aspects of each course. They comprised the following:

1. The Teaching for the Course

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

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Excellent.....	8	6	4	31	50	46	12
Good.....	47	47	39	35	40	36	35
Adequate.....	25	33	37	24	--	18	27
Poor.....	8	4	6	--	--	--	6
Extremely poor.....	--	--	--	--	--	--	--
No rating.....	12	10	14	7	10	--	18
Ambiguous responses.....	--	--	--	3	--	--	2

Nine in ten of those who took Course 105 felt the teaching was good or better. Of those enrolled in Courses 106/107 and 104, 82 and 77 percent respectively rated the teaching as good or excellent. None of the participants rated the teaching for any course as extremely poor.

2. Technical Level of Classroom Presentation and Assignments

"How would you rate the technical level of the classroom presentation and assignments in this course?"

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
About right.....	72	71	63	76	90	82	59
Too difficult.....	14	11	6	3	--	18	14
Too simple.....	--	--	6	7	--	--	5
No rating.....	14	18	25	14	10	--	22

A substantial number of participants noted the technical level of classroom presentation and assignments for all the courses to have been about right. Ninety percent felt so for Course 105, and 82 percent for Course 106/107. Nearly one-fourth, however, declined to rate Courses 103 and 108.

3. Organization of the Course

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

Considering a combination of the "excellent" and "good" response categories, Courses 101 and 102 seem to have been less well organized than the other ones. Courses 105, 106/107, and 104 had the highest rating as far as course organization was concerned.

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Excellent.....	14	10	12	28	60	27	14
Good.....	43	35	31	41	30	46	41
Adequate.....	25	33	31	17	--	27	25
Poor.....	6	10	8	--	--	--	--
Extremely Poor.....	--	--	2	--	--	--	2
No rating.....	12	12	16	10	10	--	16
Ambiguous responses.....	--	--	--	4	--	--	2

4. Reading Materials

"How would you rate the selection of materials you were given to read?"

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Excellent.....	20	16	20	46	30	18	25
Good.....	27	29	16	31	40	18	25
Adequate.....	39	33	39	10	20	28	30
Poor.....	2	6	6	7	--	36	6
Extremely poor.....	2	--	3	--	--	--	--
No rating.....	10	16	16	3	10	--	14
Ambiguous response.....	--	--	--	3	--	--	--

Considering the "excellent" and "good" ratings, 77 and 70 percent of those who took Courses 104 and 105 (respectively) favorably rated the reading materials for these courses. Half of the respondents similarly rated the reading materials for Course 108. Thirty-six percent was the rating in this case for both Courses 103 and 106/107.

5. Course Assignments

"How would you rate the assignments you were given as individual projects?"

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Excellent.....	4	4	4	38	10	18	4
Good.....	25	20	20	35	60	46	27
Adequate.....	25	18	12	17	10	27	14
Poor.....	--	2	4	--	10	--	4
Extremely Poor.....	--	--	--	--	--	9	--
No rating.....	46	56	60	3	10	--	51
Ambiguous responses.....	--	--	--	7	--	--	--

More than half of the respondents did not rate the course assignments for Courses 102, 103, and 108. When the "excellent" and "good" responses categories are combined, Courses 105, 106/107, and 104 are again outstanding in the rating of course assignments.

6. Balance of Theoretical and Practical Aspects of Course

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

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Good balance between theory and application.....	20	31	33	62	70	.46	33
Too practical.....	3	4	2	4	--	--	4
Too much theory.....	59	32	31	24	10	46	35
No response.....	18	29	34	10	20	8	28
Ambiguous responses.....	--	4	--	--	--	--	--

All the courses were clearly not perceived as having been too practical, as suggested by an insignificant number of participants who gave this response. About six out of ten respondents stated that Course 101 had too much theory. Forty-six percent had the same feeling about Course 106/107. Seventy and 62 percent were of the opinion that Courses 105 and 104, respectively, had a good balance between their theoretical and practical aspects.

7. Usefulness of Course Content

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

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Extremely useful.....	47	45	45	66	80	64	41
Moderately useful.....	33	29	33	17	--	36	29
A little useful.....	4	8	6	3	--	--	8
No use or very little use.....	--	2	2	--	--	--	2
No response.....	16	16	14	14	20	--	20

Course 105 had the highest positive rating for the course content; 80 percent of the participants said that the content of the course would be extremely useful in their work in the coming year. About 65 percent gave the same response for Courses 104 and 106/107.

