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Final Report of the Three-Week Workshop on

Advanced Training in POPULATION & SOCIAL DEVELOPMENT



NIGERIA

*Held at Administrative Staff College of Nigeria
July 13 to July 31, 1981*

Sponsored by
National Population Council
Ministry of Health
Family Planning Federation
of Nigeria
and
The Community and Family Study Center
University of Chicago

Prepared by
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AMBASSADOR



EMBASSY OF NIGERIA
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Dear Participants,

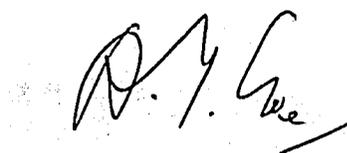
It was very refreshing for me to read the report of your three-week workshop on Advanced Training in Population and Social Development in Nigeria held at the Administrative Staff College of Nigeria (ASCON) from 13th to 31st July, 1981.

I was pleased that such an array of busy and top-level officials of our country found time to participate in the workshop. I have no doubt that the knowledge and expertise which you have acquired during the workshop will fully compensate for the precious time you spent. This hope can, however, be realised if you freely impart the acquired knowledge to other Nigerians who were not privileged to attend the workshop. May I, therefore, implore you to do so with vigour and dedication.

Three aspects of the report which interested me most were those on the objectives, the core courses of the workshop, and the appendix dealing with evaluation of teaching. After going through the entire report, it seemed to me that there was an implicit objective underpinning the explicit objectives of the workshop, namely, to inculcate in you and through you in other Nigerians the mental attitude of conceptualizing the uncontrolled growth of population as essentially a mixed blessing. This has been a typically western intellectual posture since the British economist, Thomas R. Malthus, propounded his theory of population in the 19th century.

It is pertinent to point out, however, that Nigerians traditionally view population growth from a different perspective. They desire many children as a hedge against social insecurity during ill-health and old age. Therefore, the advantages of birth control and family planning at present make sense only among the elites who have provided for the bad times by way of providing funds and pension schemes.

Be these remarks as they may, your workshop in Nigeria was a worthwhile exercise and is relevant towards an understanding of the dangers of a population explosion ahead of Nigeria within the next twenty years, if unchecked. I commend your efforts. I thank the United States Agency for International Development (USAID) which provided the grant for the workshop and gave me the opportunity to be associated with it through this medium. I also wish, on behalf of the Government and people of Nigeria, to congratulate the Chairman and Members of the Workshop Committee and the Community and Family Study Centre (FSC) of the University of Chicago and all the participants for the successful planning and execution of the workshop.



(CHIEF A.Y. EKE)
Ambassador

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term training in many developing countries in cooperation with national governments and private development organizations.

A total of 23 participants enrolled in the workshop. This was a major disappointment to the sponsors, who had planned for 60 participants. (The comparatively high per diem costs of residence at the ASCON training center apparently discouraged many state governments and other organizations from sending representatives.) Those participants who did enroll were all of high calibre and were well chosen. Training them was most definitely a worthwhile undertaking. Appendix A lists the participants by name and the organization that each represents.

Teaching staff. Two full-time lecturers/administrators were provided by the University of Chicago: Prof. Donald J. Bogue and Assistant Prof. Michael J. White, director and assistant director (respectively) of the Community and Family Study Center. They resided at the training site and were available to the students outside classroom hours. Their efforts were supplemented by an impressive array of Nigerian experts drawn from the University of Lagos and from the ministries and social development organizations of Nigeria. All teachers are listed in a later section, where the students' evaluations are reported.

Opening ceremonies. The workshop opened with an excellent keynote address, "The Essence of Nigeria's Social Underdevelopment and the Challenge Which It Poses to Social Development Communication," by Prof. E. O. Akeredolu-Ale of the Nigerian Institute of Social and Economic Research at the University of Ibadan.

Evaluation of the workshop. On the next to last day of the workshop session, a ten-page evaluation questionnaire was given to each participant. Participants were instructed to complete the evaluation and to return it prior

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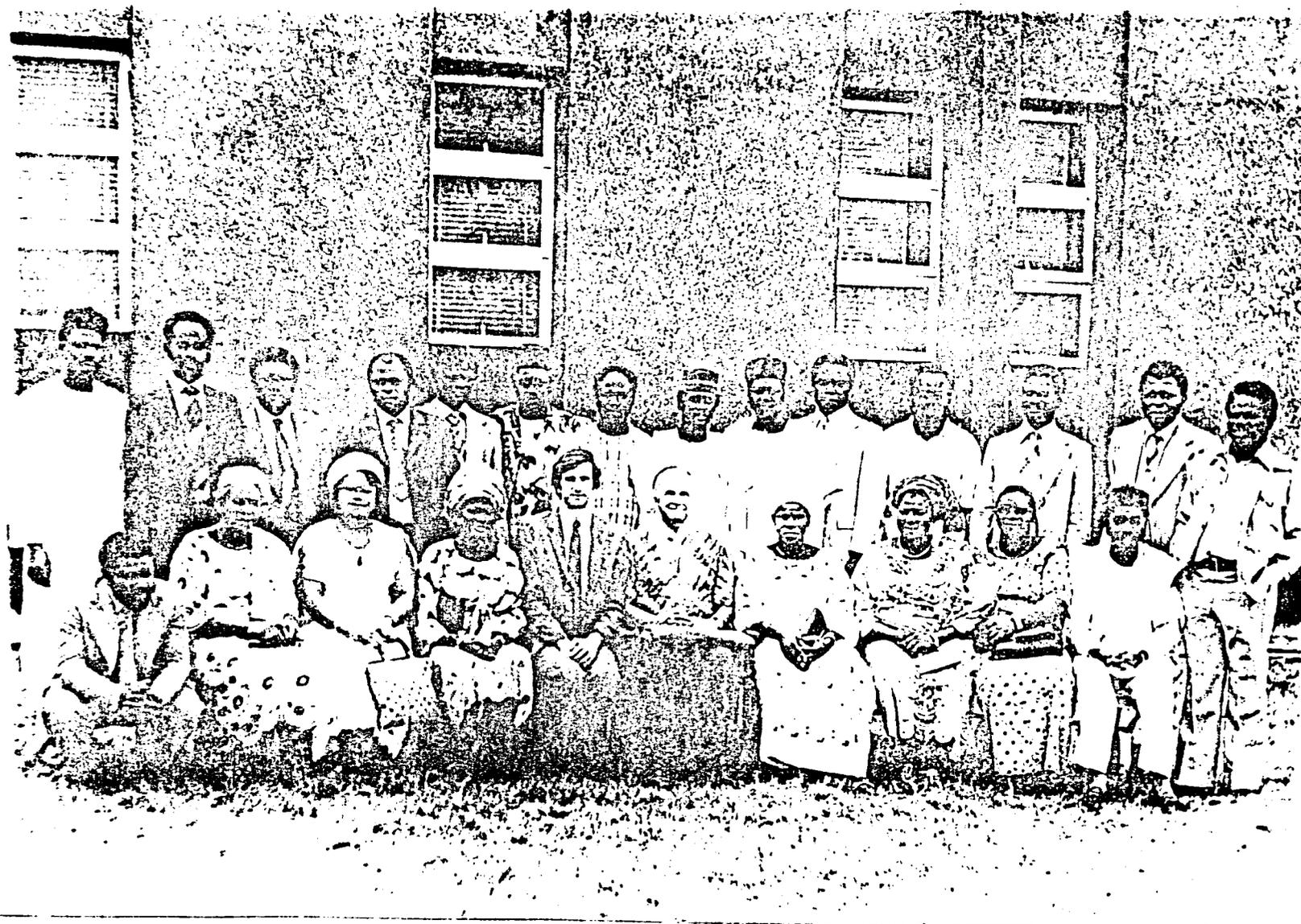
Introduction

