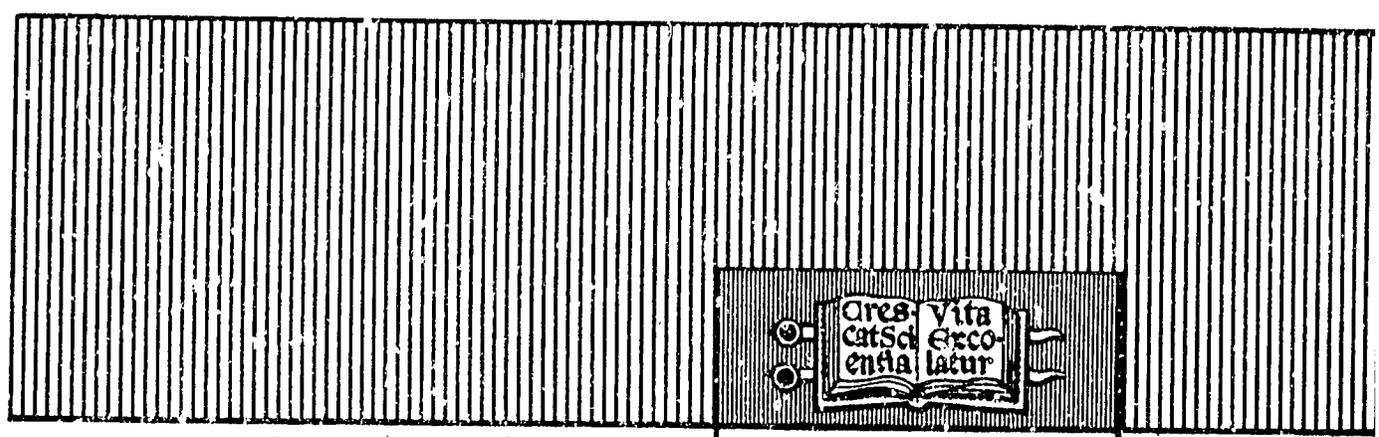


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Advanced Training in Communication for Population and Social Development in NIGERIA



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*Held at the University of Ilorin, Kwara State
August 23 to September 10, 1982*

*Sponsored by
The Ministry of Health, Kwara State,
The Federal Republic of Nigeria, and
The Community and Family Study Center, University of Chicago*

*Prepared by
Jaya Sarma Gujral, Research Assistant, Community and Family Study Center, and
Brenda G. Spencer, Senior Study Director, Community and Family Study Center*



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I

Introduction

The second Nigerian Workshop on Advanced Training in Communication for Population and Social Development was held from August 23 to September 10, 1982, at the University of Ilorin in Kwara State, about 300 miles north of Lagos. The workshop was planned and arranged by a twelve-member Central Committee, chaired by Dr. David Olubaniyi, Chief Health Officer, Ministry of Health, Kwara State. The workshop was announced in all states and to all ministries and organizations involved in social development activities,

The objectives of the 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, and to explore the implications of the present rapid population growth for Nigeria's aspirations toward prosperity with a high quality of life; and,
- (c) To promote discussion, mutual understanding, and greater integration of work among the various social development programs in Nigeria.

This three-week workshop was planned jointly by the Central Committee and 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-term training

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

A total of 35 participants enrolled in the workshop. This was a 50 percent increase over that of the workshop held the previous year. The long travel distance for some of the participants, the comparatively high per diem cost of residence at the training center, and the short notice given to some of those wishing to take part may have prevented an even larger number of participants from attending. Those who did enroll were of high calibre and selection was obviously based on merit. Appendix A lists participants by name and organization.

Teaching Staff. Two full-time lecturers/administrators were provided by the University of Chicago in the persons of Professor Donald J. Bogue and Assistant Professor Michael J. White, Director and Assistant Director, respectively, of the Community and Family Study Center. They were available at all times at the training site. Nigerian experts, drawn from the ministries and social development organizations of the country, ably supplemented the efforts of the Chicago team. The names of all members of the faculty are listed in a later section together with student evaluations of each teacher.

Opening Ceremonies. These included the introductory remarks by Dr. David Olubaniyi, Ministry of Health, Kwara State, the opening address by Dr. J.O. Lawani, the Commissioner for Health, and the keynote address by the Governor of Kwara State, Alhaji Adamu Atta. The ceremonies closed with a vote of thanks by a member of the Central Planning Committee, Mr. Mola Olaniyan.

Evaluation of the Workshop. The day before the workshop ended, a seven-page evaluative questionnaire was issued to each participant to be completed and returned prior to the closing ceremonies. Of the total of 35 participants, 34 returned completed questionnaires. The evaluation was anonymous. This report is primarily based upon the confidential responses of the 34 participants to the various questions asked in the evaluation.



Participants in the Nigerian Workshop on
Advanced Training in Communication for Population and Social Development
Held at the University of Ilorin, Kwara State, August 23 to Sept. 10, 1982

9.

Overall Rating of the Workshop

The participants were asked: "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 given in Table 1.

Table 1. OVERALL EVALUATION OF THE NIGERIAN WORKSHOP.

Rating	Percent	Number
Total	100.0	34
Excellent	38.2	13
Good	52.9	18
Adequate	2.9	1
Poor	5.9	2
Very Poor	0.0	0

The participants evaluated the workshop on the whole very positively. Ninety-one percent (31 of the 34) gave ratings of excellent or good, while only one respondent rated the workshop "adequate" and two gave "poor" ratings.

