EVALUATION REPORT
ON TRAINING AND RESEARCH ACTIVITIES IN
POPULATION COMMUNICATION AND EDUCATION
(AID/csd/3314)

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EVALUATION REPORT
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I. INTRODUCTION

A. METHOD OF EVALUATION

A consultant Team was selected to review, during the period 4-18 August 1976, the accomplishments of the Community and Family Study Center (CFSC) of the University of Chicago for the period July 1, 1971--June 30, 1976 under an Agency for International Development (AID) contract (AID/csd-3314) for training and research activities in the field of population communication and education. These activities support Goal 5 (Information, Education and Communication) of AID's worldwide population program.

The Team was provided with working guidelines by AID and were asked to identify the strengths and weaknesses of the CFSC/IEC & Population Education program and to study carefully its proposed Phase II program according to a list of criteria questions and project outputs. Documents were sent to members of the Team before the beginning of their visit to the University of Chicago, to acquaint them with the developments of the program, and other materials were supplied on arrival. (Appendix A.)

Following intensive interviewing of staff members, administrative key persons, students in all aspects of the CFSC and Population Education program (Appendix B), and by attending classroom discussions, examination of documents, records and publications, the Team decided to use some, not all, of the output measures specified by AID in relation to the functional goals of the program. In their opinion many of the rest of the output measures can only be answered by officials of Developing Countries (DCs) themselves. Nonetheless, since one member of the Team, Dr. Shanawany, was a student in the summer workshop in 1966 and also assisted in the overseas IEC workshop in Cairo in March, 1976, and another member of the Team, Dr. Feliciano, is cooperating in a communication project with Professor Bogue, it was possible for them to comment briefly, from their personal experience, on several of the remaining output measures.

B. ULTIMATE GOALS OF THE PROGRAM

The CFSC adopts as the ultimate goal of its IEC program the reduction of excessive fertility and of population growth in the developing countries more rapidly than otherwise would be the case (Five-year report p. 1 and AID June 1976 document).

It is the contention of the Team that ultimate objectives should be measurable in terms of the contributions of the Chicago program, not in terms of demographic trends in general, and thus should be worded
modestly, not in absolute terms. Functional operational goals can be easily used as indicators of accomplishments.

Ultimate goals of the program have to be modified and made more consistent with post-Bucharest integrated interdisciplinary approach to population issues in the context of national development programs. In Phase II the ultimate goal achievements of the program should not continue to be limited to informing DCs and educating them about reducing fertility and population growth but embrace a more comprehensive approach to demographic problems arising from rapid rural-urban migration and urbanization, high infant and maternal mortality, etc.

Such an approach would not continue to exclude the pioneering efforts of the University of Chicago from countries with no population policies or voluntary family planning associations and at the same time provide an entry-point to stimulating these countries' interest in family planning. This is consistent with AID modified IEC program Goal 5 (draft memo 8/6/76).

This also in no way means that the Chicago program should over-emphasize "development" issues at the expense of softening the family planning tone, since the Chicago program should continue to maintain its "uniqueness" in the field of family planning IEC, particularly now that other universities such as Harvard and Florida and others in the U.S. have started to emphasize "development" at the expense of population issues.

This program was originally planned to be a collaboration among all faculties on the Chicago campus interested in population, demography, communication, sociology, psychology, medicine, religion, as well as education. This interdisciplinary emphasis can ensure the proposed integrated approach. So far this synthesis has not been attempted though recognized as necessary.

C. FUNCTIONAL GOALS

The functional goals of the program have been stated in various ways in the documents given to the Team. It was therefore decided to evaluate the accomplishments of the program against the seven goals stated most recently in the working guidelines for this evaluation prepared by AID and mentioned in the Five Year Report of the project (July, 1976). These include:

1. Provision of a Master's degree program of research and training in population communication and adult education training on the campus of the University of Chicago.

2. Summer workshops in population communication and adult education for family planning maintained at the Chicago campus.

3. Non-degree short term special participants in population communication and/or adult education fields.
(4) Production, translation, evaluation and utilization of population communication and educational publications and materials.

(5) Establishment of a communication laboratory in support of the academic curriculum, for familiarizing participants with practical hands-on production experience in graphic arts, radio and television.

(6) Convening of special seminars on campus and in collaboration with host country institutions held in DC sites for leaders of world population and family planning programs on trends and needs in population communication and adult education fields.

(7) Travel by senior staff of the CFSC to various DC family planning programs to ascertain changing field training needs and devising strategies for technical assistance.
II. TRAINING

The core of this program is the training of different calibers of personnel: planners, managers, experts, university staff, and researchers for family planning IEC and population education programs in the DCs. This has been approached through several avenues.

A. DEGREE PROGRAMS

The original grant envisioned enrolling 125 M.A. graduates within five years in the Divisional Master's program, specializing in the communication aspects of the field. This was broadened in 1974 to include an M.A. in population education. Furthermore, an increasing number of students have entered doctoral studies in sociology (for communication) and in education.

Projected for 25 DC graduates per year, this aspect of the program graduated 30 such persons in the first five years. There were also six American graduates in the same period. In addition, three DC and two American students completed the Ph.D. degree.

Another eleven DC and five Americans were enrolled in the Master’s program in July, 1976, and six Americans and seven DC students in the Ph.D. program (Appendix C). These figures are summarized as follows:

| Table 1. Students in Communication and Population Education Degree Programs University of Chicago 1972-76 |
|---------------------------------------------------|----------|----------|
| **Communication**                                 | DC       | US       |
| M.A. (graduated 1972-76)                          | 29       | 6        |
| (enrolled, 7/1/76)                                 | 8        | 4        |
| Ph.D. (graduated 1972-76)                         | 3        | 2        |
| (enrolled, 7/1/76)                                 | 4        | 6        |

| Population Education                               |          |
|---------------------------------------------------|----------|----------|
| M.A. (graduated 1976)                             | 1        | -        |
| (enrolled, 7/1/76)                                 | 3        | 1        |
| Ph.D. (enrolled, 7/1/76)                           | 3        | -        |

The American students are expected to have a valuable contribution to make in the overall picture, but were not recruited under the AID grant and are not counted in fulfillment of it. Thus, even counting all...
currently enrolled students as if already graduated, this aspect of the project reached only 41 percent of fulfillment. The Team feels that while improved recruitment might increase the number of qualified applicants somewhat, the target of 25 per year was probably unrealistic. They suggest revising it to 18 per year and concentrating on upgrading admission criteria in order to improve the calibre of those accepted in the program. It is worth noting that although the number of graduates is less than had been hoped, virtually all have returned to population-related work in their home countries. From this point of view the program has been highly effective. (Appendix D)

We would also suggest an increasing emphasis on the Population Education program, and greater interaction and coordination between the two programs.

1. The M.A. in Communication and Social Development (Appendix G)

This program started with AID support in 1971. This year the program has 13 students from the U.S., Near East, South and Southeast Asia, and Africa. These students hold positions of responsibility in family planning IEC and related jobs in their home countries.

Objective. As originally stated in the AID project documents, the main objective of the program was to produce managers or directors of communication programs who would be prepared to do the following:

(a) Plan communication programs

(b) Coordinate and guide a staff of technical workers to carry out planned communication programs

(c) Work with the producers of media organizations to get the program plans translated into communication campaigns

(d) Plan and participate in evaluation research and interpret the impact of the communication program upon the intended audiences

(e) Combine the results of evaluation research with other information concerning other programs around the world to work continuously to modify and improve this program.

Considering the above objective it was envisioned that persons who would be equipped to do these tasks must receive training that emphasizes principles and theories and absorb a large amount of systematic knowledge contained in research reports and critiques of previous programs. (See "A Five-Year Report . . . Proposed Phase II Program," July, 1976, p. 3.)

As of the date of this report, more than five years after the start of the program, the above objective has not changed much. However, it is expected that "...greater emphasis will be placed upon the training of persons who will become members of teaching faculties in the less developed countries." Meanwhile, the original objective will continue to guide
the program "...for at least a few more years until some of the DCs de-
velop their own training [resources and] facilities." (See Work Plan 
for . . . Phase II, August 12, 1976, p. 16.)