8. Material Covered by the Course

"Did this course, in your opinion, fail to cover enough material, try to cover too much material, or cover the right amount of material?"

Approximately one-third of those interviewed were of the opinion that Courses 101, 104, 106/107, and 108 covered the right amount of material. Half of them, however, said that Course 105 attempted to cover too much material. About one in five maintained that Courses 102 and 103 failed to cover enough material in the given time.

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Covered the right amount of material.....	31	22	22	38	20	46	33
Tried to cover too much material.....	35	31	27	38	50	36	39
Failed to cover enough material.....	10	20	22	10	10	9	6
No response.....	22	25	27	10	20	9	20
Ambiguous responses.....	2	2	2	4	--	--	2

9. Amount of Reading and Independent Work for the Course

"Was the amount of reading and independent work required for the course too much, just enough, or too little?"

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Just enough.....	47	39	33	52	40	55	33
Too much.....	33	25	31	35	30	27	37
Too little.....	8	20	16	--	10	18	10
No response.....	12	16	20	13	20	--	18
Ambiguous response.....	--	--	--	--	--	--	2

The amount of reading and independent work for Courses 104 and 106/107 was described by half of the participants as to have been just enough. About one-third viewed it to have been too much for Courses 101, 104, 105, and 108.

10. Size of the Class

"How large was the class?"

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Just right.....	31	33	37	59	90	100	33
Too large.....	55	53	49	31	--	--	45
Too small.....	--	--	--	--	--	--	2
No response.....	14	14	14	10	10	--	20

The class size for Courses 105, 106/107, and 104 was largely "just right" according to a significant number of participants. While virtually none of the participants considered any class to have been too small, about half of them felt that the class size was too large for Courses 101, 102, and 103.

11. Laboratory Work

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

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Extremely useful.....	14	14	12	45	70	27	18
Moderately useful.....	18	14	14	28	10	27	16
A little useful.....	6	6	8	--	--	--	--
No use or very little....	2	2	--	--	--	--	2
No response.....	50	54	54	21	20	19	54
Ambiguous responses.....	--	--	2	--	--	--	--
No lab sessions.....	10	10	10	6	--	27	10

Half of the participants who were enrolled in Courses 101, 102, 103, and 108 did not respond to the question on laboratory sessions. This suggests probably that there was little or no laboratory work involved in these courses. Courses 102 and 103 are most likely to not need laboratory work. To many of those who took Courses 105 and 104, the laboratory sessions were extremely useful.

12. Overall Evaluation of the Course

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

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Excellent.....	12	14	14	44	30	36	14
Good.....	49	41	33	28	50	36	39
Adequate.....	25	31	35	14	10	28	25
Poor.....	4	2	4	--	--	--	6
Extremely poor.....	--	--	--	--	--	--	--
No response.....	10	12	14	14	10	--	16

Eighty percent of the respondents evaluated Course 105 as excellent or good. Seventy-two percent evaluated Courses 104 and 106/107 in the same manner. Courses 103 and 108 had the lowest rating considering the "excellent" and "good" ratings.

Immediately following the foregoing questions, an "open-ended" question was asked.

"Following are spaces for you to write in your own words favorable and unfavorable comments about each of the courses you took. Your recommendations for improving this course next year are also requested. Please write as much as you wish about each course. Add additional sheets of paper if you wish. You should fill out one set of comments (favorable and unfavorable) for each course. Write in the number of the course you are evaluating."

13. Constructive Criticisms of Course 101

Thirteen of the participants who took Course 101 did not state any criticisms of the course. The remaining 36 stated 42 constructive criticisms

in all. Eleven criticisms (26 percent) suggest that the course was rather theoretical. Six of them (14 percent) imply that the time for the course was limited. That the course did not involve adequate practical work is evident in six other criticisms.

(a) Theoretical Aspects of the Course. "The course was based on theories, some of which are outdated and not functional currently." "This course dealt with more theoretical aspects than practical situations in the approach given by the facilitator."

(b) Time for the Course Was Insufficient. "There was too much work within too short a time to assimilate the message. However, the participants could still read on their own when they go home."