From July 13 to July 31, 1981, the first Nigerian Workshop on Communication for Population and Social Development was held at the Administrative Staff College of Nigeria (ASCON), located about 35 miles west of Lagos. Arrangements for this workshop were made by a thirteen-person Workshop Committee, chaired by Mr. Fred A. Falodun of the National Population Council. The Committee announced the workshop in all states and to all ministries and organizations involved in social development activities.

The objectives of this workshop were as follows:

- (a) To improve the communication skills of leading professionals holding major responsibility for social development programs in Nigeria;
- (b) To inject the subjects of population and family planning into the total social development picture of Nigeria, to explore the implications of present rapid population growth for Nigeria's aspirations for a prosperous nation with a high quality of life;
- (c) To promote discussion, mutual understanding, and greater integration of work among the various social development programs of Nigeria.

This three-week workshop was planned jointly by the Workshop Committee and by the Community and Family Study Center (CFSC) of the University of Chicago. The CFSC, working under a training grant from the United States Agency for International Development, has previously co-sponsored such short-



Participants to the First Nigerian Workshop

to the closing ceremonies. The evaluation was anonymous; the students were asked not to identify themselves. A roster of participants was used to check off those who returned their evaluation to a covered box. Twenty-one of the participants returned their questionnaires. This report is based primarily upon the responses of these participants as indicated by their confidential evaluations.

Overall rating of the workshop. Data on the overall rating of the workshop were obtained by asking the participants the question, "Taking the ratings you have given for all aspects of the workshop together, what is your final overall evaluation of the instruction you received at this workshop?" The responses are reported in Table 1.

Table 1. OVERALL EVALUATION OF THE NIGERIAN WORKSHOP.

Rating	Percent	Number
Total.....	100.0	21
Outstanding.....	4.8	1
Very good.....	71.4	15
Good.....	23.8	5
Adequate.....	0.0	0
Poor.....	0.0	0
Very poor.....	0.0	0

The overall evaluation of the workshop was extremely positive. Fifteen of the participants rated it as "very good," five rated it as "good," and one rated it as "outstanding." No participants gave the workshop less than a positive rating.

II

Description of the Courses

The workshop consisted of seven courses:

- Communication 101--Principles of Communication, Pretesting, and Evaluation
- Communication 102--Communicating Family Planning to the Nigerian Public
- Communication 103--The Message Content of Social Development Programs in Nigeria
- Communication 104--Person-to-Person Communication for Social Development
- Communication 105--Mass Media for Social Development
- Communication 106--Techniques of Communication Research
- Communication 107--The Planning and Management of Communication Programs.

Every participant was required to enroll in four courses. Communication 101, 102, 103, and 107 were mandatory since they are "basic core communication courses" important for communicators. Hence, each participant was required to select one additional course, either 104, 105, or 106. By enrolling in one of these three courses, the student was in effect selecting an area of emphasis. Therefore, participants in the same area of emphasis were grouped into one "track." The enrollment by track was as follows:

Track A (Mass Media).....	4 persons
Track B (Person-to-Person).....	8 persons
Track C (Communication Research).....	<u>11 persons</u>
Total.....	23 persons

Participants were provided with assigned readings, laboratory exercises, and individual projects. Workloads were deliberately made heavy to maintain an intense training environment. The daily schedule was as follows:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00.....	101	101	101	101	101
10:00-11:30.....	102	103	107	103	102
11:30-12:00.....		--- Coffee Break ---			
12:00-1:30.....	107	103	107	103	107
1:30-3:00.....		, --- Lunch ---			
3:00-5:00.....	104, 105, and 106 met simultaneously as three separate groups on each day for the entire afternoon				

Each course is detailed below in terms of its orientation, content, and classroom work.

* * * * *

Communication 101--Principles of Communication, Pretesting, and Evaluation.

The objective of this course was to provide participants with a background of basic communication theory. It also emphasized related ways to improve communication planning for social development programs. It blended both the findings of theoretically derived research in communication and the reality of program applications in the developing world. In-class pretesting of radio spots supplemented the lectures and discussions.

Among the topics included in this course were:

- (1) Nature of the communication process
- (2) How people learn new ideas: reinforcement and cognition theories
- (3) Attitudes and how they are formed
- (4) The adoption process
- (5) Selective exposure theory of communication
- (6) Multi-step flow theory of communication
- (7) Strategies for persuasion: changing beliefs and cognitive inconsistency
- (8) Introduction to pretesting
- (9) Pretesting printed materials
- (10) Pretesting radio, movies, and television programming
- (11) Monitoring communication campaigns
- (12) Evaluating communication campaigns
- (13) Practical use of pretesting in social development communication.

Communication 102--Communicating Family Planning to the Nigerian Public.

The objective of this course was to provide participants with a background on contraception and to acquaint them with the various major family planning efforts underway in Nigeria. The course material was presented by Nigerian guest lecturers invited to describe their programs' activities.

Sessions were held on:

- (1) Physiology of reproduction
- (2) Methods of contraception
- (3) Obstacles to family planning in Nigeria

- (4) The Ministry of Health program of family planning
- (5) Family Planning Federation of Nigeria
- (6) Improving mass media communication for family planning
- (7) Improving person-to-person communication for family planning.