Available records partly reflected in the Five-Year Report of CFSC 
and also on reports in the home countries of two members of the Team on 
the placement of graduates of the M.A. Program show that a good number 
(at least 24) who have graduated now occupy significant posts as managers 
or directors in national family planning IEC programs. They direct or 
supervise family planning IEC research development and production of in-
formational and motivational materials and short-term training (workshops 
and seminars) and in one long-term diploma program for the five ASEAN 
countries based at the University of Philippines. Some are involved in 
the planning of IEC field campaign strategies. A few have become high-
level policy decision makers. In one country they have been responsible 
for the inclusion of the IEC component in the national family planning 
program.

Information obtained from M.A. students in residence who are about 
to complete their degree requirements this summer or by the end of this 
year, will bolster the above finding when they go back to their countries 
since they will be assuming positions of leadership in the communication 
component of their national population programs. For instance, one will 
be in charge of the print media office of the central population author-
ity; another will head the audio-visual media production unit of his home 
country's family planning program; and a third will direct the field moti-
vation work of their population planning program. These findings tend to 
show that the CFSC's original objective of turning out managers or di-
rectors of family planning IEC programs and projects is being met. It is 
appropriate to state here that, in terms of their improved capabilities, the 
Team is unable to assess the value of the training because of time con-
straints and their wide dispersion. It is hoped that USAID Population 
Officers in those countries can comment on this aspect.

Additional information obtained from other degree students in re-
sidence reveals several strengths of the M.A. degree program which are 
directly or indirectly related to the objectives, particularly to the 
task expected to be done by IEC directors or managers.

One of these has to do with the flexibility of the program. As 
described in the Work Plan for Fiscal Year 1975-1976, there are five core 
(required) courses which deal with Principles of Communication, Introduc-
tion to Statistics, Survey of Social Science, Techniques of Data Collec-
tion (and analysis), and Techniques of Communication Research. On the 
other hand, there are six courses specifically named in the curriculum 
dealing with social sciences which may be disregarded by the student in 
lieu of others which he believes will meet his country program's problems 
and needs. Some courses which are useful to the management of IEC pro-
grams include Market Communication and Worker Motivation offered by the 
Business School, Science of Communication which deals with data collection 
and retrieval and Audio-Visual Communication offered by the School of 
Library Science, Readability and Acquisition of Values, both offered by 
the School of Education, Drama and Film offered by the Department of
Humanities, and several others.

Another strength of the program appears to lie in the methods and techniques used in teaching the basic communication course. Students interviewed separately agreed that in spite of the time constraint, this course, unlike the short-term training given in the summer, gives them a fairly solid grounding in communication principles or theories which are partly rooted in psychology, sociology, and education and their application in real-life situations. Research-based lectures are followed by practical exercises requiring the student to do mid-term reports on how to meet a need or problem associated or rooted in a principle or theory by the use of empirical or research data gathered in and/or around the Chicago area.

A third strong point of the program is the availability of audio-visual facilities in the Communications Laboratory which facilitate the acquisition of basic media production and direction skills needed by a family planning IEC director.

Another matter of concern cited which is indirectly related to recruitment is the practice of admitting only one candidate from a particular country (although this has lately been modified). It was stated that one person could not effectively function as a catalyst or change agent in his/her agency. There appears to be a greater chance of overcoming group pressure by having a group from one family planning agency or organization belonging to different sections or divisions trained in related fields in the CFSC. This is now being implemented to a limited extent. Our suggestion is to apply it to as many countries as funds will allow.

An examination of the program itself in relation to its stated objectives gives rise to a number of other gaps or limitations. An obvious limitation stems from the fact that, although this is a graduate degree in communication, there is no communication department at the University of Chicago. This means that there is neither a group of faculty centered in this discipline and its many aspects nor a student body gathered for the study of human communication. There are various faculty members with some degree of interest in parts of the field (e.g., a social psychologist in the Business School with interests in marketing communication and worker motivation, an information specialist in the School of Library Science teaching data storage and retrieval, a humanist in the Humanities Department handling subjects on drama and film and another psychologist specializing in attitude change) but no real device for bringing them together has been worked out. There is no faculty member with an advanced degree in Communication, and it is difficult to attract such people without a departmental "home" in their own discipline.

The Team suggests that this problem be faced frankly and more overt efforts be made to compensate. A communication committee composed of the various faculty mentioned above under the Divisional M.A. program could be formed to integrate the communication-related courses being offered by the different units cited. A communication-centered seminar series might draw in interested students and faculty from across the campus. More use might be made of the excellent resources at Northwestern or other universities in the Chicago area.
In recent years, family planning programs in the DCs have enlisted the support of folk art or traditional media such as the song, tale, dance, drama, poetic debates, etc., in motivation and persuasion. Considering the excellent courses in the arts and humanities available in the University of Chicago, it is recommended that a course or two in this area be made elective to make the Master's program more responsive to emerging IEC needs in the DCs.

The thesis topics are now selected according to guidelines which undoubtedly obviate many earlier problems of students lacking direction or an understanding of how to proceed. The present system of having the students meet regularly in a thesis seminar so that they can share experience and problems is excellent, and having several working together on various aspects of a common project is also useful for many. However, requiring each of them to work on a communication experiment in the Chicago area has some drawbacks. Each graduate must work in another culture, usually one that is quite different from Chicago. There might be merit in at least allowing the option of choosing a project related to problems in the home country if the student and his adviser can find an acceptable means of approaching it. And as a minimum, each thesis student should be required to include a chapter on how his research relates to conditions at home and how it can be replicated there.

The Team was informed that this may pose difficulties in advising for the present research staff. It is therefore suggested that CFSC implement its plan to recruit a visiting staff from DCs who can perform this advising function effectively. Ways and means should be sought to encourage home country links in every way possible.

It has been suggested that the need for IEC managers is declining, and hence the emphasis is shifting toward Ph.D. training to build up home country university teaching facilities. The Team questions this assumption, especially in regard to Africa and even Asia, and in light of the phasing out of the East-West Communication Institute's population communication programs. If Ph.D. training is to be expanded the team strongly suggests that it not be at the expense of the Master's program.

2. The Population Education Degree Program (Appendix H)

Since the Population Education program was established in 1974; i.e., almost be the end of the 1971-76 IEC program, and the specific goals of the program were originally laid for the communication component, it is therefore necessary to formulate parallel functional goals for population education.

Population education can provide a more acceptable entry for the University of Chicago in countries with no population policies or national or private family planning programs; provided that the title of the graduate program is changed to Population Education instead of Population Education and Family Planning. It should be made clear in all the documents that although the program is offered by the Center of Adult Education it provides training in both in-school and out-of-school programs for all age groups. Consistency of this clarification was not maintained
in the documents given to the team.

According to the prospectus of the graduate program in population education, the Master's program is intended to serve three primary groups: (1) individuals preparing for employment in population education programs or in training programs for family planning service personnel at local, state, national or international levels; (2) individuals currently employed in population education or family planning training programs who wish to upgrade their knowledge and skills as a means of increasing their professional effectiveness and efficiency; and (3) individuals who have, or will assume, responsibility for training teachers and other population education staff members or training teachers in family planning training programs. Candidates for the Doctoral level study are primarily those aspiring to a career in research in population education.

It is the contention of the Team that a clear distinction should be made between managers responsible for population education programs per se on the national or state levels and those responsible for training programs for family planning service personnel. The latter group by no means requires or needs intensive training in the "educational aspects" of population education on the graduate level; the summer workshops can give them the necessary orientation. Also, training on the local level should be the responsibility of regional and national centers.

To get the population education program to attract candidates from countries without population policies or family planning programs, and to underline the educational aspects of the program, it is proposed to modify the primary groups of the program so as to include: education planners, curriculum planners, teacher trainers, staff of research centers, selected teachers in high schools, universities and institutions of social work, health education, agriculture extension, etc., and managers of population education programs in government population boards or family planning associations. This proposed modification in eligible candidates has been adopted by the program for the next phase.