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. Social Development Programs in Nigeria
- Communication 104. Person-to-Person Communication for Social Development
- Communication 105. Mass Media Communication for Social Development
- Communication 106. Techniques of Communication Research
- Communication 107. Planning and Management of Communication Campaigns

Every participant was required to enroll in five 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)	6 persons
Track B (Person-to-Person)	18 persons
Track C (Communication Research)	<u>10 persons</u>
Total	34 persons

Participants were provided with assigned readings, laboratory exercises, and individual projects. Workloads were intentionally 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 . . .	103	102	103	102	103
11:30-12:00 . . .		--- Coffee Break ---			
12:00-1:30 . . .	103	107	103	107	103
1:30-3:00 . . .		--- Lunch ---			
3:00-5:00 . . .	104, 105, and 106 met simultaneously as three separate groups on each day for this period				

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 covered in this course were:

- Nature of the communication process
- How people learn new ideas: reinforcement and cognition theories
- Attitudes and how they are formed
- The adoption process
- Selective exposure theory of communication
- Multi-step flow theory of communication
- Strategies for persuasion: changing beliefs and cognitive inconsistency
- Introduction to pretesting
- Pretesting printed materials
- Pretesting radio, movies, and television programming
- Monitoring communication campaigns
- Evaluating communication campaigns
- 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:

- Physiology of reproduction
- Methods of contraception
- Obstacles to family planning in Nigeria
- The Ministry of Health program of family planning
- Family Planning Federation of Nigeria
- Improving mass media communication for family planning
- Improving person-to-person communication for family planning

* * *

Communication 103. Social Development 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 scriptwriting.

Topics covered included the following:

- Personal hygiene and environmental sanitation
- Prevention and treatment of major infectious diseases
- Maternal and child health
- Nutrition and food handling
- Women's status
- 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:

- Basic skills of interpersonal communication
- Theory of group dynamics
- Holding small group discussions: planning and conducting
- Theory of person-to-person counselling
- How to hold a counselling session
- Classroom instruction: curriculum building
- Classroom instruction: techniques of classroom teaching
- Improving public speaking abilities
- Use of audio-visual materials in person-to-person instruction
- Organizing and conducting public meetings
- Integrating person-to-person and mass media communication efforts

* * *

Communication 105. Mass Media Communication 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 with lecture-discussion sessions followed by short laboratory exercises. 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:

- Radio: fundamentals of radio communication
- Radio spots: scripting and production
- Radio discussions and interviews
- Radio drama: scripting and production
- Posters: design, writing, and production
- Leaflets: design, writing, and production
- Television: introduction, scriptwriting
- Television spots: production
- Television discussions and interviews
- Television drama
- 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:

- Overview of the research process: hypotheses and variables
- Planning the research project: knowledge and beliefs
- Selecting and wording of questions for field study
- Techniques of interviewing
- Conducting a social survey: field organization and supervision
- Coding data for tabulation
- Testing a hypothesis using cross-tabulation
- Cross-tabulating data
- Testing for statistical significance
- "Holding constant" an extraneous variable
- Testing a hypothesis using linear regression
- Introduction to simple correlation
- Introduction to multiple correlation
- Analyzing data in order to prepare a report
- Writing, editing, and publishing research reports

* * *

Communication 107. Planning and Management of Communication Campaigns

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 the aspects discussed in the course. This major individual project was guided by a number of sessions covering the following topics:

- Planning and organizing for specific social development campaigns
- Media strategy for a specific campaign
- Management of production for the campaign
- Launching and monitoring the campaign
- Post-campaign post-mortem
- Staffing and organizing the personnel of a communication unit
- Physical facilities and equipment needed

* * *

III

Evaluation of the Workshop Courses

General Evaluation

The participants were asked to give an overall rating of each of the courses they enrolled in. Their responses are tabulated in Table 2.

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

Course	Total	Rating				Number
		Excellent	Good	Adequate	Poor	
101 . . .	100.0	62.1	31.0	6.9	0.0	29
102 . . .	100.0	41.4	51.7	6.9	0.0	29
103 . . .	100.0	44.8	37.9	17.2	0.0	29
104 . . .	100.0	64.3	35.7	0.0	0.0	14
105 . . .	100.0	50.0	37.5	12.5	0.0	8
106 . . .	100.0	70.0	30.0	0.0	0.0	10
107 . . .	100.0	34.5	44.8	17.2	3.4	29

Fewer than 34 participants responded to this question about the mandatory courses,

implying that some participants submitted incomplete evaluations..

The elective courses were primarily rated as excellent or good, and the mandatory courses were also rated highly. Course 101 was viewed especially positively; courses 102, 103, and 107 received somewhat lower ratings, although only one person gave a rating of poor for any of these three (Course 107). The variation in responses was especially great for courses 103, 105, and 107. Overall, it should be noted that between 82 and 100 percent of the respondents rated each course as more than adequate.

Detailed Evaluation--Lecture Courses

The verbatim comments on courses 101, 102, 103, and 107, some of which are given in Appendix B, clarify the views of the students about these courses. In the lecture courses, many participants desired much more emphasis on practical application, while praising the theoretical thoroughness. Many thought that the duration of the workshop, only three weeks, was somewhat too short for all aspects to be evenly covered by the faculty.

Participants were asked to evaluate the following specific aspects of each lecture course: the relative importance of the course, the relevance of its content, the balance of theory and application, the adequacy of reading and study materials, and whether or not the course should be offered in the same form in the future. The responses are summarized in Table 3 below.

Course 101. Eighty-seven percent of the participants thought that this course should be offered in future workshops without any change. Ninety-seven percent regarded the course as either very or moderately essential to the workshop. The relevance of the course was positively rated by over 81 percent, while the reading materials were evaluated as either excellent or good by more than 96 percent of the participants. Seventy-three percent judged the mixture of theory and practical aspects to be good.

Table 3. EVALUATION OF LECTURE COURSES.