* * * * *

Communication 103--The Message Content of SD Programs in Nigeria.

Most social development communicators try to teach too much to the public or teach things that are of lesser importance while neglecting critically important ideas. Thus, this course was designed to identify the essential information that the public needs to receive on six important areas, followed by individual work on message development and script writing.

Topics covered included the following:

- (1) Personal hygiene and environmental sanitation
- (2) Prevention and treatment of major infectious diseases
- (3) Maternal and child health
- (4) Nutrition and food handling
- (5) Women's status
- (6) Agricultural productivity.

* * * * *

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

This course was primarily aimed at persons whose principal work involves face-to-face contact with others. It was a mixture of theory and practical work. Each participant had to carry out a number of different exercises to apply the principles and techniques learned.

Sessions were held on:

- (1) Basic skills of interpersonal communication
- (2) Theory of group dynamics
- (3) Holding small group discussions: planning and conducting
- (4) Theory of person-to-person counselling
- (5) How to hold a counselling session
- (6) Classroom instruction--curriculum building
- (7) Classroom instruction--techniques of classroom teaching
- (8) Improving public speaking abilities
- (9) Use of audio-visual materials in person-to-person instruction
- (10) Organizing and conducting public meetings
- (11) Integrating person-to-person communication with mass media communication.

* * * * *

Communication 105--Mass Media for Social Development.

This course was intended for persons whose work involves the use of mass media. It was a mixture of theory and practical work. The course was taught as lecture-discussion sessions followed by short laboratories. The emphasis was on practical experience at producing persuasive and educational communications for social development, using theory and background information obtained in other courses.

Sessions covered the following topics:

- (1) Radio: fundamentals of radio communication
- (2) Radio spots (scripting): how to prepare a commercial; music and sound effects
- (3) Radio spots (production): revision and refinement of scripts
- (4) Radio discussions and interviews
- (5) Radio drama (scripting and production)
- (6) Posters: design, writing, production
- (7) Leaflets: design, writing, production
- (8) Television: introduction, writing scripts
- (9) Television spots: production
- (10) Television discussions and interviews
- (11) Television drama
- (12) Newspaper and magazine feature stories.

* * * * *

Communication 106--Techniques of Communication Research.

This course provided a background in social science research techniques, with an orientation to communication research. The class met daily, with each session having both instruction and practical work. There were fifteen topics included in this course:

- (1) Overview of the research process: hypotheses and variables
- (2) Planning the research project: knowledge and beliefs
- (3) Selecting 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) Testing a hypothesis using cross-tabulation
- (8) Cross-tabulating data
- (9) Testing for statistical significance
- (10) "Holding constant" an extraneous variable
- (11) Testing a hypothesis using linear regression
- (12) Introduction to simple correlation

- (13) Introduction to multiple correlation
- (14) Analyzing data in order to prepare a report
- (15) Writing, editing, and publishing research reports.

* * * * *

Communication 107--The Planning and Management of Communication Programs.

As part of a general strategy to integrate the information from the courses and make it applicable to a participant's professional duties, each participant in Communication 107 designed a social development campaign, complete with all aspects discussed in the course. This major individual project was guided by a number of sessions covering the following topics:

- (1) Planning and organizing for specific social development campaigns
- (2) Media strategy for a specific campaign
- (3) Management of production for the campaign
- (4) Launching and monitoring the campaign
- (5) Post-campaign post-mortem ?
- (6) Staffing and organizing the personnel of a communication unit
- (7) Physical facilities and equipment needed.

III

Evaluation of the Workshop Courses

General evaluation

Each participant was asked to rate each course he or she had taken in an effort to get an overall evaluation for each of the seven courses. Results are shown in Table 2.

Responses to the mandatory courses were somewhat incomplete because a few participants did not respond to questions on the ratings of 101, 102, and 107 (actual number of responses is listed in Table 2 for each course).

Table 2. "HOW WOULD YOU RATE THIS COURSE?"

Course	Total	Rating				Number
		Excellent	Good	Adequate	Poor	
101.....	100.0	50.0	44.4	5.6	0.0	18
102.....	100.0	23.5	41.2	29.4	5.9	17
103.....	100.0	0.0	62.5	37.5	0.0	16
104.....	100.0	83.3	16.7	0.0	0.0	6
105.....	100.0	20.0	80.0	0.0	0.0	5
106.....	100.0	36.4	63.6	0.0	0.0	11
107.....	100.0	30.8	53.8	15.4	0.0	13

Checking the figures in Table 2, all courses were rated primarily as "excellent" or "good." Of the mandatory courses, 101 was rated higher than 102 and 107, with 50 percent rating it as excellent and 44.4 percent as good. In the case of specialized courses, 104 was rated best, with 83.3 percent responding "excellent." Courses 102 and 103 received lower ratings than the other courses, but nevertheless were positively regarded.

In summary, 100 percent of the participants in the three track courses rated their training as either excellent or good. In the general courses, 60 to 95 percent gave a positive rating. Only one person rated any course as poor.

Detailed evaluation--lecture courses

Courses 101, 102, 103, and 107 were individually rated on five different aspects related to the teaching. In addition, participants were asked to write their own comments and criticisms regarding each course. Their verbatim comments are listed in Appendix B.

Table 3. EVALUATION OF LECTURE COURSES.

Course	Total	Rating				Number
		Very essential	Moderately important	Desirable but not important	Should not have been included	
"How essential was this course for the workshop?"						
101.....	100.0	80.0	20.0	0.0	0.0	20
102.....	100.0	55.0	35.0	0.0	10.0	20
103.....	100.0	50.0	44.4	5.6	0.0	18
107.....	100.0	58.8	29.4	11.8	0.0	17
"How relevant was the content of this course for your training?"						
	Total	Excellent all relevant	Moderately good	Adequate	Poor, largely irrelevant	Number
101.....	100.0	70.0	25.0	5.0	0.0	20
102.....	100.0	30.0	45.0	25.0	0.0	20
103.....	100.0	50.0	27.8	22.2	0.0	18
107.....	100.0	50.0	37.5	12.5	0.0	16
"What is your opinion of the mixture of theory with practical and applied aspects of this course?"						
	Total	Too theoretical and technical	Good mixture	Too practical, not enough theory	Number	
101.....	100.0	15.8	84.2	0.0	19	
102.....	100.0	14.3	81.0	4.8	21	
103.....	100.0	11.8	70.6	17.6	17	
107.....	100.0	0.0	93.8	6.3	16	
"How adequate were the readings and study materials for this course?"						
	Total	Excellent	Good	Barely adequate	Not at all adequate	Number
101.....	100.0	65.0	35.0	0.0	0.0	20
102.....	100.0	36.8	47.4	5.3	10.5	19
103.....	100.0	27.8	44.4	27.8	0.0	18
107.....	100.0	41.2	52.9	0.0	5.9	17

Table 3. EVALUATION OF LECTURE COURSES—Continued.