One of the most commendable aspects of the international graduate training of the Education Department is the team approach. Small teams from the same country are encouraged to start studying together, to be in active communication with each other. While each member of the team will usually specialize in a different area of educational research and scholarship, the team will meet frequently to relate their ideas and development to the needs of their country and to the work they will be engaged in when they return. The team approach is most commendable because of the extremely short supply of individuals academically trained to design or work in population education programs in DCs. It is therefore recommended that the number of persons trained at the country level should be increased per country rather than one at a time from each country, in order to reinforce each other after returning home.

Prospective students are referred to the regulations of the University and of the Division of the Social Sciences concerning admission to graduate study. It is noted that international students attending the 1976 summer workshop, among whom some were pursuing the graduate program,
are poor in English. International students who have difficulty with the TOEFL exam are sometimes exempted from it. Experience shows that two suffered later on in their studies. It is recommended that a minimum acceptable level of proficiency in English be adhered to.

A maximum of seven to eight international students should be allowed to enroll in the graduate population education program so that each student gets the necessary attention and assistance from the Director of the program until additional staff are appointed.

All students studying for a graduate degree in Population Education should be required to attend a minimum of three courses in population including Introduction to Population, Population and Development, and Foundations of Population Communication and Education. Students are to be advised also, if possible, to take Techniques of Demography, Level I. Such courses can be considered the minimum amount of knowledge required to enable the student to develop the skills to make the bridge between population and education.

Under an AID grant, the CFSC convened a two-day working meeting on training needs of Family Planning IEC for the period 1975-1980 which agreed upon three basic modes of communication--interpersonal, group, and mass media. It agreed to integrate the population education concept within the general family planning communication field and expanded its area of action to include specialized fields such as social workers, home economists, health educators, agricultural extension workers, etc. The group and interpersonal modes of communication are greatly missing in the program and need to be given special attention.

The seminar on Population Education invites speakers on different themes. Since Environmental Education can be a core area of emphasis in some population education programs, guest speakers can be invited to give a series of talks on the topic until such a course can be offered by a regular faculty member.

Special attention is to be equally given in the seminar on Population Education to Educational Planning and/or Development until such a course can be offered.

The list of printed references appears as heavily American literature although the Director advises the students to use non-American publications. This false impression should be corrected by including in it publications of international agencies and DCs.

The population education program adopts a different philosophy for conducting research that is different from the communication program. So far the emphasis is on graduate student research. Each student should identify a research topic for his thesis. Rigorous training in research methodologies and skills are emphasized. The Team agrees with the Director that the program can only start its own research--separate from what the students are doing--after appointing one or two full-time researchers.
The program has an advisory committee from different departments, the members of which had been acting in individual capacities as consultants rather than as an interdisciplinary team. Recognizing the need for generating more interaction between the population communication and population education programs, the directors of the program decided to reactivate the advisory committee to serve both programs in the next phase.

The graduate program is geared to the interest and expected position that the candidate will occupy upon returning home. The three graduate students interviewed were: Pongjorearn Chalee, a teacher at Chuldong Kon University in Bangkok, Thailand; Yimer Erku, a research assistant social worker in the Family Planning Association of Ethiopia; and Mohammed Feteha of the Social Research Center of the American University in Cairo. The first has a strong interest in research and teaching and upon return will be appointed as chairman of the population education program of the Faculty of Education. The second will be involved in action oriented adult education programs and the third will be part of a team planned to be formed at AUC to carry out action research.

B. SUMMER WORKSHOPS

As the oldest facet of the CFSC program, these workshops have served more than 1100 participants since 1963 from 80 countries and have gained a strong reputation among family planning professionals around the world. (Appendix ) However, as the overall program of the CFSC broadens as it seems advisable to modify the summer workshop program in order to make the best use of faculty and other resources.

It is stated that the workshops are "designed for high level leaders and offer genuine technical training of a professional nature." These terms are relative, but it seems clear that problems arise from insufficient rigor in admission standards. Nearly anyone who is somehow connected with a family planning program and has a sponsor is admitted, which makes for greater flexibility but is not necessarily efficient.

Very little scrutiny is given to the applicant's English proficiency or academic background. This means that some participants are unable to participate effectively in the seminars.

The varied professional backgrounds result in a diversity of interests and expectations among the participants. This is partly met by provision of three "tracks" within the program in population education, media production, and evaluation and administration.

1. The Population Education Track

The timing of the visit of the Team in August 1976 was most appropriate since it took place when the summer workshop was in session. It allowed the members of the T. to sit in discussion groups, speak to students and get feedback on their reactions and to talk to graduate students assisting in the program. The following comments are based on the aforementioned observations and discussions.
Many students who attend the population education track, particularly those who have no background in population training, feel they are not learning much about population education and that there is great emphasis on educational techniques per se. The two prerequisite courses offered in the population education track are Application of Adult Education Concepts to Population Education (which attempts to apply its techniques to family planning whether in class discussions or homework exercises), and Curriculum Design. Students are left to choose whether or not to attend the course on Foundations of Population Communication and Education offered in the communication track, and since it is not a prerequisite many neglect to attend it. They feel that the amount of learning they get is not enough to develop their skills to bridge by themselves between population and education. It is therefore recommended to offer the population education seminar during the summer workshop and to put together the two courses on informal or formal education in one course. The emphasis to be laid on informal or formal education has to be geared to the needs of the students and the programs they will be involved with in their countries.

One of the most commendable educational approaches used in the population education track is the high reliance on group discussion. Another most commendable aspect is the written exercise requested from the students to develop a population education program geared to the needs of a particular homogeneous group and following a systematic outline starting with studying needs and ending by evaluation.

The director of the graduate program of the Faculty of Education of the University of the Philippines, Dr. Leonardo D. de La Cruz, has been serving as an associate or visiting faculty member in Track A. The UFSC budget allowed for his transportation, room and board, but no provision was made for the payment of his salary from workshop funds. The idea is great but provision should be made for remunerating assisting guest faculty.

The Director of the program plans to get visiting professors from overseas to be given the responsibility in the conduct of Track A and to present their countries' programs. This can certainly enrich the program but has to be provided for in the budget.

There is definite need for continuing the population education track of the summer workshop for at least three to five years for the following reasons:

- There is extreme shortage of individuals trained in population education in DCs and not many of them can be admitted to the graduate program of Chicago.
- Because of the most valuable international experience that the students are exposed to which they cannot otherwise get.
- Because of the facilities provided which are not available in most DCs.
2. The Population Communication Track

This program has two objectives as stated in the Prospectus (the CFSC Fourteenth Annual Program of Graduate Study, June 21--August 20, 1976). These objectives appear to have been derived from the original goal of the CFSC training program when it started in July 1971.

These two objectives are:

a. to teach principles and give practical experience in the effective use of all media to diffuse family planning knowledge and motivation to community leaders and the general public; and

b. to provide practice in the use of both personal contact (counselling and group work) and mass media to deal with specific problems that are of greatest importance in the participant's own country.

In general, the Team notes with satisfaction an apparent attitude change generated by the workshop in the students, in terms of instilling in their minds the central role played by communications in family planning programs: providing information in adequate amounts and in a variety of ways through various media to generate interest to the extent that more information is sought; and making available various options using a wide variety of appeals--economic, social, cultural--to enable prospective acceptors to make a decision to practice family planning.

However, in line with the above objectives and considering the information in the documents provided, as well as feedback from the various CFSC staff and students interviewed, the following comments and/or recommendations in the paragraphs that follow are offered for the further improvement of the communication workshop:

(1) Considering the short period of time allotted to the workshop and the large number of media and related subjects for study by the student which include film, radio, graphics, posters, slides, script writing for radio and film, pre-testing and other research for media, etc., it is evident that the above two objectives are unrealistic. The day-to-day schedule is so tight that there does not seem to be enough time for the student to learn how to use the various media effectively. For instance, after a 1-1/2 hour lecture on film with focus on script writing, the student is expected in a subsequent session to present a film script. It is suggested that CFSC either select a few media for study by the student or lengthen the workshop period from 9 to 12 weeks.

(2) The course outline, also tends to show poor sequencing and timing of specific and related subjects. To illustrate, a session on photography at 1:00 p.m. is followed by an introductory lecture on the Social Sciences at 4:00 p.m.; a film research session with radio production; graphics with a session on the latest on technology (contraceptives). The evening sessions (6:00 p.m.) do not give the student ample time to do library work for the morning session the following day. The Team is of the opinion that the recruitment of regular, full-time staff
might allow for a more logical sequencing of sessions by medium, e.g., graphics, radio, film and so forth. It might also minimize the late afternoon sessions to give the students enough time to prepare for the next day's sessions.