Course	Total	Rating (Percent)				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	59.4	37.5	3.1	0.0	32
102.	100.0	48.4	38.7	12.9	0.0	31
103.	100.0	76.7	23.3	0.0	0.0	30
107.	100.0	66.7	30.0	3.3	0.0	30
	Total	Excellent	Moderately good	Adequate	Poor, largely irrelevant	Number
"How relevant was the content of this course for your training?"						
101.	100.0	53.1	28.1	18.8	0.0	32
102.	100.0	46.7	30.0	23.3	0.0	30
103.	100.0	46.7	53.3	0.0	0.0	30
107.	100.0	50.0	36.7	13.3	0.0	30
	Total	Too theoretical	Good mixture	Too practical, not enough theory		Number
"What is your opinion of the mixture of theory with practical and applied aspects of this course?"						
101.	100.0	23.3	73.3	3.3		30
102.	100.0	36.7	60.0	3.3		30
103.	100.0	31.0	69.0	0.0		29
107.	100.0	31.0	58.6	10.3		29

Table 3. EVALUATION OF LECTURE COURSES, Continued

Course	Total	Rating (Percent)				Number
		Excellent	Good	Barely adequate	Not at all adequate	
"How adequate were the readings and study materials for this course?"						
101.	100.0	45.2	51.6	3.2	0.0	31
102.	100.0	35.5	51.6	12.9	0.0	31
103.	100.0	36.7	50.0	13.3	0.0	30
107.	100.0	43.3	43.3	10.0	3.3	30
	Total	Definitely yes, with no change	Yes, but changes needed	No, should not be offered		Number
"Should this course be offered in this form in future workshops?"						
101.	100.0	87.1	12.9	0.0		31
102.	100.0	66.7	33.3	0.0		31
103.	100.0	77.8	22.2	0.0		27
107.	100.0	75.0	25.0	0.0		28

Course 102. Although almost 67 percent thought this course should be offered without changes in future workshops, 33 percent recommended that changes be made. Almost 37 percent thought the course was too theoretical, although the relevance of its content was positively rated by over 76 percent, and the adequacy of its teaching materials was favorably judged by over 86 percent. The course was evaluated as being very essential by 48 percent of the participants, while about 12 percent thought it to be desirable but not essential.

Course 103. It is clear from the responses of the students that this was considered the most essential of the four lecture courses. Over 76 percent of the respondents described it as very essential. Sixty-nine percent thought its mixture of theory and practical work was good, while 100 percent thought its contents were relevant. Over 86 percent rated the reading and study materials positively, and over 77 percent thought this course should be offered in future workshops without any changes.

Course 107. While 75 percent of the participants felt that no changes need be made in this course, the opinion on the mixture of theory and practical work showed a great deal of variation. Thirty-one percent viewed the course as being too theoretical, but one-third as many (10 percent) thought it was too practical. Fifty percent rated the course as being very relevant, and over 66 percent felt that it was very essential for the workshop. The reading and study materials for this course were rated as either excellent or good by equal numbers of students (over 43 percent in each case).

Detailed Evaluation--Laboratory Courses

The track or elective courses were evaluated according to similar characteristics of instruction and relevance. The verbatim comments are given in Appendix C.

These comments give an overall positive picture of these courses. Participants found that their individual skills were improved, and many found that the actual handling of equipment gave them a welcome opportunity to practice what they had learned. Some complaints about the unpreparedness of certain lecturers and the lateness of distribution of handouts were made. Several participants felt that the relevance of Course 104 could have been improved by the participation of actual policy makers. The participants' responses are summarized in Table 4 below.

Table 4. EVALUATION OF LABORATORY COURSES.

Course	Rating (Percent)				Total
	Excellent	Good	Adequate	Poor	
<u>104. Person-to-Person (N=17)</u>					
Contents.	64.7	23.5	11.8	0.0	100.0
Readings.	41.2	41.2	17.6	0.0	100.0
Discussion.	35.3	47.1	11.8	5.9	100.0
Laboratory work	47.1	29.4	17.6	5.9	100.0
Coherence and continuity. .	14.3	42.9	35.7	7.1	100.0*
<u>105. Mass Media (N = 6)</u>					
Content	50.0	50.0	0.0	0.0	100.0
Readings.	50.0	33.3	16.7	0.0	100.0
Discussion.	16.7	50.0	33.3	0.0	100.0
Laboratory work	16.7	66.7	16.7	0.0	100.0
Coherence and continuity. .	16.7	66.7	16.7	0.0	100.0
<u>106. Techniques of Communication Research (N=10)</u>					
Content	80.0	20.0	0.0	0.0	100.0
Readings.	30.0	70.0	0.0	0.0	100.0
Discussion.	60.0	30.0	10.0	0.0	100.0
Laboratory work	70.0	20.0	10.0	0.0	100.0
Coherence and continuity. .	30.0	60.0	10.0	0.0	100.0

*Indicates N = 14.

Course 104. This course drew the largest number of participants among the elective courses. Many of the students were professional social workers in the field. While the content of the course, the reading materials, and the discussion in class were all rated as excellent or good by over 62 percent of the respondents, the laboratory work and the continuity and coherence of the course drew more varied evaluations. This may reflect the varied backgrounds of the participants. While the great majority of respondents rated laboratory work and the overall coherence and continuity of the course as at least adequate, only 76.5 percent and 57.2 percent, respectively, rated these two aspects as excellent or good.

Course 105. The number participating in this course was small compared to Course 104, and the evaluation of the five aspects was much more evenly distributed. All the participants rated the contents as either excellent or good. Fifty percent thought the reading materials were excellent, while a similar proportion thought the discussions to be good. Laboratory work and coherence and continuity of the course were evaluated as excellent or good by over 83 percent of the respondents.