Course	Total	Rating			Number
		Definitely yes with little change	Yes, but changes needed	No, should not be offered	
"Should this course be offered in this form in future workshops?"					
101.....	100.0	95.0	5.0	0.0	20
102.....	100.0	52.9	41.2	5.9	17
103.....	100.0	47.1	52.9	0.0	17
107.....	100.0	66.7	33.3	0.0	15

The overall evaluation of all lecture courses was quite positive.

Course 101 was found to be very essential (80 percent) and relevant (70 percent) in the sense that it provided useful readings and study materials (65 percent) and a good mixture of theoretical and practical training (84.2 percent). Indeed, 95 percent of the responding participants felt strongly that the course should be offered with little change in the future.

Course 102 was not as popular as course 101, with only 55 percent rating it as very essential. Only 30 percent regarded the content of the course as relevant, and 36.8 percent regarded the readings and study materials as excellent. However, it was also perceived to be a course with a good mixture of theory and practical training (81 percent). Hence, 52.9 percent said that this course should be offered with little change in the future, and another 41.2 percent suggested some change.

Course 103 was rated as the least essential among the four, with a 50 percent rating. The content of the course was rated as relevant by 50

percent, as moderately good by 45 percent, and adequate by 25 percent. The readings and study materials were rated as excellent by only 27.8 percent and as good by 44.4 percent. Nonetheless, the course was perceived to be a good mix of theory and practical training (70.6 percent). Lastly, some changes were recommended (by 52.9 percent of the participants) should it be offered in future workshops.

Finally, course 107 seemed to be the second most popular among the four: 58.8 percent considered the course as very essential, 50 percent considered the course content to be relevant, and 94 percent of the responding participants regarded the reading and study materials as excellent or good. In addition, it was also regarded by the participants as the course having the best mixture of theory and practical training (93.8 percent). Not surprisingly, 66.7 percent said the course should be offered in the future with little change.

Participants' comments on courses 101, 102, 103, and 107 indicated that most found these courses instructive and helpful. Nonetheless, some participants felt that too much material was being covered for the three-week period and that there was not enough time for them to absorb all that was being taught. Various suggestions on these courses are listed in Appendix B.

Detailed evaluation--laboratory courses

Each of the track or laboratory courses was evaluated for similar characteristics of instruction and relevance. Verbatim supplementary comments are listed in Appendix C.

Course 104--Person-to-Person Communication (Table 4). This course was received very favorably by the participants. Two of the five aspects that were rated by the participants--reading materials and laboratory work--were regarded very highly. The content of the course was rated fairly highly (66.7 percent). The opportunity for discussion was considered excellent or good by 83.3 percent of the students. Similarly, 83.3 percent rated the course's coherence and continuity as excellent or good.

Table 4. PERSON-TO-PERSON COMMUNICATION.

Aspect	Total	Response (N = 6)			
		Excellent	Good	Adequate	Poor
Content.....	100.0	66.7	33.3	0.0	0.0
Readings.....	100.0	83.3	16.7	0.0	0.0
Discussion.....	100.0	50.0	33.3	16.7	0.0
Laboratory work.	100.0	83.3	16.7	0.0	0.0
Coherence.....	100.0	33.3	50.0	16.7	0.0

Table 5. MASS MEDIA FOR SOCIAL DEVELOPMENT.

Aspect	Total	Response (N = 4)			
		Excellent	Good	Adequate	Poor
Content.....	100.0	0.0	75.0	25.0	0.0
Readings.....	100.0	50.0	50.0	0.0	0.0
Discussion.....	100.0	50.0	25.0	25.0	0.0
Laboratory work.	100.0	0.0	100.0	0.0	0.0
Coherence.....	100.0	0.0	50.0	50.0	0.0

Course 105--Mass Media for Social Development (Table 5). Figures in Table 5 show that the majority of participants regarded four aspects of course 105 as good or excellent. Concerning the course's coherence and continuity, one-half of the participants judged it as good while the other half judged it as adequate. On the whole, participants seemed to receive the course rather favorably.

Table 6. TECHNIQUES OF COMMUNICATION RESEARCH.

Aspect	Total	Response (N = 11)			
		Excellent	Good	Adequate	Poor
Content.....	100.0	27.3	54.5	9.1	9.1
Readings.....	100.0	54.5	36.4	9.1	0.0
Discussion.....	100.0	54.5	36.4	9.1	0.0
Laboratory work.	100.0	54.5	36.4	9.1	0.0
Coherence.....	100.0	36.4	54.5	9.1	0.0

Course 106--Techniques of Communication Research (Table 6). Eleven persons enrolled in course 106, and all of them returned their evaluations. Almost all of these students found the various aspects of the course to be excellent or good. The evaluation of this course's content (which was quite technical and statistical) was its least positive aspect. Appendix C, which lists the volunteered comments on the laboratory courses, indicates a high level of satisfaction with the quality of instruction; lack of time to cover the difficult material was also emphasized.

Overall comments. Several participants commented on the good selection of topics and the opportunity for practical work experience in course 104.

Attractive aspects of course 105 were the opportunity to use video cameras and the practical laboratory projects of designing radio spot announcements. Those who had taken course 106 expressed the feeling that they had learned a great deal about techniques of social research and that the course was very useful and helpful to their future work.

IV

General Rating of the Workshop

Instruction

All classroom instructors and guest lecturers were individually evaluated for their teaching by the participants enrolled in each course. The results are reported in Table 7.

Table 7. EVALUATION OF COURSE INSTRUCTORS.