(3) While some of the students interviewed expressed great satisfaction over the technical skills that they acquired from some of the "how-to-do-it" sessions in the communication laboratory with its adequate and excellent facilities and under expert guidance of the staff, they feel a need for more solid grounding in theory. This, they contended, cannot be done with "one-shot" lectures on theories or principles which is the case in the present program except for persuasion for which several sessions were provided. The Team suggests that the theoretical aspects of the workshop relating to the various media covered be strengthened to provide a balance between principles and practical know-how as spelled out in the objectives.

(4) A recently concluded manpower study has pointed out that highly qualified personnel in the family planning programs of selected DCs is still quite scarce in both the population communication and population education components of national programs. Partly because of this, IEC staff are expected to contribute their efforts in both areas. The Team holds the view that students in the communication workshop would benefit a great deal if they were advised to take the course in Foundations of Population Communication and Population Education which is an existing course in the communication Master's program.

3. The Evaluation and Administration Track

This track offers three complementary courses of great utility to family planning administrators, physicians, and workers involved in administration and evaluation. One course deals with methods of research and computation, the second on management and the third on foundation or content of population communication and education.

The first course involves training in research processes starting from library reading, developing a hypothesis, pretesting, interviewing, data gathering, devising tables out of clientele records at family planning clinics, writing a program for the computer, punching of programs developed by individual students, running the program in the computer, analyzing data and writing a report, calculating life tables, measuring continuation rates (family planning service statistics) and analysis of the use-effectiveness of contraceptives.

The management course deals with the human relations approach to personnel management, the motivation of workers, personnel planning, job information, description and evaluation, job orientation and training, supervision of employees. This course relies heavily on guest speakers and draws mainly on American administrative examples, an aspect that requires modification.

The third course deals with humanistic demography and imparts to the students important facts from pertinent research related to different
topics such as maternal and child morbidity and mortality, etc.

The track meets its three major objectives:

a. to get the participants to think about evaluation and its problems and implications;

b. to impart some familiarity with the methodology of evaluation; and

c. to put these aspects in the context of planning and management and to enable participants to operationalize their findings.

There is an attempt to include some less sophisticated procedures as well as the modern computer-based approaches, in order to enable participants to have a breadth of options as they attempt to adapt their learning in the home country situation.

There is strong support for this track among the present participants. It should be mentioned that this track was added in response to an earlier AID evaluation mission and that its continuation is highly commended.

C. NON-DEGREE SHORT TERM SPECIAL PARTICIPANTS

There is a variety of visitors and participants who come for short visits or lengthy residencies--sometimes for several weeks or even a full academic quarter--for different reasons. Students from the East-West Center have been frequent residents at the University of Chicago as part of their tours of other population centers in the U.S. Sometimes instructional sessions are organized for them; other times they help Planned Parenthood of Chicago with some of their short-term training. Former degree students and workshop participants often stop in to visit the CFSC if they happen to be in the U.S.

Reference has already been made to the director of the graduate program of the Faculty of Education of the University of the Philippines who is currently assisting in the Population Education summer workshop. The present experience is highly satisfactory. It is planned to attract specialists and post-doctorate students in the second phase to come for short residencies of three to six months to assist in teaching in the communication and population education programs. This certainly is a most promising avenue for enriching the program, the value of which will depend greatly on the calibre of visitors and the specific arrangements that are made in each case.

It is advised that the CFSC keep a record of all visitors by category and purpose of visit for future evaluation purposes.
III. OVERSEAS SEMINARS AND WORKSHOPS

Valuable insights can be gained from proceedings of overseas seminars and workshops and can gear the IEC component in each country into the desired direction consistent with the country's population policy. For example, quoting an article that appeared in the *Egyptian Gazette* (No. 30811, March 30-April 1, 1976) following a three day workshop organized in Cairo by the program in collaboration with the Egyptian Population and Family Planning Board, it reads: "the delegates' recommendations called for closer media-population planning board cooperation. They centered on the need for an integrated national program covering the economic, social and political spheres of development, as well as the population control element." This country recommendation is consistent with the team's earlier comments about the need for a more integrated IEC family planning and development approach.

Relevancy of the obstacles to family planning included in the monograph of the CFSC Twenty-Five Obstacles to Family Planning Success to country situations is tested in these seminars. In some countries such as Pakistan and Egypt identification of major obstacles produces diverse opinions. Priority order of obstacles varies in different countries. Certainly tremendous insight is gained from testing the content of this published monograph. It is recommended that country reactions and responses to this monograph be documented.

The seminars and workshops have been valuable in bringing together media specialists and officials working in the family planning programs. Their major contribution is to make them aware of the need for greater collaboration and that each party should not throw the blame on the other side for not reaching out to the different audiences. The seminars and workshops clearly reveal that greater efforts are needed to improve ongoing IEC family planning programs in DCs and that all that has been done so far are ad hoc improvisations. They convey the message within host countries that there are needs for re-direction of rational priorities.

In some countries like Indonesia--with a minimum volume of family planning information and communication--the workshop succeeded to bring the resource people together, and to help them realize the necessity to enlarge the communication activity, utilizing all available media. Country workshops revealed the need for upgrading the training of different levels of personnel in population IEC. They also revealed the need for continuing research and evaluation (particularly cross-cultural research). Conducting country workshops allows for contacting students and prominent individuals and opens up avenues for future country collaboration.
IV. PUBLICATIONS

Over the years a substantial number of publications have been issued by the CFSC. During the five years of the grant, nine booklets and monographs have been published in English. Of these, eight seem to be directly in support of field programs applicable to DCs. These include five media monographs on pre-testing, radio spot announcements, direct mail, posters and 25 communication obstacles. The others deal with the role of IEC in population and family planning programs particularly in relation to the planning, organization and management of information-education support of these programs; the development and production of communication-support materials; training needs and approaches as well as communication research and evaluation. In an Asian seminar on population and family planning IEC, conducted by the Inter-Governmental Coordinating Committee (IGCC) convened some three years ago, it was reported that at least four out of these eight publications were being used by IEC managers and community-level workers to whom they were made available by population funding agencies situated in the region. The general reaction was that these publications were useful in terms of giving broad guidelines for decision and action. It was pointed out that their usefulness would be enhanced if examples to illustrate principles were used in the local context.

A noteworthy feature of the publication program of CFSC is the policy of the leadership to make available to program participants booklets and manual series published from University of Chicago funds. This is made possible by virtue of the integration of the AID-sponsored program into the academic program of the University. A cursory analysis of the content of the manual series reveals a wide range of topics dealing with methods, techniques and approaches used in research and evaluation, statistics, computer programming and demography. For universities in the DCs embarking on graduate programs in population communication, population education, population administration and management and population research and evaluation these manuals will undoubtedly be useful as reference materials. The series on simplified record system will be a valuable basis in developing a monitoring device to improve family planning programs whereas those which deal with media economics will provide much-needed background on cost-effectiveness analysis of family planning programs.

Decisions as to what to publish are made "by the CFSC staff," but there appears to be as yet no formal procedure for long-range planning, determination of field needs, or outside screening of manuscripts. A somewhat more rigorous and specific procedure might result in greater efficiency in use of resources. In recent years, overseas country consultations have started, and have helped in determining country needs. It is worth noting here that as a result of these consultations the two media booklets on posters and spot announcements came out. These two publications were among those cited in the IGCC meeting as being used by family planning programs in the ASEAN region. A third publication on group counselling which is expected to come out soon and which was also identified as a need in one overseas country consultation will undoubtedly
bolster the reading lists of students in population communication and population education.

For each new publication, about 600 copies are distributed free to a basic list of overseas family planning professionals and organizations and to about 100 libraries. Review copies and other promotional materials are sent to selected media for sale of the balance of the edition (usually 3,000 copies) on a non-profit semi-commercial basis. This procedure has worked well for many years, but has met with difficulty in the past year or two. As more and more of the publications are of primary interest to DC programs, the number of sales has declined, thus upsetting the financial balance of the program. Revised promotional efforts have nearly restored the balance and it is hoped that the problem is resolved. The Team was unable to judge this outlook, however, as it rests mostly on how the materials will actually be used in various places. In this connection, it is advised that the CFSC assess the extent and nature of use made of these publications by the recipients.