Course 106. The content and reading materials from this course were especially well received by the participants, 100 percent of whom gave either excellent or good ratings for these two aspects. Discussions, laboratory work and coherence and continuity were similarly evaluated by 90 percent of the participants.

IV

General Rating of the WorkshopInstruction

All instructors and guest lecturers were individually evaluated for their teaching by each of the participants enrolled in their course or courses. The evaluations are given in Table 5.

Table 5. EVALUATION OF COURSE INSTRUCTORS.

Instructor	Total	Response (Percentages)					N
		Excellent	Good	Adequate	Poor	Very Poor	
<u>Course 101</u>							
Mr. Faleke . . .	100.0	70.6	29.4	0.0	0.0	0.0	34
Dr. White . . .	100.0	61.3	38.7	0.0	0.0	0.0	31
<u>Course 102</u>							
Dr. Fakeye . . .	100.0	35.5	54.8	9.7	0.0	0.0	31
Dr. Obayemi . .	100.0	40.6	46.9	12.5	0.0	0.0	32
Mr. Okunnu . . .	100.0	12.9	41.9	29.0	16.1	0.0	31
Dr. Anate . . .	100.0	44.8	41.4	13.8	0.0	0.0	29
Dr. Oloruntoba .	100.0	28.6	42.9	28.6	0.0	0.0	21
<u>Course 103</u>							
Mr. Olawoye . .	100.0	26.7	63.3	10.0	0.0	0.0	30
Dr. Olowoyeye .	100.0	30.0	60.0	10.0	0.0	0.0	30
Dr. Adedoyin . .	100.0	39.3	57.1	3.6	0.0	0.0	28
Mrs. Imam . . .	100.0	36.7	56.7	6.7	0.0	0.0	34
Mr. Omofaiye . .	100.0	25.9	55.6	18.5	0.0	0.0	27
Dr. Akande . . .	100.0	56.3	28.1	9.4	6.3	0.0	32
Mrs. Gunwa . . .	100.0	33.3	36.4	30.3	0.0	0.0	33
Mr. Clonire . .	100.0	25.0	43.3	25.0	3.1	3.1	32
Mr. Abe	100.0	50.0	46.9	3.1	0.0	0.0	32
Dr. Olubaniyi .	100.0	32.1	50.0	17.9	0.0	0.0	28
Mrs. Tolushe . .	100.0	30.4	39.1	30.4	0.0	0.0	22

(Continued)

Table 5. EVALUATION OF COURSE INSTRUCTORS, Continued.

Instructor	Total	Response (Percentages)					N
		Excellent	Good	Adequate	Poor	Very Poor	
<u>Course 104</u>							
Dr. Bogue . . .	100.0	84.2	15.8	0.0	0.0	0.0	19
Dr. Alabini . .	100.0	10.5	36.8	21.1	15.8	15.8	19
Dr. Iyewarun .	100.0	23.5	70.6	5.9	0.0	0.0	17
Dr. Medahunsi .	100.0	50.0	37.5	12.5	0.0	0.0	16
Dr. Ajayi- Dopemu . .	100.0	44.4	55.6	0.0	0.0	0.0	9
Dr. Akinyemi .	100.0	52.9	47.1	0.0	0.0	0.0	17
Dr. Ogunsaju .	100.0	22.2	77.8	0.0	0.0	0.0	9
<u>Course 105</u>							
Mr. Olota . . .	100.0	71.4	28.6	0.0	0.0	0.0	7
Mr. Kinrin . .	100.0	71.4	28.6	0.0	0.0	0.0	7
Mr. Ogunyomi .	100.0	14.3	14.3	42.9	28.6	0.0	7
Mr. Atte . . .	100.0	62.5	37.5	0.0	0.0	0.0	8
<u>Course 106</u>							
Dr. White . . .	100.0	50.0	50.0	0.0	0.0	0.0	10
Dr. Adegboye .	100.0	50.0	50.0	0.0	0.0	0.0	10
<u>Course 107</u>							
Dr. Bogue . . .	100.0	65.0	35.0	0.0	0.0	0.0	20
Mr. Olaniyan .	100.0	15.0	70.0	15.0	0.0	0.0	20
Mr. Abe	100.0	45.0	40.0	15.0	0.0	0.0	20

The verbatim comments on teaching are given in Appendix D. Generally, the teaching was evaluated as being both interesting and effective, and the standards set by the foreign instructors were especially commended. Complaints about teaching were few and these concerned the unpreparedness of one or two of the instructors. Some application to actual Nigerian social development was found to be lacking. Several participants mentioned that handouts of notes and other material were either late or ineffective. Some participants felt that the

academic background of the resource person should be considered in allocating the content of the courses to be covered.

Importance of the Workshop for Training

Four aspects of the workshop as a whole were evaluated by each of the participants. Views were elicited as to: the importance of such workshops in the Nigerian context, amount learned and improvement in ability to communicate, helpfulness of the contents of the workshop in the next year of work, and whether the workshop should be repeated for new participants in a year's time. The evaluations are presented in Table 6.

Table 6. IMPORTANCE OF THE WORKSHOP.

Question/Response	Percent (N = 34)
"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	88.2
Moderately important	5.9
Not very important	0.0
A complete waste of time	5.9
"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	29.4
A lot	47.1
A moderate amount	20.6
Only a little bit	2.9
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	32.4
A lot of help	50.0
A moderate amount of help	14.7
Only a little help	2.9
No help at all	0.0

(Continued)

Table 6. IMPORTANCE OF THE WORKSHOP, Continued.