Instructor	Total	Response				Number
		Excellent	Good	Adequate	Poor	
<u>Course 101</u>						
Dr. Aborishade.....	100.0	0.0	15.0	30.0	55.0	20
Dr. Bogue.....	100.0	81.0	19.0	0.0	0.0	21
<u>Course 102</u>						
Mr. Falodun.....	100.0	19.0	38.1	23.8	19.0	21
Mrs. Olaiya.....	100.0	5.0	65.0	25.0	5.0	20
Dr. Oyediran.....	100.0	66.7	23.8	9.5	0.0	21
Mr. Alibiousu.....	100.0	0.0	36.8	57.9	5.3	19
Dr. Kolawola.....	100.0	33.3	23.8	38.1	4.8	21
<u>Course 103</u>						
Mr. Soetan.....	100.0	5.0	45.0	50.0	0.0	20
Dr. Alli.....	100.0	47.4	52.6	0.0	0.0	19
Mrs. Weekes.....	100.0	15.8	57.9	26.3	0.0	19
Dr. Akahde.....	100.0	68.4	21.1	10.5	0.0	19
Mr. Awoyemi.....	100.0	23.1	61.5	15.4	0.0	13

Table 7. EVALUATION OF COURSE INSTRUCTORS--Continued.

Instructor	Total	Response				Number
		Excellent	Good	Adequate	Poor	
<u>Course 104</u>						
Dr. Bogue.....	100.0	100.0	0.0	0.0	0.0	8
Dr. Akintola.....	100.0	28.6	57.1	14.3	0.0	7
Mrs. Oki.....	100.0	0.0	100.0	0.0	0.0	1
<u>Course 105</u>						
Mr. Oduko.....	100.0	75.0	25.0	0.0	0.0	4
Dr. Akinfeleye.....	100.0	25.0	50.0	25.0	0.0	4
Dr. Bogue.....	100.0	71.4	28.6	0.0	0.0	7
Dr. Aboaba.....	100.0	0.0	100.0	0.0	0.0	2
<u>Course 106</u>						
Dr. Aborishade.....	100.0	0.0	16.7	41.7	41.7	12
Dr. White.....	100.0	33.3	66.7	0.0	0.0	12
<u>Course 107</u>						
Dr. Bogue.....	100.0	47.1	47.1	5.9	0.0	17

In the comments on workshop teaching (see Appendix D), a number of participants indicated their enjoyment in learning from specific instructors. The foreign instructors were complimented on their broad knowledge, experience, and devotion to the workshop. There were requests for more local instruction, particularly from experts involved in social development programs in Nigeria. The only dissatisfaction expressed by any participants was that some lecturers did not prepare their lectures before class, therefore not being able to hand out lecture notes or outlines to the students. Many participants found it difficult to follow the lecturers without having an outline of the lecture available.

Importance of the workshop for training

The participants were asked about their opinion on the importance of short-term training (such as this workshop), how much they learned, how helpful the material would be in their work, and whether it was important to offer such workshops in the future.

Table 8. IMPORTANCE OF THE WORKSHOP

Question/response	Percent (N. = 21)
"How important do you think it was for Nigeria to have this special short-term training on Communication for Social Development?"	100.0
Very important.....	66.7
Moderately important.....	33.3
Not very important.....	0.0
A complete waste of time.....	0.0
"Considering all courses you took, how much did you learn or how much did you improve your ability as a communicator during the three weeks?"	100.0
A great deal.....	28.6
A lot.....	61.9
A moderate amount.....	9.5
Only a little bit.....	0.0
Almost nothing.....	0.0
"In view of all your courses, how helpful will what you learned be in your next year of work?"	100.0
A tremendous amount of help.....	42.9
A lot of help.....	42.9
A moderate amount of help.....	14.3
Only a little help.....	0.0
No help at all.....	0.0
"How important for social development communication in Nigeria do you think it is that this course be repeated for a new class of participants next year?".....	100.0
Absolutely essential.....	33.3
Very important.....	52.4
Moderately important.....	4.8
Not very important.....	9.5
Completely unimportant.....	0.0

Figures from the above table show that a majority of the participants agreed that the training provided in the three-week workshop was helpful in the long- and short-term for social development communication work in Nigeria. Almost 67 percent of the participants found the training very important; about two-thirds said they learned a lot (28.6 percent said they learned a great deal); a total of 85.8 percent reported that the training would be tremendously helpful or a lot of help during their next year's work; and 85.8 percent thought it was essential or important that such a workshop be repeated for a new group of participants

The CFSC/University of Chicago role

Participants were asked a number of questions regarding the usefulness of bringing foreign instructors to the workshop and the importance of follow-up work. Table 9 reports the data from these questions.

Table 9. UNIVERSITY OF CHICAGO INVOLVEMENT AND FOLLOW-UP.

Question/response	Percent (N = 21)
"For the courses in general, what is your opinion about the mixture of instruction between Nigerian and foreign instructors?"	100.0
Not enough time for Nigerians.....	4.8
About right.....	9.5
Not enough time for foreign instructors.....	0.0
Mixture does not matter.....	85.7
"The University of Chicago contribution was a mixture of theory and practical work. How would you evaluate it?"	100.0
Too much theory, not enough practical.....	0.0
Somewhat too much theory.....	9.5
About right mix.....	85.7
Somewhat too practical.....	4.8
Too much practical.....	0.0

Table 9. UNIVERSITY OF CHICAGO INVOLVEMENT AND FOLLOW-UP--Continued.

Question/response	Percent (N = 20)
"How important do you think it is that the University of Chicago or some other organization try to follow up your activities during the coming year to see how you are using your training and attempt to be of assistance to you?"	100.0
Absolutely essential.....	45.0
Very important.....	40.0
Moderately important.....	10.0
Not very important.....	5.0
Completely unimportant.....	0.0

In general, the major concern of the participants was not in the mixture of local and foreign instructors. Rather, they were more concerned with the quality of the instruction. When the quality of instruction was good, 85.7 percent considered the mixture as irrelevant. A majority of the participants (85.7 percent) felt the balance of theory and practical work provided by the CFSC/University of Chicago group was "about right." Regarding the importance of follow-up of participants' progress in the coming year by the University of Chicago or other organization, 45 percent expressed that it was "absolutely essential" and 40 percent thought it was "very important." The impression garnered from these responses is that the presence of foreign instructors was not considered an imposition. The CFSC/University of Chicago contribution was "scholarly" in the sense of being theory-oriented, and the demand for follow-up was strong.

Participants were also asked their opinions on the subjects that were not emphasized or over-emphasized in the workshop, as well as for suggestions concerning CFSC follow-up (see Appendix E). A number of the participants commented that family planning was given too much attention, while topics

on social development, an immediate problem in Nigeria, were not given enough attention. Furthermore, if the duration of the workshop was a little longer, the subjects could have been covered in more detail.