It is timely to plan to work jointly with countries on manuals and source books in population education which are almost non-existent in Africa and the Arab countries. Provision should be made for translating some selected publications in French, Spanish, Arabic, and other major languages.

To date, there are some 30 completed graduate students' theses whose findings have not been utilized beyond meeting the M.A. degree requirements at the University of Chicago. It is suggested that these findings be analyzed and synthesized for use as reference in communication courses particularly IEC research and evaluation. If found applicable for use in the family planning programs of participants, the publication of such synthesized findings should be explored.
V. RESEARCH AND EVALUATION

In the Five-Year Program under review, research and evaluation played a very central role in the sense that they formed "a large part of training," particularly the degree program in family planning communication and development. As training progressed, family planning and development-oriented communication materials were developed as much as possible on the basis of research, initially focused on pre-testing participated in by staff and students. Training curricula and training materials, to a certain extent, also had their roots in practical-type studies. The centrality of research in the program since its inception in 1971 owes as much to the creative organizational leadership of the program as it does to the demands placed on the CFSC by policy makers and promoters of family planning in the DCs participating in the program. It is particularly significant in light of the fact that in the first grant made by AID to CFSC no funds were allotted for research, it being a "purely training grant."

Despite the lack of research funds, two staff members initially did research, one with the production theses of students and the director along with him and in collaboration with colleagues in the University of Chicago on various subjects impinging on family planning communication and development. The results of these studies have appeared in a number of the publications discussed earlier.

In reviewing the studies done by CFSC, the Team notes with interest that research and evaluation is conducted not for its own sake, but as a tool for decision-making in family planning communication and population education. Unlike the traditional place of research in academia, the researchers in the program have, as far as the University of Chicago guidelines have allowed, attempted to answer the questions "So what?" from the trainers, the media practitioners, the policy-makers and the other family planning personnel. This role is difficult and one which has not always found respectable acceptance in prestigious international social science circles. In this respect, the academician-research staff of this program is embarking, along with some of their peers in the DCs, on a new "scientific" way of life as one answer to the gap between the promise and fulfillment of development goals. The Team holds the view that this approach may eventually produce a new generation of social scientists who will be rewarded for this unconventional and challenging task. The program appears to open the path to this new direction in North America. This approach is now finding wider applicability in the general field of development communication and related fields in several DCs. The Team therefore suggests that this orientation be sustained and greater efforts be exerted toward making problem-oriented research fully appreciated by the student-participants from the DCs.

An analysis of the sampling of master's theses in communication dealing with persuasion and attitude change revealed no articulated linkage with the family planning IEC problems and needs of the countries of the participant-authors of said theses. Since the guidelines for theses provided emphasis on Chicago-area research, it is strongly recommended that such linkage be established either in a section on Implications of
Findings/Results, or in a separate chapter altogether.

Furthermore, the Team noted the acceptability of using social research methods and techniques of data collection other than the experiment. Considering that the experiment by itself alone does not usually generate valid and reliable data in DCs, the Team also strongly recommends the use of multiple tools of data gathering by theses students drawn from the other social sciences, e.g., document analysis, non-participant observation, various content analysis approaches, and several other methods which have been found effective in field research in the DCs.

The current thrust of the research program to provide students with theoretical and practical training in research methodology and to contribute to the solution of practical family planning IEC problems and needs in their respective countries are reflected in the current studies being conducted by CFSC, namely: the communication and fertility survey in Guatemala, the media selective exposure study, the media habits survey, the content analysis of population and family planning in the New York Times (1965-1975), the status of women and population, etc. (See Appendix F). The Team anticipates that, when these studies are finally shared with their intended users, the findings should be written in a manner that points the way to decision or to action by the users, particularly in the DCs.

In assessing the research and evaluation priorities of the CFSC program, the Team is convinced that the more "evaluative" type of studies conducted overseas should be done at a later stage, as some DCs are sensitive to these types of studies, especially if undertaken by non-indigenous researchers. Studies on how to use the various media effectively for specific purposes, which strategies are more effective than others given specific situations, what type of content appeals are more effective than others to achieve a particular purpose, say, counteracting rumors against a certain brand of pill are relatively more "safe" to do and are also more "acceptable" to family planning administrators in these countries. Moreover, the CFSC staff, which recently has been expanded to include young but capable researchers, is fully prepared to do these types of studies. Hence, it is recommended that they be given priority over the purely evaluative studies. Evaluation, however, should be included in the training program of the CFSC involving appropriate subjects.

The Team does not advise that overseas research be completely borne by the CFSC, as in the case of Guatemala where no financial commitment was made on the part of the government, even to the extent of providing transport and accommodation for the field researchers.

Students should be required to come with sufficient basic data and background material of their own country to enable them to adapt research findings to their country situation as much as possible, and not simply to speculate, and related IEC research data, if available.

So far, no research component has been formulated in the Population Education program, apart from individual research carried on by
graduate students. Of course, the program started only in 1974 and suffers from extreme shortage in staff; nonetheless, the Team perceives the need to plan for a research component even by the latter part of phase II recognizing the almost complete absence of world-wide research in this new field.

Cross cultural research in population education can be started with the assistance of Asian institutions--which are more advanced in this field than organizations in any other region. Research proposed includes pretesting manuals for teacher use, study of the effectiveness of different teaching aids in the various school levels, a study to determine the awareness and knowledge of youth and teachers of population and family planning, experimental control studies in small communities to test the impact of the school only in teaching population education vis-a-vis the impact of the school and selected reinforcing agencies, and a study on the congruency of opinions on family size and quality of life aspirations between parents and children.
VI. SPECIAL CONFERENCES AND SEMINARS AT THE UNIVERSITY OF CHICAGO

Special conferences and seminars are a most important aspect for continuous revitalization of the program and for self-evaluation. For this reason the evaluation team decided to elaborate on this section to find out whether the program is modifying its various aspects accordingly.

Whenever deemed necessary to follow-up most recent developments in the field of population communication and population education, and to give new directions to the program, meetings of experts of international organizations and specialized agencies are organized by the University of Chicago--apart from participating in or co-sponsoring regional conferences. In fact, in tracing the themes of these seminars one can clearly detect the developments in the fields of population communication and population education.

At the initial stage of the program, when the University of Chicago applied to AID for a training award, the most serious problem of IEC for family planning was the highly diverse thinking about what should be done. Several large interested organizations had recruited a staff of specialists to deal with this subject, and each was developing a program. There had never been a general meeting of representatives of these organizations that focused on communication. In December of 1971, the CFSC co-hosted with the East-West Centre a conference which brought together for the first time the IEC professionals from numerous international agencies. The title of this conference was "Blueprinting Plans to Support the Information-Communication Components of Family Planning Programs During the 1970's." No consensus was then reached.

In July 1972, a second conference was organized comprised almost entirely of representatives from developing countries. It dealt with the topic "Expanding Population Communication in Less Developed Countries to Meet the Challenge of the World Population Problem." The delegates from the developing countries each prepared a paper submitted in advance.

Out of these conferences came a project to prepare a symposium of the various views on population IEC. Under the able editorship of W. Bert Johnson, assisted by Frank Wilder and Donald J. Bogue, a volume entitled Information Education and Communication in Population and Family Planning: A Guide for National Action was prepared. This book sought to represent all the various opinions that existed in the field, and to try to draw them together into a more consistent and compatible overview. The volume was widely distributed throughout the world. This exercise did a great deal to bring a sense of professional collegiality to the field and to state the various problems in a way which would enlarge collaborative attack upon them.

At a later stage of the development of the program two most impressive meetings were organized in 1975: a conference on "Training Needs for Family Planning Information-Education-Communication 1975-1980," held on 5-6 March, and a seminar on "Population Education," held on 9-11 December.
The basic objectives of the first conference were to: a) review the total needs for training of information-education-communication (I-E-C) workers for population and family planning for the next five years; b) discuss the role which American and European universities should or could play in meeting these needs; c) review the population communication and population education programs of the University of Chicago and arrive at recommendations concerning its future magnitude, content, and emphasis.