(c) Inadequate Practical Work. "The course could have been useful if the facilitator could have given examples of practical application to our working situations in regard to theories."

(d) Other Criticisms. "The lectures were delivered by different people and as such there was no correlation of the material. It would be better if only one lecturer delivered the lectures."

14. Constructive Criticisms of Course 102

Twenty-one participants had no comments to make about the course. The remaining 28 respondents came up with 33 constructive criticisms of the course. Fourteen comments (42 percent) concerned the guest speakers for the course. The other 19 criticisms pertained to a wide range of issues. Some of the specific comments include the following sample.

(a) Guest speakers. "Some of the guest speakers were very poor and imparted very little knowledge to the participants."

(b) Relevance of the Course to Social Development. "The course provided

a good background underlying social development." "The teaching was good and enabled us to understand social development." "The subtopics had been selected properly to fit social development strategies. This workshop cannot do without the knowledge in Course 102." "Course 102 was excellent because we practiced and found it relevant to our situation here in Kenya." "The demographic aspects of social development were very relevant to the participants' situation."

(c) Other Criticisms. "This was a very important course which needed more time." "There was too much of family planning in the content of this course." "Some listed topics were not touched."

15. Constructive Criticisms for Course 103

Twenty-eight of the participants who took the course listed 31 criticisms of the course. Fifty-five percent of these criticisms (14 in all) focussed on resource persons. The remaining criticisms were about various aspects of the course.

(a) Resource Persons for Course 103. "Some lecturers did not turn up and this is a course which seems to have experienced a lot of organizational problems as reflected by a number of interruptions." "Some of the lecturers did not really take enough time to prepare for their lectures and they did not exhaustively cover their areas." "Occasionally some speakers did not express themselves very clearly." "The facilitators did not do much research or study on their topics, e.g. Maternal and Child Health Programme in Kenya and Kenya's Nutritional Programme. We learned very little from these subjects." "The lecturers did not do it very well. Use Kenyan lecturers especially from the University of Nairobi."

(b) Other Criticisms. "This was a very important course but needed more

time." "Too many speakers were invited." "Too much theory in this course."
"There were no practical assignments dealt with." "Too much of family
planning." "It needed more time to cover it." "The topic on agriculture was
not covered. I wish we could have had it."

The above views were not shared by all, as witnessed by the following
favorable comments for Course 103: "Course 103 was well conducted by very
keen experts." "Generally the speakers knew their topics and discussed them
very well." "The majority of Kenyan experts were very resourceful and their
information was very helpful. This is where a lot of experience is required
and many of the speakers had command of it." "Though the course needed more
time, it was good and well conducted." "Course 103 was excellent because we
had some practice and we found it relevant to our situation here in Kenya."

16. Constructive Criticisms for Course 104

Nine out of 29 respondents who took the course did not state any criti-
cisms of the course. Nearly 2 in 5 criticisms (39 percent) were about the
lack of sufficient time for the course. One participant in each case criti-
cized the diversity of participants' educational background, the large class
size, inadequate practical sessions off campus, and so forth.

(a) Insufficient Time for the Course. "Since this was the center of
my interest, I would say the time given for the work involved was inadequate."
"An important course for communication, but was very short especially to put
the theories into practice."

(b) Other Criticisms. "The course was consistent with a lot of field
programmes, but needed adequate allocation of resource persons." "Most people
could not catch up with the others due to differences in educational level."
"Class was too large so that it was possible for some participants to be

forgotten." "Some participants were allowed too much freedom and so they tended to dominate in the situation." "There should be field learning experience; it appears artificial in classroom situation." "More practice is needed to supplement theory." "Some laboratory experiences appeared artificial."

17. Constructive Criticisms for Course 105

Seven out of ten respondents who took the course made several comments, including the following criticisms: "Very well balanced--theory and practical work." "The laboratory sessions were well conducted giving everybody a chance to do something." "Too short a period." "Not enough practical work and time; use of the equipment is necessary." "Film especially documentary type should have been covered." "I would have liked three more weeks for this course so that I could learn more." "Explanation of how the individual projects were to be done was done well two days to the closure of the course when some participants had already struggled with the write up." "The course was well organized." "The presenter was well informed." "The visit to Kenya Institute of Mass Communication was very good." "It was a very good course and very well conducted."