Regarding follow-up activities, participants suggested the following:

- (a) Participants should report their progress in work to each other after the workshop.
- (b) Communication should continue between personnel from the University of Chicago and the workshop participants.
- (c) Written materials should be provided to update the participants on information on population and social development.
- (d) The University of Chicago should provide technical assistance in data collection and research analysis.
- (e) Contact should be maintained through regular correspondence.

Workshop organization, administration, and logistics

The opinions of the participants regarding the nature of student recruitment for the workshop, the division into tracks, the workshop duration, daily administration, and the overall logistics were asked. Results are reported in Table 10.

Table 10. WORKSHOP LOGISTICS.

Question/response	Percent (N = 21)
"What is your evaluation of the way the workshop was announced and the participants recruited and selected?"..	100.0
Excellent, resulted in excellent selection of participants.....	4.8
Good, could have been improved.....	42.9
Adequate, could have been better.....	42.9
Poor, was inadequate, late, and clumsy.....	9.5

Table 10. WORKSHOP LOGISTICS--Continued.

Question/response	Percent (N = 21)
"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 communication, or (c) research and evaluation?"	100.0
Good idea, keeps groups homogeneous, facilitates specialization.....	57.1
Poor idea, keeps out people who want training..	28.6
Good idea, but needs to be modified.....	14.3
"Taking everything into consideration, do you think the workshop lasted _____?".....	100.0
Too long.....	4.8
About right.....	14.3
Not long enough.....	81.0
"What is your evaluation of the logistical administration of the workshop (conduct of day-to-day activities and handling problems of participants)?"	100.0
Excellent.....	23.8
Good.....	52.4
Adequate.....	4.8
Poor.....	19.0
"What is your evaluation of the idea of holding the workshop at the ASCON and using its facilities?"	100.0
About the best arrangement possible.....	55.0
Good, but could have been better.....	25.0
Adequate, but could have been much better.....	20.0
Poor, should be avoided in the future.....	0.0

With regard to the way the workshop was announced and the participants were recruited, 42.9 percent felt that it was good (but could have been improved somewhat), while another 42.9 percent found it adequate. The track division was considered a good idea by 57.1 percent. Most participants felt that the workshop was not long enough, and the suggested duration ranged from four to six weeks. Daily administration was rated excellent or

good by 76 percent. The workshop's location was judged positively by 80 percent. In all, the organization and management of the workshop was very favorably rated. The only strong dissatisfaction expressed by the participants was with the duration of the workshop.

Solicited comments from the participants are given in Appendix F. There were two main groups of comments: on recruitment of participants and on the duration of the workshop.

Several participants commented that the announcement and recruitment period was too short. A number of students recommended that the announcement of the workshop be made to all agencies and departments involved and that the announcements should be made earlier so that more time would be provided for participants to apply. A couple of students even recommended that people from the radio and television stations should be invited to participate in the workshop. Still others suggested that a copy of the course contents should be sent to the participants earlier so that they could decide which courses to take.

In a series of general remarks, several acknowledged their gratitude to the workshop organizers and instructors. Many also remarked that the workshop had been a positive and useful learning experience to them.

V

Future Workshops

Summary

Judging from the participants' responses, the Nigerian Workshop was very successful. It was favorably rated in all aspects--the quality of the courses, the instruction, the administration, and the workshop's

importance for the social development activities in Nigeria. Of course, some courses were more interesting, well organized, and positively rated than others, but the participants still found the training effort highly worthwhile. They indicated a strong appreciation to the organizers for their efforts, and expressed deep interest in seeing that another workshop of this type be held in Nigeria as soon as feasible.

The one item with which the participants were clearly dissatisfied was the short duration of the workshop. Many expressed the feeling that too much material was being covered in the three-week period to allow for easy digestion by the students. Others felt that a longer duration would also permit more practical experience and laboratory work. Thus, it is not surprising that so many of the participants commented that a four- to six-week duration would be more useful in future training endeavors.

The participants, organizers, sponsors, and the Chicago team agree that follow-up activity is essential. As a result, a second workshop is already being scheduled, to be held in Ilorin, Kwara State, during 1982. Many of the comments and recommendations made for the first workshop will help the planners to improve and upgrade the second workshop, so that it can be even more successful than its predecessor.

It is imperative that the workshop participants be encouraged to use their new knowledge and training if the workshop is going to have any long-term impact on Nigeria's social development programs. By confronting the need for social development activity, this workshop has given its participants a chance to learn new ideas, interact with persons from other agencies, and improve their own personal skills. This nucleus of trained personnel is a potent force that should be exploited by Nigeria for the future development of the country.

Appendix A

MAILING ADDRESSES FOR PARTICIPANTS AT THE WORKSHOP ON COMMUNICATION
FOR SOCIAL DEVELOPMENT, ASCON, JULY 13-30, 1981

Mr. S. A. Adeniran
Publicity and Information
Ministry of Agriculture (M.A.N.R.)
P.M.B. 5029, Moor Plantation
Ibadan

Dr. (Mr.) Adeyemi Adeyinka
Federal Ministry of Health
P.M.B. 12562
Lagos

Dr. (Mr.) Oluyemi Akinadewo
Federal Ministry of Health
Federal Health Education
Onikan Health Center
Lagos

Mr. Sebastian O. Alaneme
National Population Commission
Babs-Animashaun Rd.
Surulere, Lagos

Mr. I. A. Alawode
Ministry of Agriculture
P.M.B. 5029, Moor Plantation
Ibadan

Mr. Galiyon G. Bango
Ministry of Social Development
Youth, Culture and Sports
P.M.B. 2144
Gongola State, Yola

Mr. Clapaton M. Difirwiti
Ministry of Agriculture and Cooperatives
Headquarters—Yola
Gangola State

Mrs. C. E. Ehindero
School of Nursing
Ilorin

Mr. Andrew H. Izobo
Ministry of Social Development and Culture
Social Welfare Office
P.M.B. 10
Kwale, Bendel State

Mr. Kabiru S. Kolo
Comprehensive Health Care Center
Damboa, c/o P.M.B. 1608, Maidusuri
Borno State

Dr. Daiyabu Mohammed
Epidemiology Unit, Ministry of Health
Kano, Kano State

Mrs. Victoria I. Nnatuanya
Nutrition Unit, Public Health Division
Federal Ministry of Health
Lagos

Mr. Chris I. Nwosu
Planned Parenthood Federation of Nigeria
P.M.B. 12657, Lagos

Mrs. Elizabeth Olufunke Ogundana
Federal Ministry of Social Development,
Youth, Sports and Culture
5, Kofo Abayomi Road
Victoria Island, Lagos

Mrs. Abegail Adesola Ojo
Comprehensive Health Centre
Aranoko-Ekiti
Ondo State

Mrs. Comfort Ayodele Olaiya
Planned Parenthood Federation of Nigeria
P.M.B. 12657, Lagos

Mr. Isaac O. Oleseha
College of Medicine
Department of Preventive and Social Medicine
University College Hospital, Ibadan

Mrs. Roseline N. Orji
Federal Ministry of Health, Nursing Division
Federal Sec. Ikoyi

Mr. Gabriel A. Okiwelu
Health Management Board
P.M.B. 1009
Benin City, Benin State

Mr. Marc N. A. Okunnu
National Population Commission
P.M.B. 12628
Babs-Animashaun Road, Surulere, Lagos

Mr. Luka Vandu Wandamihya
Government Health Office, General Hospital
Yole, Gongola State

Appendix B

Verbatim Comments on Lecture Courses

Course 101--Communication Theory

The arrangement of the course is quite satisfactory.