Among the basic recommendations of the aforementioned conference is the general agreement that the three components (counselling, group work, and mass media) need to be organized and integrated into a single communication strategy. A more balanced mix derived from the accumulated research and experience from around the world needs to be arrived at as a national communication strategy. This integration needs to take place at both the actual operative level of program action and at the training level for IEC. This balanced mix remains to be achieved by the Chicago IEC training program.

A second basic recommendation which the University of Chicago is driving to in the second phase of the program is the in-country institutional development approach towards training, and the continuation of international training because of the limited and scarce high level professionals in DCs. A basic issue raised by Gerald Winfield is that "we must be careful to identify at what level in the IEC operation we are going to speak of professional communicators and at what level we are going to talk about professionals who communicate as a part of their job." Such basic issue provides strong continuation of support to the present emphasis of the communication program on techniques of persuasion rather than on media per se.

The Population Education seminar was concerned with research and teaching of population education in American universities. It dealt with critical issues of this new field which has not yet emerged into a new discipline. These included the adequacy of the knowledge base for building population education curricula, with special reference to short-term training; values and approaches to Population Education; a curriculum critique of the Unesco International Study of the Conceptualization and Methodology of Population Education (ISCOMPE); the advantages and disadvantages of establishing an association of university-based population educators in the United States as a segment of the International Population Education network; cooperation with national and regional population programs and associations on how to proceed; the state and implications of ISCOMPE for the field of Population Education; the PLATO approach to population education teaching and speculations on its future use; population education research and evaluation needs; and the development of population education periodicals.

As a result of the aforementioned seminar, a Society of Population Educators in the U.S. was formed. The University of Chicago serves as its secretariat. The Society plans to issue a newsletter to systematize available literature in the field. An editorial board will be responsible for the newsletter. A meeting has been set for November 21-22, 1976, in New York City to discuss the ISCOMPE report and to deal with organizational
concerns. Although it is premature to express a desire that the newsletter be disseminated to specialists in DCs, it is a point worthy of consideration in the planning stage.

These conferences and seminars remain to be followed by a workshop in which country specialists are to be invited who are in a position to articulate the international training needs of their countries and/or regions.
VII. TRAVEL BY SENIOR STAFF FOR CONSULTATION AND FEEDBACK

This activity is a recent, most dynamic aspect of the expansion of the program that can greatly assist in providing the necessary feedback, modify the program continuously and meet the local needs of individual countries.

Travel funds allocated to the program allow for visits to at least 10-15 countries annually. These visits have multipurpose objectives, some of which may be combined in the same mission, including: (a) orienting faculty members to country situations; (b) establishing contacts with viable institutions interested in or carrying out work in population communication and education; (c) following up the graduates of the Chicago population program and evaluating their contributions in their respective countries in terms of the positions they engage upon returning home and programs or activities in which they are involved; (d) making arrangements for organizing regional workshops and seminars; (e) making arrangements for initiating projects of carrying research upon country request; and (f) assisting in establishing regional training and research centers in the field of population IEC.

An additional purpose necessary to expand the contacts of the University of Chicago in the coming phase is to visit countries without population policies or family planning activities. Such countries should not be neglected. The awareness of their intellectuals to the implications of population dimensions can be stimulated, and participants from these countries can be invited to attend regional sessions and summer workshops at the University of Chicago.

One of the most commendable aspects of overseas visits is that they will not be limited to the CFSC faculty, but will be open to any committed faculty with appropriate interests. This wise policy greatly minimizes interdepartmental sensitivities and enhances the possibilities of interdisciplinary feedback. Outside specialists helping in the program are also involved in overseas consultations. For example, Dr. Craig was requested to assist the Egyptian Population and Family Planning Board to develop some films for the program.

One of the major concerns of the Team is that sometimes the "one mission man" may visit three to five countries in the same trip with the purpose of minimizing cost of travel and because of his time limitations and university commitments. Such visits can certainly give "a feel" for the country. Yet it is questionable whether contacts made during these brief missions would not be biased in favor of some institutions which cater to selective audiences or students. It is also questionable whether the short time allocated to each country is sufficient to gain minimal insight of what is going on in these countries. It is therefore advised not to include more than three countries in the same mission, unless it is a team of more than one faculty member, or that the purpose of travel is simply for initial orientation, for establishing contacts but not for final decisions of initiating a project. Even for orientation purposes, the minimal period of visit should not be less than five days.
VIII. STAFFING OF THE PROGRAM

Because of the expansion of the overseas work in Phase II it is necessary to strengthen the administrative capabilities and the academic staff. Until 1976, the Program was administered by a Director, one Assistant Director, and an Administrative Assistant. As of June 1976 another Assistant Director was appointed and in August an Administrative Officer was appointed to assume as many of the non-routine administrative duties as practicable in order to free the Director for research, teaching, and overseas work. An administrative secretary will take over the more routine duties formerly performed by the administrative assistant.

The CFSC overall programs will continue to have a horizontal organization pattern, whereby two Assistant Directors and Project Directors have direct responsibility for the administration of research and other programs. This arrangement will serve the orderly administration of the Center in terms of its relations with other offices on the campus and internal day-to-day functioning, even when senior staff are overseas.

The Team was impressed with the overall high quality of the CFSC staff, and the calibre of the work done. The Team is equally impressed with the sensitive and able direction of the program leadership which has succeeded in making the staff work as a team. The staff has not been set apart; there are no special offices, no visibly different standards.

Ph.D. students assisting in the CFSC programs have different interests and their training is varied, an aspect most commendable for complementarity of labor division and for enriching the program. There certainly is good use of graduate students to supplement shortage of staff.

The Population Education program in 1974, 1975, and 1976 has been conducted using about 2/9ths of the time of one faculty member in Education and the assistance of a second faculty member in Education about 1/9th of his time. To date no expansion of the core staff in population education has taken place although it is hoped that a full-time (12-month appointment) research associate, instructor, or assistant professor can be recruited by October, 1976. It is advised that such a person have experience in DCs and that his training not necessarily have been in education but in sociology or anthropology or population studies. Another full-time assistant is needed.

It was earlier mentioned that a serious difficulty is the lack of communication-based faculty. There is not a single person with an advanced degree in communication in this program offering a Master's degree in communication. Major efforts should be made to somehow alleviate this inadequacy—in the hiring of new faculty, by attracting visiting faculty, or perhaps by cooperative arrangements with other universities in the area.

To overcome shortage in staff with ongoing regular involvement in the population education or communication programs, many faculty members in teaching, administration, and research from different Departments should be involved closely through the Faculty Advisory Committee that both Professors Rogers and Griffith have agreed to form.
It may be possible to attract senior faculty from overseas universities who are about to go on sabbatical leave as visiting faculty or as postgraduate visiting resident staff. This approach should be welcome as it is in support of the policy of some governments in the DCs of discouraging "brain drain." In either capacity the visiting faculty can assist the CFSC staff be performing multiple roles: lecturing on either a periodic basis or on special topics only, advising the staff on how to make the various activities of CFSC more responsive to the problems and needs of the DCs, participating in media production work or in planning and implementing research projects. Appropriate financial remuneration can be made depending on the role(s) played by the visiting staff.

It has also been observed that the program seems to lack persons with extensive professional experience in DCs. Years of actual work with the problems in such countries provide crucial dimension to the quality of student advising, selection of program emphases, selection of thesis topics related to DCs, and conceptualizing research in DC sites. It may be useful to arrange for visiting consultations/lectureships for senior staff involved in the program in overseas universities undertaking population IEC and population education programs, particularly those with foreign funds. This approach can also be mutually beneficial to the institutions concerned if the appropriate arrangements are made.
IX. COMMUNICATION LABORATORY

The communications laboratory was established in 1971 for the purpose of building up a facility which would: (a) make it possible for students to get practical experience in the production of communication materials, (b) provide orientation and experience in the administration of a communication facility or unit in his own country, and (c) give the student experience in using the laboratory facilities to process communication research data and knowledge of how to manage such a facility for communication research.