18. Constructive Criticisms for Course 106/107

Nine of the 11 respondents who took the course stated 11 criticisms in all: "This is a topic which was generally new to most of the participants in the group, at the same time it is wide and intensive." "It was rushed due to lack of time and this was a discouragement to most of the members." "This course requires a lot of practical work for one to acquire adequate skills." "Very useful practical approach that can be applied in my work." "Too much

time was taken up by theory work leaving very little time for practical work." "Practical work should have been started earlier to give more time for completion so as to avoid last minute rush." "The teacher should be more assertive and sure of himself." "Ample time is required to be able to complete the scheduled programme--in other words, the time was shorter than anticipated." "It was a very good course quite well covered; a good balance between the assignments and class work." "Very well presented by a speaker interested in ensuring that everybody understands." "The course was useful in imparting the basic techniques of research and for understanding and comprehending research reports." "The course was taught with a lot of keenness so that it was easy for the participants to follow despite the fact that the subject was not one of the easy ones." "The teacher has a lot of patience."

19. Constructive Criticisms for Course 108

Twenty-two of those who took the course declined to respond to this particular question. The rest, however, stated 27 criticisms in all. About a third of the criticisms concerned the course's classroom presentations as well as the inadequacy of the time allocated for the course.

(a) Course's Classroom Presentations. "There was too much writing on the board and speaking too fast. "Too much pouring of information no feedback hence a real teacher-pupil relationship." "The facilitator was a bit too quick for the participants."

(b) Inadequate Time for the Course. "A very important course for carrying out a communication campaign but needed two more sessions or ought to have been finished before we wrote our projects." "Good presentation but too much material which was difficult to master in a short time." "The lessons were presented too fast; time was not allowed for digestion and understanding."

(c) Other Criticisms. "I found Course 108 difficult to follow since it was quite a new subject and again in our rural society I did not find much of it relevance." "The course was a bit technical and required people with a bit of background knowledge on mass communication.

Following are some more favorable comments on the Course 108: "It gave a good basis on how planning for media of communication for social development can enhance communication for social development." "The lecturer knew the subject matter." "It was useful especially when we came to do individual projects." "The course used information learned in other courses as a basis for its practical application." "This course was very important for my day-to-day work." "The course impressed me because I learned a lot of new ideas which I never knew before." "The lecturer did well in presenting his topic."

20. Whether Course Should Be Included in Future Workshops

"Should any of the courses for which you registered be included in future workshops or dropped?"

Response	Course						
	101	102	103	104	105	106/107	108
Number.....	49	49	49	29	10	11	49
Total percent.....	100	100	100	100	100	100	100
Should be included with no changes.....	43	32	33	59	50	46	39
Should be included with minor changes.....	33	29	31	21	30	36	29
Should be included but drastically changed.....	4	8	8	3	--	9	2
Should be dropped.....	--	--	4	--	--	--	--
No response.....	20	29	24	17	20	9	28
Ambiguous response.....	--	2	--	--	--	--	2

Eighty percent of those interviewed said that Courses 104, 105, and 106/107 should be included in future workshops with either no change or with minor alterations; 76 percent and 68 percent felt the same for Courses 101 and 108 (respectively). Courses 102 and 103 probably need reviewing. About 60 percent of the participants thought that they should be included either without any change or with minor changes.

V

Evaluation of the Instructors and Guest Lecturers and the

Idea of Holding Another Workshop

The preceding chapter evaluated the individual courses (including an overall rating for the teachers in each course). Since most of the courses were taught with more than one instructor, the individual performance of each person was rated by the participants, and their responses are reported in this chapter. These ratings are accompanied by a general evaluation of the teaching arrangements and the idea of holding future workshops.

1. Participation of Kenyan Specialists

"What is your opinion about the mixture of foreign and Kenyan specialists in this workshop?"

<u>Response</u>	<u>Percent</u>
Total.....	100
About the right mixture.....	64
Not enough time given to local specialists.....	22
Not enough time given to foreign instructors.....	6
No response.....	4
Ambiguous responses.....	4

A substantial number of participants felt that there was the right mixture of presentation by Kenyan specialists and foreign instructors. One-fifth, however, held the view that not enough time had been given to local specialists.

2. Overall Performance of The University of Chicago Team

"Taking the whole workshop course together, how would you evaluate the performance of the complete University of Chicago team?"