Question/Response	Percent (N = 34)
"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	52.9
Very important	38.2
Moderately important	8.8
Not very important	0.0
Completely unimportant	0.0

In the opinion of the participants the importance of the workshop is beyond question. Over 88 percent rated it as very important for Nigeria. Over 76 percent thought that they had been able to improve their communications skills greatly. Eighty-two percent felt that what they had learned would be very helpful in their next year's work, and 92 percent thought that it was either absolutely essential or very important that this program be repeated for new participants in a year's time.

Role of the CFSC/University of Chicago

Participants were asked a number of questions which involved the participation of the University of Chicago faculty in conjunction with Nigerian experts, the mixture of theory and practical work the CFSC staff contributed, and the importance of a follow-up program to evaluate the usefulness of the training given at the workshop.

Over three-quarters (79 percent) of the participants found that as long as the content of the courses was good, it did not matter what mixture of foreign and Nigerian experts was involved in the actual teaching. Although over 76 percent felt that the right mixture of theory and practical work had been contributed by

Table 7. UNIVERSITY OF CHICAGO INVOLVEMENT AND FOLLOW-UP.

Question/Response	Percent
"For the courses in general, what is your opinion about the mixture of instruction between Nigerian and foreign instructors?"	100.0 (N = 34)
Not enough time for Nigerians	0.0
Right time for foreign experts	14.7
Not enough time for foreign experts	5.9
Mixture does not matter	79.4
"The University of Chicago contribution was a mixture of theory and practical work. How would you evaluate this mixture?"	100.0 (N = 34)
Too much theory, not enough practical	8.8
Somewhat too much theory	14.7
About right mix	76.5
Somewhat too much practical	0.0
Too much practical	0.0
"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 (N = 33)
Absolutely essential	51.5
Very important	33.3
Moderately important	15.2
Not very important	0.0
Completely unimportant	0.0

the University of Chicago, a minority of the respondents leaned towards the opinion that too much theory had been offered. The importance of a follow-up program, either by the University of Chicago or some other organization, was rated as absolutely essential by over 51 percent and as very important by 33 percent of the participants in the workshop. Some of the verbatim comments point to the desire on the part of participants to keep in touch with the University of Chicago through correspondence, news bulletins, and other communication materials. Respondents expressed the view that updating their knowledge in

their fields of work is of great importance to the social development of Nigeria and that the University can be of help in this regard.

Some of the comments on workshop training (Appendix E) reflect the participants' feeling that some aspects of instruction important to communication and development either were not included in the workshop or received too little attention. A course in introductory sociology was missed by some, as well as more attention to planning and management of actual campaigns. Practical demonstration utilizing an ongoing social development problem was recommended by several participants. Family planning was emphasized too strongly in the workshop according to some respondents, while others felt that the practical aspects of contraception were not adequately demonstrated. Many of the participants felt that the duration of three weeks for the workshop was much too short, given the amount of information which had to be assimilated from all the courses.

Workshop Organization, Administration, and Logistics

Opinions on recruitment, division into elective or track groups, duration of the workshop, day-to-day administration, and overall logistics were asked. The varied distribution of the answers is given in Table 8, and the verbatim comments in Appendix F.

While almost 56 percent of the participants thought the method of recruitment was excellent, the others (i.e., almost 44 percent) felt that the method of recruitment and selection could be improved. Over 70 percent of the participants felt that separating into groups for the elective or track courses was a good idea. However, over 20 percent expressed the view that some modifications would have allowed interested participants to take part in more than one special field. Slightly more than half (52.9 percent) thought that the duration of the workshop was about right. Many others (41 percent) felt the workshop needed

Table 8. WORKSHOP LOGISTICS.

Question/Response	Percent (N = 34)
"What is your evaluation of the way the participants were recruited and selected?"	100.0
Excellent, resulted in excellent selection of participants	55.9
Good, but could have been improved	29.4
Adequate, but could have been much better	14.7
Poor, was done inadequately, late and clumsily	0.0
Very poor, resulted in very poor selection of participants	0.0
"What is your evaluation of the way the workshop was announced?"	100.0
Excellent, announcement made at the right time	47.1
Good, but could have been improved	32.4
Adequate, but could have been much better	17.6
Poor, was done inadequately, late and clumsily	2.9
Very poor, announcement made too late	0.0
"How do you evaluate the idea of dividing the participants into the major groups, so that they can specialize in (a) Person-to-Person Communication, (b) Mass Media, or (c) Communication Research?"	100.0
Good idea, keeps groups homogeneous	70.6
Poor idea, keeps out people who want to get training in two fields	8.8
Idea needs modification	20.6
"Taking everything into consideration, do you think the workshop lasted _____?"	100.0
Too long	5.9
About right	52.9
Not long enough	41.2
"What is your evaluation of the logistic administration of the workshop (conduct of day-to-day activities and handling problems of participants)?"	100.0
Excellent	44.1
Good	50.0
Adequate	5.9
Poor	0.0

(Continued)

Table 8. WORKSHOP LOGISTICS, Continued.

Question/Response	Percent (N = 34)
"What is your evaluation of the idea of holding the workshop at the University of Ilorin?"	100.0
About the best arrangement possible in Ilorin	61.8
Good, but could have been better	17.6
Adequate, but could have been much better	14.7
Poor, should be avoided in the future	2.9
Very poor, worst possible arrangement in Ilorin	2.9

to be extended by another week or two. Evaluation of the workshop announcement was favorable. Almost eighty percent rated this aspect as either excellent or good, and only one person found the announcement process less than adequate.

Ninety-four percent considered the logistic administration of the day-to-day affairs of the workshop to be either excellent or good. Locating the workshop at the University of Ilorin drew a wide variety of responses. While almost 62 percent considered this the best possible arrangement in Ilorin, the rest were divided in their views, from those who thought better arrangements could have been made to those who considered the workshop location poor or worse (only two respondents fell into the latter category, however). Some of the comments point to the distance from individual places of work or from Lagos, the Nigerian capital.