It is the expectation of CFSC that degree students preparing to become trainers in universities or to serve as managers of family planning IEC programs need to have a general knowledge of the equipment and their uses. On the other hand, students in the summer workshops who generally lack skills in handling or using the equipment are expected to acquire these skills. For these students the communication laboratory is intended to facilitate the acquisition and/or mastery of such skills.

It is the feeling of the Team that the communication laboratory is adequately equipped to carry out its intended tasks above. This is supported by student responses obtained from interviews conducted by the Team. Without exception, the students expressed satisfaction over the equipment, particularly because the equipment is of the relatively less sophisticated, low-cost type which enables them to relax in using it and also allows more ready replication of the results overseas.

The Team has some question as to the relative emphasis on film as a medium (e.g., as compared to radio, print, etc.) and there is also some question as to the overall emphasis on the media laboratory work in relation to problems of administration, communication theory, and other aspects of the program. Perhaps there should be less required media laboratory work, with an opportunity for students to elect to specialize in this area if the home country situation requires it. Students might also be allowed to select three or four media rather than have to work in everything.
X. PHASE II OF THE PROGRAM

A. RATIONALE FOR EXTENDING THE PROGRAM

The University of Chicago CFSC/IEC program has served the world family planning movement by training more than 1100 family planning leaders since 1963. Conducted on an international level, involving representatives from more than 80 developing countries, it succeeded in promoting a new international language in the field of communication labelled Population IEC. It stood against the challenge of strong criticism and various competitors because it was able to feed the world family planning movement by high quality academic research. On the other hand, it kept changing its theories, emphasis, and approaches by continuously opening up to the unfolding experience of family planning action programs.

The Team strongly concurs with the last paragraph in the Five-Year Report that the participation of an academic institution in this program (in this case the University of Chicago) proved to have benefits on both the practical and the theoretical sides. During the first five years the gap between the two has gradually narrowed. This process of interaction and mutual assistance is only now in midstream. Within the next three to five years rapid strides toward a more complete synthesis and reconciliation of the two may be expected; the payoff to each may be even bigger in the immediate future than in the past.

B. NEW EMPHASES

The plans for Phase II emphasize expansion of the newly added dimensions of the program started in 1975. Priority order of the planned expansion activities certainly differ in the two components of population communication and population education. They are cited hereby in priority order of the communication component as stated in the CFSC work plan for Phase II. These include:

1. **Collaboration in research and evaluation.** As provided for in the draft Work Plan for Phase II prepared by CFSC, the first of the activities lined up for implementation the first year after AID approval has to do with joint research between CFSC and selected DCs with partial IPPF support, in addition to that of AID, for the purpose of improving and/or designing new programs wherever necessary and feasible. CFSC plans to meet this objective by administering a cooperative fertility and IEC survey with three to four DCs a year. The Team contends that, in view of the multitude of problems attendant to cross-cultural research, and in order to do the job adequately and well, the fertility and IEC research should be carried out in a maximum of two countries a year. This will give ample time for research team to interpret the findings for effective use in improving or planning new IEC programs in the DCs concerned. The Team also believes that the questions can be cut down to exclude questions which are part of national demographic surveys conducted periodically in countries where such studies are done.
On the other types of studies that the CFSC is planning to do overseas, the Team is of the opinion that evaluative studies, e.g., cost-effectiveness studies of communication programs, impact of IEC campaigns and pretesting of communication materials should be undertaken with and in countries which ask for or are receptive to these types of studies.

2. Joint training programs. For the projected joint training programs with DCs, the Team suggests that, in addition to the criteria laid down in the Work Plan, the following be seriously considered: (a) willingness and readiness of the participant-DC to shoulder some necessary counterpart funding; and (b) availability of local expertise in population IEC and population education as well as other manpower resources and physical facilities called for by the training. Furthermore, agreements should be drawn in clear-cut terms which provide for real collaboration or partnership in all phases of the joint endeavor, from planning to implementation of the training program. Past experience in collaborative international training in the DCs has shown that this procedure reduces inevitable irritants which arise from cross-cultural considerations to a minimum.

3. Reinforcing the development of country institutions and the establishment of regional training centers. One of the most vigorous aspects of Phase II is to reinforce the development of country institutions and the establishment of regional centers within the universities to allow the countries to reach a stage of "maturity" and "self-sufficiency" and be able, in due time, to undertake national training of their IEC and Population Education personnel on national and local levels. This will eventually lead, in the long run, to limiting international training to high calibre professionals in influential positions and university faculty members.

4. Dialogues between population communication and population education professionals. The plan of CFSC to encourage convenors of seminars and conferences at the national and international levels to include in their agenda topics, presentations, and discussion sessions which would result in the desired exchanges and interactions between professionals in population communication and population education is viewed by the Team as a sound one. This also applies to the projected meeting of representatives of some 20 donor agencies for the two subject-fields which would also include representatives of the universities both in the U.S. and abroad which undertake activities in the two areas. However, the Team suggests that as many representatives from DCs as are qualified to participate be invited to this significant conference. This approach hopefully might result in a more balanced planning for IEC and population education.

5. Traveling workshops. These workshops involve a two-person team which would hold three to five day workshops in selected countries on a prearranged basis on pre-chosen topics with selected professionals in selected DCs. The CFSC intends to hold these in at least 12 countries in a year. The Team concurs to the great merits of this activity but suggests two things: (a) that the number of workshops be reduced from 12 to 6 to allow more time for planning and assessing their effectiveness, and
(b) that the country or regional expert recruited for dealing with the topic be chosen from a list of qualified IEC and population education specialists in the DCs.

6. **Travel of CFSC personnel.** The policy of overseas travel by the CFSC senior staff and other faculty members if planned systematically and well in advance of the trips, as is evident in the Work Plan, is highly recommended. They are especially valuable as they provide first-hand knowledge and realistic insights derived from such knowledge on the IEC and population education problems and needs of the DCs visited. This is only one among the many advantages already cited in the Work Plan. The Team commends the CFSC for its policy of linking these trips to other overseas activities.

**(ACTIVITIES ON THE CHICAGO CAMPUS)**

7. **Degree training in Population Communication and Population Education.** The plans to establish close linkages with selected universities in DCs which provide specialized training in population communication and education and to make admission requirements more rigorous are most essential. It's also important to further upgrade the faculty handling the advanced communication courses. In this connection, the Team reiterates previous suggestions made in this report that senior professional staff in nearby universities by considered for visiting assignments.

8. **Summer workshops.** The Team strongly disagrees with the CFSC that, in view of the many difficulties expressed by the Center in conducting this year's summer workshop due to participant deficiencies, shortage of staff, notwithstanding the problem related to the cost effective factor, that these summer workshops be cancelled. Greater efforts should be made, in collaboration with AID and other sponsoring agencies, to recruit higher calibre of participants even if the total number be reduced. It is the contention of the Team that summer workshops will continue to serve a most needed function for at least three to five more years.

The Team equally strongly disagrees with the suggestion of stopping the workshops altogether by 1978 because of the possibility of competing with regional centers for two major reasons: 1.) it will take some time before regional centers become well established and develop the necessary resource people and avail themselves of minimal training facilities and equipment; and 2.) the international "climate" of training cannot be substituted by any regional training. The Team, though, concurs with the idea that it may be a new kind of workshop and for a different audience maximizing the unique Chicago resources and setting.

The Population Education track will be modified according to a memorandum prepared for the team by Professor Griffith. The curriculum design course will be offered as an elective. The population education track will be continued with increasing participation by visiting guests.
Because of the interest in administration which has come to the fore each year, the Director of the program sees the necessity of adding a course in educational administration to be taught at an applied rather than a theoretical level. He proposes that a visiting professor may be engaged to conduct this course in as much as there is no appropriate faculty member at the University of Chicago who would be available to lead such a course.

9. Postgraduate residencies for Population Communication and Population Education. Postdoctorate individuals will be encouraged and assisted to spend several academic quarters at the University of Chicago to fill in the gaps they perceive in their preparation and expertise in population communication and population education. The presence of such visitors will enrich the program and add valuable insights to it from DC situations.