More time should be provided for future workshops.

Scope of the syllabus should be widened.

Provide more explanatory notes. Give more lectures and allow more time for the courses.

Reading materials should be simplified; it is too advanced for practitioners who are not university lecturers.

Course 102--Population and Family Planning

Appraisal of conventional methods of the community need to be made at the first instance. Then the Western techniques can be best integrated into the local system; this is with a view to avoid religious and cultural conflicts.

I am not in support of this course because education is not enough to bring a change towards accepting family planning.

Well documented information should be made available for adequate absorption and adoption of the changes in attitudes and beliefs.

More time should be spent on discussion and suggestions of solutions to cultural barriers in family planning.

Simple application of materials should be taught.

Design the messages more for men since our culture recognises men as the head in all the families.

Need more practical aspects of this course.

If film shows are used to demonstrate the lectures or messages.

Course 103--Social Development Programs in Nigeria

All the modern techniques known or taught in the course can be integrated into Nigeria's system only by modification to suit local needs.

Most of the lectures concentrated on health activities. Others like agriculture were given less attention.

Not enough exposure to this area.

The lecture should also include some of the services provided for by social development agencies in Nigeria.

Course 107--Planning and Management of Communication Campaigns

This has tremendous positive contributions to me in particular, in that I always come into problems in how to organise a campaign in my Health Center.

More practical work for participants.

More lectures should have been given on this subject.

Techniques for questionnaire construction, data collection, and codification most worthwhile.

The course is excellently organised and the content is good.

Very good course but the practical aspects need to be more emphasized.

Participants should plan a campaign together as a model.

Appendix C

Verbatim Comments on Laboratory Courses

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

Each participant's contribution should be corrected as to whether a statement made was worthy or not. On the whole I feel the instructors and local lecturers should always lay more emphasis to our environment than giving examples.

I am pleased to say that I have learned a great deal, most especially on discussions on certain topics.

Opportunity was given for practical experience. Criticism was constructive. Each participant received good guidance and monitoring. There was no communication gap. Everyone knew what he/she is expected to do.

Selection of topics was good.

The teaching of the courses was well handled. But effort should be made to contact all the lecturers in the future workshop because some of the lecturers did not show up for class.

Course 105--Mass Media for Social Development

Duration of the course was too short. A minimum of 4 weeks would permit more practical work. The opportunity I learnt to use the video camera was great. Introduction to radio spot announcements was most useful.

The TV production impressed me the best because we were taught how to use the video camera together with the recorder and monitor. We were taught some terminology used in the TV production.

Course 106--Techniques of Communication Research

Future programs should be more technical to allow the mixed insights into fields other than participants' own insights. Participants can be asked to address others of the field of specialization.

The contents of the course were too much for the short period. The course has equipped me more for my battle to modify my clients' behaviors towards my goal.

The teacher was very efficient and dedicated to his work. He also made himself available for tutorial class and delivered the message to the best of his knowledge.

Too much was done in too short a space of time. Methods of writing research reports and hypotheses most worthwhile. The course provided a tool for social research analysis.

Appendix D

Evaluation of Teaching

The preparations of all the teachers that took part in the program is commendable. The methods taught have made the minds of the participants to be more analytical of their programs to their community and the need for post-operative self-assessments. Audiovisual techniques must be introduced in future programs to help participants assimilate more of the tremendous volume of work to be done in only 3 weeks.

I do hope that in the nearest future more time could be provided and adequate and qualified lecturers should be invited.

Lack of planning lectures by some lecturers.. Hand-outs required for each lecturer.

More emphasis should be paid to getting resource materials and guest lecturers from practical professions and from university lecturers.

The contribution of two guest lecturers left a lot to be desired in my opinion. Some items of information given were not correct, nor did they show any sign of preparation. Care should be exercised in lecturer recruitment in the future.

Some lecturers did not do their home work at all before class.

Some of the lecturers were unable to relate their lectures to the topic question, hence not much impact was made.

All the courses were well treated because it involved participation of participants.

In future, lecturers like [one professor named] should not be brought in to such a workshop. His lectures were unprepared for. He seemed to complicate what participants had already known about communication theory.

The lecture on "Nigerian Policy" could have been handled by an officer from the Social Development Directorate of the Federal Ministry of Social Development.

The CFSC/University of Chicago deserved commendations for making literature and documents on all the courses in the workshop.

Prof. Bogue and Dr. White were very devoted and their hard work was a source of inspiration for the participants.

Appendix E

Comments on Workshop Training

More time should be available to do group/individual projects for sound learning experience.

A lot more responsibilities regarding social development programs and projects should be assigned to the participants.

Course 106 and Social Development in Nigeria should have more emphasis.

Course 102 was over-emphasized.

Using a real life problem as an example in conducting a communication research.

Some principles of accounting to be offered.

Practical analysis of collected data.

Social welfare and community development topics.

Film production for social development.

Research aspects should be generalised and more emphasis should be given to practical work.

Family planning takes up too much time.

Cultural aspects of the country should be given consideration.

Methods of survey sample design should be given more attention, especially the material formulation for each design.

Agriculture in social development should receive more time.

Inform participants in latest developments in the techniques of carrying out their jobs.

Sending brochures and material on recent development in the field of social research and communication.

Continued communication with staff from Chicago and the participants.

The University of Chicago should provide technical assistance to various participants on analysis of data.

Communication among participants of their progress after attending ASCON.

Participants should be brought together once every three years for "retraining."

Appendix F

Logistics and General Remarks

Selection was good but the announcement of the workshop was short.

The contents and the program of the workshop should be sent to the participants earlier.