In the comments on recruitment, some participants deplored the short notice on which the workshop was announced--some of those who attended were selected on the very day the workshop began. While information may have reached the Nigerian authorities well before the workshop, individuals who were eventually chosen were given no time to prepare themselves for participation in the workshop. Mar,

felt that earlier notice and a copy of the course contents would have been helpful.

On the whole, however, most of the participants expected that the workshop would have a very positive effect on their professional lives and added that it had been an enjoyable learning experience for them.

V

Additional Comments

Considering the responses previously discussed, there is no question that the workshop gave the participants a new outlook on the problems of family planning and social development, as well as technical guidance for the more effective performance of their respective jobs. Despite this unquestioned success, some of the respondents' evaluative comments may help make future workshops even more effective.

The need to locate the workshop centrally was expressed by many. This refers not only to its geographical location in such a large and varied country as Nigeria, but to its location in the social and economic structure involved in the developmental processes of Nigeria. The individuals instrumental in these processes often evince strong preferences regarding where and by whom innovative actions should be started. Therefore, the location of such an undertaking as the Nigerian workshop is likely to be controversial, since departments and personnel situated near the chosen location are seen to have easier access than those in areas far away. This leads to the related request for earlier notice to participants. Many may feel that more advance notice of the workshop would allow more interested or eligible persons to participate. The need to involve policy makers in the workshop was cited by those already working in the field who have to execute directions coming from regulatory bodies. Unless

the individuals in charge of such organizations are themselves conversant with the newer theoretical and practical information imparted at the workshop, persons in subordinate positions feel that they cannot fully implement the knowledge they have gained by attending the workshop.

The content of courses was positively evaluated by almost all the participants. However, need was felt to make course content more applicable to the Nigerian context by carrying out actual field work and applying some of the things learned in ongoing projects in the country. Experts already working in Nigeria, it was felt, should be involved in the practical aspects of the workshop.

Participants clearly felt that in order to both extend and intensify their knowledge more time would be needed. The duration of three weeks for the workshop was just not felt to be long enough. Suggestions were also made about the placing of certain courses during a specific part of the day and extending leisure periods.

Some of the specific suggestions indicate that participants had individual problems very relevant to their experience during the three weeks. One suggestion, expressed by only one participant, was that the actual mechanisms of contraception use should be more clearly demonstrated for women. Another believed that more women lecturers should have been recruited. A more general need was felt for the inclusion of an introductory course in sociology, as the background of some participants lacked this particular academic discipline.

The general emphasis in all courses on family limitation was negatively evaluated by a small but adamant minority of participants. On the other hand, other participants welcomed the attention to problems of population control. Ideological differences are bound to arise among persons of diverse religious and political persuasions. The very positive overall rating of the workshop seems to indicate that the attempted balance between emphases on population control and on development was probably the best compromise possible in a difficult situation.

A majority of the participants felt that it is essential for the University of Chicago or a similar organization to conduct follow-up studies and to provide periodic opportunities for participants to update the knowledge gained through the workshop. Unless these steps are carried out, the necessary reinforcement for personnel working in the field of family planning, social development, and communication in Nigeria will not have taken place to the extent expected by the workshop planners.

APPENDIX A. NIGERIA WORKSHOP PARTICIPANTS

<u>Name</u>	<u>Position and Address</u>
Rebecca F. Kolo	Senior Home Economist M.R.D.C. Minna, Niger State
Silas N. Kolo	Community Development Inspector Community Development Office Lapai, Niger State
Magaji Ali	Senior Social Welfare Officer Ministry of Social Welfare, Youth and Culture Minna, Niger State
Margaret Modupe Abe	Social Welfare & Culture Officer I Ministry of Social Welfare, Youth, Sports and Culture Ilorin, Kwara State
Taiwo Toyosi	National Population Commission State Officer National Population Commission Ibadan, Oyo State
Ramond Athen Ogunfolaji	Principal Press Officer Governor's Office, Publicity Department Lagos, Lagos State
Grace S. Adewumi	Community Development Inspector Ilorin L.G.A. Kwara State
Elizabeth Titilayo Bakare	Senior Social Welfare Officer Ministry of Social Welfare Ilorin, Kwara State
Olorunpomi R. Dele Ojo	Social Welfare Officer I Ministry of Social Welfare Ilorin, Kwara State
Ahmed Tijani Ibrahim	Principal Editor Radio Kaduna Kaduna State
Agnes Titilola Dina	Executive Director Y.W.C.A. Lagos, Lagos State
Elisha Abiodun Obaba	Principal Social Welfare Officer Ministry of Social Welfare Ilorin, Kwara State

<u>Name</u>	<u>Position and Address</u>
Michael Ademola Ishola	Senior Press Officer Governor's Office Lagos, Lagos State
Bawa Yelwa Mohammed	Principal Community Development Inspector Ministry of Rural Development and Cooperatives Sokoto State
Grace Nnenna Onyekwere	National General Secretary Y.W.C.A. Lagos, Lagos State
Rabiu Sanni Muhammed	Social Welfare Officer Ministry of Social Development, Youth Sports and Culture Kaduna State
John Onuche	Social Welfare Officer II Ministry of Social Development, Sports, Arts and Culture Markudi, B. State
Nathaniel F, Datok	Senior Social Welfare Officer Ministry of Social Welfare, Youth Sports and Culture Jos., Plateau State
Mairo E. Alhaja Mustapha	Principal Producer (Women) Radio Kwara Ilorin, Kwara State
Babatunde Abdul Oba	Principal Nurse Tutor School of Nursing Ilorin, Kwara State
Salami Raheem Araoye	Senior Public Health Nursing Officer Rural Health Center Koko, Kwara State
Felicia Modupe Odofin	Senior Midwife Tutor School of Midwifery Ilorin, Kwara State
Rebecca Ibidoja Oyebanji	Senior Health Sister School of Health Technology Offa, Kwara State
Rachael Mojoyinade Ajiboye	Health Sister District Health Unit Ilorin, Kwara State