<u>Response</u>	<u>Percent</u>
Total.....	<u>100</u>
Very good.....	41
Good.....	41
Adequate.....	14
Poor.....	0
Very poor.....	0
No response.....	2
Ambiguous response.....	2

Considering the "very good" and "good" responses, the majority of the participants rated the performance of the instructors from The University of Chicago positively.

3. Evaluation of Instructors and Guest Speakers

"The people listed below taught in the workshop. What are your overall ratings of the quality of instruction you received from each of them? (If you received no instruction from this person, please check 'did not teach.')

Please evaluate only those courses that you attended by ticking one appropriate rating.

Instructor	Total	Response							N	
		Very Good	Good	Adequate	Poor	Very poor	Did not teach	No rating		Ambiguous responses
<u>101. Principles of Communication and Pretesting</u>										
Kwakye.....	100	18	39	25	6	--	--	12	--	49
Bogue.....	100	35	39	16	--	--	2	8	--	49
Gachuhi.....	100	12	29	39	4	--	2	14	--	49
Balcomb.....	100	--	7	22	29	18	14	10	--	49
Nabiso.....	100	16	46	18	6	2	2	10	--	49
<u>102. Social Demographic, Ecological, and Psychological Aspects of the Development Process</u>										
Ettyang.....	100	37	43	14	--	--	--	4	2	49
Mwaniki.....	100	28	31	31	--	2	--	8	--	49
Luusah.....	100	8	12	39	--	29	4	6	2	49
Ochieng.....	100	6	6	44	20	12	2	10	--	49
<u>103. The Message Content of Social Development in Kenya</u>										
Ngugi.....	100	35	37	22	--	--	2	4	--	49
Mbai.....	100	12	33	33	10	4	--	8	--	49
Ngui.....	100	4	4	27	27	22	8	8	--	49
Gethi.....	100	6	8	6	2	--	43	35	--	49
Nguru.....	100	20	32	20	--	--	4	20	4	49
Kanyua.....	100	35	35	10	--	2	--	18	--	49
Kiano.....	100	47	37	4	2	--	--	6	4	49
<u>104. Person-to-Person Communication for Social Development</u>										
Ettyang.....	100	52	35	10	--	--	--	--	3	29
Bogue.....	100	49	42	3	--	--	3	3	--	29
Karani.....	100	83	14	3	--	--	--	--	--	29
<u>105. Mass Media for Social Development</u>										
Peigh.....	100	50	40	--	--	--	--	10	--	10
<u>106/106. Communication Research and Evaluation</u>										
Kwakye.....	100	27	36	27	--	--	--	10	--	10
<u>108. Planning and Management of Communication Campaigns</u>										
Peigh.....	100	25	47	18	2	--	--	8	--	49
Mbai.....	100	12	39	27	8	4	--	10	--	49

4. Repetition of the Course in Kenya or Other African Countries

"Please use the rest of this page and additional pages you may need to write, in your own words, any additional comments, criticisms, and suggestions you may have for holding a workshop of this type again in Kenya or for improving it if it is held in other African countries."

The 44 participants who responded to this question stated 78 additional comments, criticisms, and suggestions. Fourteen comments (18 percent) concerned the time allocated for the course. Twelve (15 percent) focussed on the organization of the course. The repetition of the training had 9 comments (12 percent). There were other statements of a heterogeneous nature. The following are illustrative of the verbatim statements made in response to this question.

(a) The Length of the Course. "Some of the subjects would need more time and expand the programme for more practicals including field trips." "Make this course be covered in two months." "I was greatly disappointed by the fact that such a good workshop with lots of work was only held for three weeks. In future for people to learn more over an extended period, please increase time." "I think the duration of the course was too short. It should be held in Kenya again and it should take at least six weeks." "The course should be given ample time, about eight weeks, because the three weeks were too short and over-crowded." "The workshop is very good indeed but the time allocated was very short. In a future workshop enough time--three months--should be provided." "The educational materials given were very good but we did not have enough time to go through them." "Such type of workshop should have more time than it took. More time should be provided more so especially for Course 104 on public speaking, group work and recording." "Generally the whole workshop has been quite useful to me though

the time has been pretty too short and could not absorb all the information in every course."