Rotation from one track course to another will probably be good.

Arrangements for accommodation for participants should be made prior to workshop's commencement.

Participants should be able to choose 2 track courses from the 3 offered.

(Regarding track courses) each participant should make at least one presentation so that every participant would have some knowledge about all the sectional groups, projects.

Recruitment of participants should have been from all over the state.

Representatives from all the 19 states should be present, and at least 3 representatives from different disciplines.

3 track groups should meet at the end of the workshop to exchange ideas and knowledge.

Logistics were not too good for this workshop. Organisers of future workshops may want to consider preparation of a one-sheet information brochure to include information on services such as laundry, health care.

Extra-curricular activities to keep participants entertained and ease tension.

The mixture of Nigerian and foreign lecturers does not matter provided that lecturers gave adequate and useful information.

Draw participants from neighboring countries, which helps participants to know of social development programs of other countries.

Some Nigerian lecturers were very good and a few were bad. Efforts should be made to have better Nigerian lecturers in the future.

Contents of the courses are good even though a few lecturers didn't perform satisfactorily.

Participants should get involved in planning the workshop.

Organisers of workshop should have interest in doing what they are doing and have adequate planning experience.

This kind of workshop should be held more regularly in Nigeria.

Workshop should last longer.

Participants should be given another chance to attend another workshop which lasts longer.

The weather conditions of the country should be put into consideration.

July is not a good month for the workshop. Most people are on vacation.

Participants be given the choice to live in- or outside the center.

Excursions to important places around the country would be a good idea.

9 a.m. to 5 p.m. is too long.

Workshop should be held in another state, more centrally located, so that other people will be able to benefit from it.

AN INDEPENDENT EVALUATION

of the Advanced Training in Communication for
Social Development in Nigeria Held at ASCON

Badagry, Lagos, Nigeria
July 13 to 30, 1981

by Professor A. Babs Fafunwa

Introduction:

The training programme which was originally organised for about fifty-seven participants was attended by sixteen men and six women, most of whom were university graduates. Two experts from University of Chicago taught courses 101, 106 and 107 throughout while fifteen Nigerian experts taught courses 102 (6 lecturers), 103 (5 lecturers), 104 (2 lecturers) and 105 (2 lecturers). All but two of the Nigerian experts earmarked for the different topics or units turned up as scheduled while some of the knowledgeable participants stood in for the absentee lecturers and did an excellent job of it.

The facilities provided by the Administrative Staff College of Nigeria (ASCON) were excellent in all respects (and this venue is highly recommended for future programmes scheduled for Lagos and environs).

Earlier in the year, a workshop committee was set up to organise the training workshop. The Committee consisted of representatives from the Federal Ministries of Health, Social Development, Youth Sports and Culture, National Planning, as well as the National Population Commission, Planned Parenthood Federation of Nigeria, United Nations Fund for Population Activities (UNFPA), Department of Mass Communication of Lagos University, the U.S. Embassy and Dr. D.J. Bogue of University of Chicago who served as a consultant to the Committee.

The programme started on schedule in spite of the fact that the Muslim Ramadan Fast had already started. It is likely that some of the Muslim participants sponsored for the course might have stayed away for this reason.

Subject Matter:

The contents of Courses 101, 102, 103, 104, 105, 106, and 107 were closely examined and found to be appropriate and relevant to Nigeria in terms of communication needs for social development. I however have some serious reservations on some aspects of Course 105 (Mass Media Production for Social Development). The Course started out with the five units on "Television" followed later by four sessions on Posters, Leaflets, and Newspapers, and ended with the units on "Radio." This Course should have started with the most popular media, e.g., the printed media, followed by the radio and then the TV in that order. The media with the most coverage in Nigeria are radio and the printed matter. These are also the most common unlike the TV, which still has limited coverage even though its potentialities are great for the future. Moreover, very few of the participants will have access to TV equipment after the Course. Even the use of video tape is limited. In any case, a five two-hour Course (or ten hours lecture, demonstration and practical) is not adequate for training in the use of TV hardware. This section of the Course could have been devoted to topics such as "The use of Television as an important or powerful media for social development communication," using tested materials in the field as illustrations.

Participants:

Most of the participants were graduates and were drawn from the representative sections of the agencies whose activities are related to social development in Nigeria--agriculture, health, education, social welfare, medicine, statistics, population and planned parenthood. The students were an enthusiastic lot. They interacted with the lecturers and were not shy in raising issues with the lecturers and in attempting to relate what they have been taught to their respective field of operation. In one particular instance, a lady participant took over the class in the absence of the scheduled lecturer and made an excellent job of it.

The class of twenty-two was ideal and this may be partially responsible for the rapport that existed between the staff and the students. A class of 57 was anticipated and it is a matter for conjecture as to whether the same "give and take" would have occurred with a class of 50 or 80.

I talked with some of the participants--five men and four women--and asked them about the workshop and its relevance to their job. All of them agreed that the course was helpful to them and that they gained a lot from it. Two of them complained that their department gave them short notice and this disrupted other plans but they were glad they came just the same. Two of the participants were concerned about the application of what they have learnt in terms of their job. They feared that they may not be given "adequate support (by their bosses) in implementing the programme." All the students interviewed agreed that "more Nigerian social workers should be exposed to the Course."

Staffing:

The staffing of the Course was very satisfactory. Thanks to the tireless efforts of Mrs. Shitta of the U.S. Embassy who maintained constant contact with the Nigerian guest lecturers even up to the last minute to ensure that there was no last minute hitch and where this inevitably occurred she often succeeded in finding substitute lecturers.

While the involvement of about fifteen Nigerian experts greatly enriched the workshop on one hand, it must mean greater financial commitment on the other, irrespective of who paid for it. I should think that the number of Nigerian lecturers is too large; perhaps half of the number would suffice. It is however a great credit to the Nigerian Committee for being able to muster such a high level manpower for the Course.

Over-All Observation:

I am convinced that the Course is a good one and that more Nigerians can benefit by it. Already the Kwara State has invited the Chicago team to help run another workshop in Ilorin next year. It is likely that more states may follow suit in due course.

If possible some University departments of Mass Communication and of Social Sciences may be invited to join Chicago University team in establishing a permanent Consortium to ensure continuity, provide follow-up of "graduates" in the field and liaise with government departments and other agencies.

Finally, the experience gained in this workshop will be very useful in organising and administering the Kwara State Workshop at Ilorin in 1982.

Signed by Prof. Babs A. Fafunwa

Reprinted from the original