<u>Name</u>	<u>Position and Address</u>
Comfort Eburn Adeoye	Health Sister Rural Health Centre Okengwe, Kwara State
Sara Iyabode Omotoye	Health Sister Basic Health Clinic Shao, Kwara State
Mohammed Hamza	Health Superintendent Health Management Board Kano, Kano State
Adeniyi Julis Bamidele	Assistant Chief Nurse Tutor Ministry of Health Ilorin, Kwara State
Alege Joseph Oduntan	Principal Nursing Officer Ministry of Health Ilorin, Kwara State
Ogunyomi Joshua Ajide	Senior Health Educator State Epidemiological Unit Ilorin, Kwara State
Unaru A. Alkaleri	Administrative Secretary National Population Commission Bauchi, Bauchi State
Joshua G. Madaki	Higher Agricultural Superintendent F.D.P.C.S. Sokoto, Sokoto State
Nyaze Solomon Afabwaje	Current Affairs Officer I Niger State Broadcasting Corporation Minna, Niger State
Jubril Halimat	Senior Producer Niger State Broadcasting Corporation Minna, Niger State
Gbadamosi Fatai Ayinde	Community Development Officer Ministry of Local Government and Community Development Abeokuta, Ogun State

APPENDIX B

Verbatim Comments on Lecture Courses

101. Principles of Communication, Pretesting and Evaluation

Practical aspect should be noted.

This course is very interesting and relevant and the contents are in order.

There is not enough time for the course.

Include communication as a social interaction, communication as a system of coding and encoding.

More handouts should be given and the period should be extended to more than three months.

There should be field work to some of the areas mentioned, e.g., a farm, a community that has undergone a change through the work of the change agents.

Lecturers from many states should be invited to base their lectures on various local conditions, environment, and experiences.

I wish more lectures could have been given on this course to broaden our knowledge more.

The theories in mass communication should be adequately highlighted. Reinforcement, cognition, and other theories should be treated adequately to cover all the ramifications of the course.

Should be simplified as it sounds too technical more often than not.

102. Communicating Family Planning to the Nigerian Public

Staff strength should be increased so as to have a large coverage and more clinics provided.

To show participants practical part of it.

Nice lectures. The lecturer did very well and even took the trouble of bringing some materials for us to see.

Family planning is a decision to be taken by a couple. A lot of husbands are still uncooperative. I will like this course to consider a way of educating the men about what role they're expected to play.

There should be more detailed instructions, and possibly visits to family planning clinics for practical assessment.

More of this lecture is necessary as some participants are still not convinced of the importance.

Course 102, continued

Nigerian experts on the issue should be the only ones to take part in delivering the lectures; equal number of male and female lecturers.

Lectures should be followed by practical demonstration of family planning equipment.

This course should be designed in such a way as to ensure that decrease in population is not its main objective.

Should be made an optional course.

A definite objective for family planning should be drawn and the public made to know that it is not out to lessen the national population.

It seems as if many individuals are not ready to buy the idea in this country. Instead sex education should form part of the curriculum right from primary school.

103. Social Development Programs in Nigeria

In the future, the law makers of these ministries should be involved in this type of training.

Most social development programmes in Nigeria haven't done much to improve the lot of the womenfolk. More should be done also to involve the youth.

This program can be improved by including more practical work in each field.

There should be more on how to work through identified opinion leaders. A known leader in one area may not necessarily be the opinion leader for the new project being introduced.

Examples of what is being done in other parts of the country should be given, not only the community where the workshop is taking place.

Resource persons should be allowed to be chosen by the agencies concerned. The wrong lecturers were chosen to present lectures.

The course was very good and I hope the format is retained.

We are only full of lip services--more time should be devoted to this area.

More officers in the community development ministries should be invited to this course.

107. Planning and Management of Communication Campaigns

I think this course should be taken only by those directly involved in the campaigns.

Course 107, continued

This also can be better organized if there is a campaign scheduled to take place during the course.

Well organized. It should continue in the same way.

Materials such as radio and tape-recorders should be made available for those really working in the media.

Both the course content and the organization are quite adequate.

Good course for the media people as well as those working in the field of social development.

* * *

APPENDIX C

Verbatim Comments on Laboratory Courses

104. Person-to-Person Communication for Social Development

My ability to communicate ideas and be clearly understood has improved.

Some of the lecturers are not really competent and do not have the necessary materials or are not fully prepared for the lectures.

The group assignment showed how groups could solve problems that individuals could not do on their own.

More time should be given to counselling sessions.

Some lecturers are too monotonous and consequently boring. For example, lectures on family planning and principles of communication. The time duration is too long and the working hours within a day too tiring because no regard was given for our leisure in the mornings and afternoons.

As a health worker it helps me improve my interpersonal relationship with my clients.

Nigeria has more pressing problems than family planning, though FP is important. Malnutrition, diseases, and ignorance are areas where there should be as much emphasis as that given to FP in the course.

The only criticism I have is of the timing of the lectures. I suggest that lectures start by 8:00 a.m. and end by 4:00 p.m. Lectures end too late in the afternoon.

The course should be extended to a four to six-week programme.

Policy makers should be involved.

105. Mass Media Communication for Social Development

It makes me know what actually happens in Radio and TV and how to approach the controllers for their help when the need arises.