(b) Organization of the Course. "Let Course 104 be compulsory and let the participants choose either Course 105 or Course 106/107 after one and half months." "It is my feeling that a couple of people in this country train and specialize in social development communication so that this course is offered at either diploma or degree level in our university." "I don't think a course like this should be geared into making people experts as was announced during the first day. I don't see how a person who has not had any previous training in mass media etc. could be an expert in a workshop of three and half weeks. A workshop like this should be geared to helping people solve communication problems in their jobs and therefore help them become more effective in communication." "The workshop tended to emphasize family planning rather than entire social development--especially the resource speakers had in mind 'family planning'." "The theme of the workshop is family planning rather than communication." "In future can you consult the participants when drawing up the program as to what they want to learn." "Please plan longer comprehensive courses for a few people who can come up with tangible recognizable communication skills; for example, if you took one person from each group and trained them for a year that might help the programmes more." "All participants should enroll in all courses." "Selection of courses should be done on the basis of interest and qualification."

(c) Suggestion That Another Workshop Be Held. "There is also a necessity for further training for these communicators to advance their knowledge and skills so that they can help other communicators." "I think it is important to hold another workshop of this type again." "I do feel that another

seminar for evaluation should be held next year and also those who participated in this one should be invited. Where possible both Professor Bogue and Mr. ETTYANG should attend." "There should be a follow-up for the same group." "This workshop could be organized in Kenya to do a follow-up; the same participants should attend." "It is necessary to have a follow-up workshop of this nature to be able to evaluate if at all the participants to the workshop benefited and whether they are putting into practice in their day to day responsibilities the theoretical knowledge."

(d) Course Was Useful. "There is a necessity for more skilled social development communicators to be trained." "In general I think courses of this nature are very necessary for our developing countries and more would be highly appreciated to promote the social development efforts." "It is helpful to train Kenyan communicators especially as far as population control is concerned." "I believe there are other countries which need this workshop besides African ones." "Overall the course was very good and profitable."

(e) Other Comments. "Participants should be of one educational level with little gap or none at all." "Checking the type of audience for the message is absolutely necessary. The range between the participants was wide, academically and professionally." "I think the course is very relevant to the developing countries, but I think the foreign experts should only give an outline of it and leave the rest to the experts of that country." "The Kenyan facilitators chosen although some of them were directors or managers did not know how to teach. It is better to bring those who know how to teach to talk to participants." "There should be proper arrangements as far as timing, outing, entertainment and accommodation are concerned." "The assignment paper or project should be done after all topics have been covered to allow participants to use the theoretical ideas in their projects."

"I, as an educationist, welcome the idea of such a workshop in Kenya in the future. It reduces the expenses of having to travel to Chicago and therefore many Kenyan participants can benefit." "Educational materials such as books should be controlled by the facilitators and not left to participants to do anything they like." "It is not easy to speak for other African countries, but for Kenya it is very important because it is a little cheaper to bring the lecturers to the country instead of sending students for the lecturers can speak to more participants than if the participants went to Chicago." "Participants should get transport to and from (unspecified location)." "As I had said earlier, it is only a good idea to do some experiments first. Now that you have trained us for three weeks, why not give us time to evaluate our effectiveness." "Clarify the allowance matters concerning per diem before the workshop to avoid ill-feelings and background problems." "Some courses were interrupted occasionally by unplanned guest speakers." "Bring enough copies of reading materials for all participants." "The workshop of this type should involve representatives of all governmental and private organizations where extension services are conducted." "Participants should be drawn to include overall managers at District level, some of them know very little about what social development embraces." "The best resource persons should be invited to give lectures."

VI

Summary and Recommendations

Summary

1. The length of the workshop was a drawback. Most participants considered the duration to have been insufficient. Many verbatim comments made about each course and the training in general reflect this sentiment. The fact that the time allocated for the workshop was too limited is also evident in the view of most participants that the material covered in several courses was too much. This finding suggests that an attempt was made to cover a substantial amount of material within too short a period of time.

2. Both the courses offered and the training program as a whole were, in the view of the majority of the participants, satisfactory. For future training programs, most of the courses clearly require careful examination in the light of the criticisms and suggestions made. Four aspects of the courses in particular were favorably evaluated by most of those who participated in the training, and should be the foundation for revising the program.

(a) The content learned in the course was thought to be useful for the participants' work situations. Since the participants are engaged in social development programs of diverse agencies, the training will be of some definite benefit to these agencies.

(b) The teaching for the various courses was generally rated as well conducted. This reflects the commitment of the course instructors and the caliber of the guest speakers (with some exceptions) who were involved in the instruction. They appear to have imparted the necessary knowledge and technical skills as well as facilitated the learning process.

(c) The technical level of the classroom presentation and assignments for the respective courses was basically "about right" according to most

participants. Despite the somewhat heterogeneous educational background of the participants, it appears that the teaching staff succeeded in tailoring the teaching to suit this varied audience. As in some of the earlier workshops, the Organizing Committee is never certain of recruiting a homogeneous group of participants; this is partly due to the choices made by the agencies that send their employees to the training program.

(d) Courses that had laboratory sessions had this particular dimension positively rated by many participants. The laboratory sessions offered the participants an opportunity to put into practice the theoretical aspects of the course. Furthermore, since the learners were adults with a wealth of job-related experience, these sessions enabled them to pool information and learn from each other's past experiences.

3. The performance of the University of Chicago team was also positively rated by the majority of the participants. This is another area where the Kenya workshop benefited from earlier workshops. The thinking of the course instructors is that residing in the same place as the participants and working continually with them greatly improve group morale and the learning activity of the students.

4. Karen College, the location for the workshop, was a very appropriate site. The choice of this particular setting demonstrated the Organizing Committee's ingenuity and interagency cooperation, which workshops of this type depend upon. The Principal of Karen College and the rest of the staff are very dedicated and generous individuals. They provided transport and the best possible accommodation and food for participants.

5. Separating participants into three groups was approved by most of the workshop members. This process allowed them to specialize in the particular area relevant to their work. Though a few of them felt that all areas were useful in enhancing their knowledge and skills, this was clearly a minority view. The division of participants is a strategy that is most appropriate when the time allocated for the workshop is limited.

6. The Workshop Organizing Committee did a remarkable job. Mr. David N. Mbai and the rest of the Committee even met sometimes on Sundays to ensure that the training would succeed. The selection of participants was a fairly involved exercise requiring much correspondence. The careful budgeting of the limited funds for the training was another area the Committee tackled successfully (often with limited pertinent information and other constraints). The Committee also had to contact and brief in advance the guest speakers on the nature of the course and their expected contribution.

Recommendations for the Future

1. The balance between the theoretical and practical aspects of Courses 101, 102, and 103 needs to be further defined. Course 101 should make a concerted effort in future workshops to make the theory more relevant to the social development process. Courses 102 and 103 were meant to expose the participants to the variety of social development efforts in their nation. Both courses were scheduled to be taught by in-country experts. Restructuring these courses might include improving the selection of local specialists and briefing them more intensively on the nature of the training. They should be committed to muster the relevant information and data for their presentations.

2. It also appears that there is much room for improving the organ-

ization of Courses 102 and 103. This shortcoming may be attributed, in part, to the difficulty of rescheduling the local professional persons who need a flexible arrangement on account of their already congested work schedules. In any case, an effort should be made to improve this particular aspect of these courses. Continuity between the various sections of each course needs to be maintained and articulated.

3. The participants almost unanimous view that the time for the course was inadequate suggests that this should be improved. To be able to cover effectively the planned curriculum, the duration of the workshop needs to be extended. In making this recommendation, the participants may not have been taking into account the financial costs and the high resistance of organizations to release senior workers for extended periods of time. In a situation in which such a workshop extension is not possible, the material to be covered should be tailored to suit the time available. Most participants, however, strongly felt that the duration for the workshop needs to be extended.

4. The reading materials for Courses 103 and 106/107 should probably be reconsidered. The resource persons for Course 103 should be asked to make available for the participants copies of the papers and other materials they use for compiling their lectures. Course 106/107 could assemble some reading materials in the form of more handouts, for instance, to be distributed to those enrolled in the course.

5. Most of the workshop participants recommended that another workshop be held in Kenya. Some felt that this workshop should include follow-up activities for the previous one. Alternatively, the next training program, if held, could work with another group of participants engaged in the social development enterprise.

Appendix A
Workshop Participants

<u>Name</u>	<u>Title and Organization</u>	<u>Address</u>
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