We have not received the handout on radio communication until the time of the evaluation. I feel the handout should be ready immediately.

There should have been more time given to practicals and exercises.

The course is quite interesting and should be offered in future workshops, however, I feel participants should be given the opportunity to change or have experience in each of the other general courses.

106. Techniques of Communication Research

A period of two more weeks should be given to this course.

Research is difficult, and as such I will suggest that it be taught first thing in the morning, not 3:00 p.m. as arranged.

I became more exposed to the need for a proper research process, most especially sampling which saves time and cost and also for effectiveness.

The course has revived my dying interest in research because I do little or no practical research in my place of employment.

Planners of the course, and one of the lecturers, assumed that many of us or some of us had some previous research knowledge, which is not true.

The practical work was most useful and worthwhile in the course. The survey and interviews conducted and all the analysis brought the theory work home to me.

* * *

APPENDIX D

Comments on Teaching

The handout or references are very important. Handouts should be prepared to be given out immediately. Lateness of some lecturers is not welcomed.

Almost all the teaching was well delivered but some lecturers were not ready to give needed explanations or answer questions asked by the participants.

Most of the lectures were informative, educative and to the point. However, Mr. Faleke and Mr. Abe, in my own view, communicated better because they drew examples that are familiar and so make for easy comparison.

Dr. S. Adegboye, Dr. White, Mr. Faleke, Mr. Abe, and Dr. Anate contributed immensely in their random lectures.

Comments on Teaching, continued

Lecturers should not be offended when being challenged with a question (one person named). Lecture volume is not what matters but the facts therein (another name).

While it is one thing to be a professional, it is another to be really sound in the discipline. Some lectures were too watery.

When looking for resource persons, the Department should be allowed to present somebody they know who can deliver the goods. Some lecturers were chosen without the knowledge of their bosses in the office simply because they are friends to a member of the planning committee!

More lectures should be given in the area of women's work if participants are to be drawn from women's organizations. This will give the feeling that our interest has been taken care of.

Adequate preparations not made. No regard for cleanliness--classrooms, hall and hostel rooms not cleaned. Teachers were not provided with adequate materials such as chalk, etc.

Only curriculum building was poorly presented. Other courses were properly handled and well understood.

As far as I am concerned all the teachers did their very best and they were all polite to the participants.

Mr. V. Falcke, Dr. Bogue and Mr. R.E. Abe are very effective and their courses are much more relevant to my work. They should keep it up!

Every lecturer has tried. If the lecture may start at 8:00 a.m. in the future so that the participants can have time for resting after each day's activities.

* * *

APPENDIX E

Comments on Content and Coverage of Courses

For future workshops there is a need to give the participants a chance to contribute what they can offer and to have more interaction with one another so they can exchange new ideas.

Number of resource persons from population and family area should be reduced during the next workshop.

Teach public relations practice.

Efforts must be intensified to make participants of this course improve more by making the gate of the University of Chicago open further for the advancement of post-graduate students.

I would suggest inclusion of a course on sociology.

Comments on Content and Coverage of Courses, continued

Family planning received too much attention.

Not enough attention to mass media.

Planning and Management of Campaigns (Course 107) should have been given more attention.

Topic to be taught: Involvement of young children and young adults in social development, that is, committing them right from youth to learn to give even in their own little way.

Course 101 should have been given more attention.

High status people from the government should be included.

To be taught: nutrition, problems of urbanization.

Too much emphasis: family planning. It should last only three lectures of one hour each.

To be added: a course on social democracy and introductory sociology.

More emphasis needed on communication research including mathematics and statistics.

Too much emphasis on family planning.

To be taught: group dynamics, risk feedback mechanism that exists in individuals among the group which may hinder progress.

Give more attention to practical aspects.

To be taught: public speaking, public meetings.

More lectures on maternal and child health.

* * *

APPENDIX F

Comments on Logistics and Follow-Up

Selected candidates should be informed well in advance.

Short courses should be organized, and pamphlets and periodicals made available to participants.

The Chairman of the Ministry of Health should make sure that participants are notified early, especially his own ministry's participants.

Logistics and Follow-Up, continued

Please send new documents related to the course to the participants.

Some participants were selected the very day the workshop started. Very poor, it has not given the participant enough time to organize himself and look forward to the knowledge he would gain from the course.

The head of each ministry should be informed to see if each participant applies the new subjects learned in the workshop in his or her place of work, for example, family planning clinic.

The announcement should be made three months before the scheduled starting date of the workshop, and adequate follow-up should be done to make ministries and other establishments which might have signified intention to participate to actually send their nominees for the workshop.

Please send current bulletins on new ideas in communication. Send catalogues on modern communication materials.

Correspond with participants to find out how the learning experiences are being utilized.

For future recruitment scale of salary should be mentioned to get the right class.

Please correspond with us from time to time and send leaflets on the latest developments in these fields.

Not all the ministries that would have benefitted were invited.

The present system of announcement, recruitment, and selection is excellent.

By receiving help or assistance as the need arises from the University. This will depend on the plans to be arrived at when we leave the workshop.

The University should write after a few months to individual participants asking how each person has been allowed to utilize the knowledge and have the bosses or heads of departments fill out forms.

The University of Chicago should offer the participants courses at the University.

Efforts should be made to contact the various state ministries to tell them of the need to put into practice what the participants have learned.

A similar course should be organized for policy makers in Nigeria.

Although I have answered [that follow-up is only moderately important], it is based on the bureaucratic nature of the government; I may be transferred to another section entirely where I will not be able to put into practice what I have learnt. Secondly, I may not be given the go ahead by my bosses to put into practice what I have learnt, and as such it may not be necessary to follow up.