10. Publications. The plans to expand and improve the publications program of the CFSC are excellent. The Team considers it most essential to increase the number of media monographs to be published as well as the range of topics for these publications. The idea of recasting the publication of Family Planning Resume as Family Planning and Population Education Resume reinforces attempts for more integration between the communication and education components. The Team favors the constitution of a board of referees to review the articles before publication, provided it should not be confined to members of the American Society of Population Educators. The Team recommends a DC bias in the media monograph content as well as in the membership of the board of referees to insure relevancy to the end-users in the DCs.

In relation to the distribution system, the Tear suggests that in addition to AID, other international population funding agencies be requested to assist CFSC in updating and expanding its list of recipients. The Team further suggests that, in the matter of deciding what publications to translate, the guiding principle should be relevancy of content to the problems and needs of the DCs.

C. FINANCIAL ISSUES

Provision should be made in the budget for appointing two fulltime assistants in the Population Education program to reinforce it and to allow the Associate Director of the program to give attention to overseas activities. (Appendix I and J)

The Team concurs with the CFSC Work Plan for Phase II that arrangements should be made by AID to permit fellowship funds awarded to the CFSC to be used to supplement the stipends of United Nations organizations in order to bring them up to the amount that would permit training within the U.S. Students attending this summer workshop complained of the disparity in their financial allowances between various sponsoring agencies.

Some administrative problems have arisen during the early overseas workshops in paying for certain services in the host country through the University of Chicago Bursar's Office. Because of the distance involved
and local conditions and customs it is often difficult to ensure compliance with all of the University regulations for disbursement of funds. This problem may be resolved by always working in collaboration with a host country institution which will be responsible for local hiring and other arrangements, including compliance with host country regulations. The collaborating institution will then bill the University of Chicago for its share of the expenses and have the bill certified by the local USAID population officer.
XI. SOME GENERAL CONSIDERATIONS

An issue that must be frankly faced is that the international climate is not yet fully receptive to graduate degree training for population/family planning IEC workers. The need for effort in this area is widespread and growing, but the grasp of the dimensions of the problem is still incomplete. Too often it is assumed that a short course or a few methods manuals will be enough to enable an intelligent person to operate effectively in this area. It is the same in the area of advanced planning, where elaborate projections are made for needs in the area of supplies and equipment but it is assumed that whatever may be required for education and communication can readily be pulled together on short notice. Often there is insufficient recognition of the need for professional analysis of the communication aspects of the problem, the development of a long range plan, and the creation of the communication tools and resources that will be required. This task is the domain of the communication specialist, and calls for a degree of professionalism that cannot be obtained through short term training.

Some of the problems of finding qualified applicants for the CFSC program may stem from reluctance on the part of some program officials to allocate scarce training funds for this area, which indicates that a part of the IEC task is to reach decision makers with the importance of this aspect of the work and the dimensions of the task. Means should be explored for encouraging training sponsorship from other agencies. One possibility would be cooperative funding, in which more than one agency participates in the funding of a given individual.

Another issue that must be dealt with over and above others is one that has been echoed and re-echoed in earlier sections of this report; that is, the absence of a mechanism that would start integrating the many and diverse allied fields in communication now existing at the University of Chicago in its various schools and departments which offer communication and communication-related courses. These schools and departments and some of their relevant course offerings include the following:

a) School of Business: Bus. 396, Social Psychology of Communication and Attitudes; Bus. Market Communication; b) Library School and Department of Behavioral Science: Lib. Sc. 406, Information Storage and Retrieval; Lib. Sc., Audio-Visual Communication; Beh. Sc. 303, Non-Verbal Communication; c) School of Education: Ed. 339, The Acquisition of Values; Ed. 443, Dynamics of Behavioral Change; Ed. 382, Adult Education; d) Department of Sociology: Soc. 344 & 345, Principles of Communication I & II; Soc. 349, Techniques of Communication Research; Soc. 501, Seminar in Communication Research; e) Department of Anthropology: Anth. 272, Language in Culture; Anth. 375, Linguistic Theory; etc.

All of the above offerings, which are listed in the Division of Social Sciences Announcements, are as many or even more than what are available in some communication programs in other schools in the United States. Further, some of the faculty offering them enjoy international reputations. And more importantly, these courses are existent and are offered regularly by the above units mentioned. When interviewed about the matter, the Chairman of the Divisional M.A. Program categorically
stated that the formation of a Committee that would start the task of giving more than individual, *ad hoc* counselling to graduate students in communication as well as give advice toward a greater integration of the different courses above, is possible and will not require deliberation of authority higher than that lodged in the Divisional M.A. Program of which he is head. The University of Chicago Provost himself hinted that while the formation of such a committee is difficult, it could be done informally if the interested faculty would do it. The Divisional M.A. Program chairman who supported this view stated that the initiative needs to come from CFSC as it offers the graduate degree in communication and social development. This is an IEC task that belongs and is a challenge to CFSC leadership.

A third issue involves the consideration of the formation of an international advisory board composed of persons with long experience in communication, family planning, development sociology, and education, all with special attention to the DC context. Such a board might be organized by the CFSC, or it might be set up by AID independent of the CFSC. Indeed, it might be called upon to consider broader issues than this particular training program if the members are selected with appropriate qualifications. Membership should be largely drawn from DC institutions or individuals with extensive DC professional experience. Such a group could be appointed on a one-time-only basis, with a new group every year or so, or it could be set up on a continuing arrangement with rotating terms to provide for a constant flow of new thinking as well as some continuity.

Consideration should be given to going along "within limits" with the post-Bucharest world trend of attempting to tie some IEC overseas research to demonstration action programs related to the development process. According to the AID report on U.S. Population Related Assistance (April 1976, p. 26), developing countries have to find the pressure points of the development process that most encourage lower fertility and focus on them. It is "purely" family planning IEC in some countries or else it will be viewed as "conventional." Research can be geared in some countries to test approaches of IEC family planning programs only versus a combination of development efforts and IEC starting with AID development programs themselves. Without jeopardizing the primary purpose of a given development program of AID; like health, education, nutrition, agriculture, etc., Chicago IEC programs in connection with these efforts may be able to gain a secondary but significant impact on fertility through reasonable and feasible changes in program design and implementation.
XII. GENERAL COMMENTS ON THE UNIQUENESS OF THE PROGRAM

In general, the Team views with satisfaction the accomplishments of the Five-Year Program of International Training and Research in Family Planning IEC and Population Education of the CFSC of the University of Chicago. After five years of operation, the Program appears to have accomplished most of the tasks it originally set out to do under the AID grant. Some deficiencies of and difficulties faced by the Program cited earlier in this report in no way diminish the significance of the accomplishments thus far achieved, as well as the high levels of satisfaction generated by it which have been brought out in the information obtained by the Team from interviews with various key officials of the University of Chicago and the CFSC, Ford Foundation, Planned Parenthood of Chicago, etc., and students in residence enrolled in the summer workshops and degree programs of CFSC. These accomplishments have also been documented in letters, reports and publications provided the Team by the program sponsor, the AID. A close look at these accomplishments helped the Team distinguish the features which give the Program some uniqueness not found in other programs. These include:

(1) The vast amount of knowledge and experience generated and disseminated by the Program, much of it still to be documented, which, in the opinion of the Team, can potentially contribute to and can be drawn upon in Phase II by the various participating national family planning programs in the DCs toward making the IEC component of their programs more efficient and effective.

(2) The integration of training and research and, to a certain extent, the development of communication materials in the Program itself so that those components support one another. The integration of these three components remains to be fully realized in Phase II of the project.

(3) An important aspect which accounts for the uniqueness of the Program is the integration of the "Project" itself in the regular graduate program of the University of Chicago. The setting of the program in the University itself provides the opportunity to "train" by interaction more students than those currently enrolled in both the workshops and the degree programs. This feature is of particular significance because not too many universities in the United States have a graduate program linked specifically to population communication and education. The rule is the linkage of population to the general area of social and economic development.

(4) The DCs generally place a high premium on education. Universities are equated with intellectuality, integrity, dignity and general credibility linked to trustworthiness and hence, acceptability. The setting of the program in the University of Chicago therefore can be viewed in this light insofar as the DCs are concerned. True, there usually exists a practitioner bias against academia but this attitude has been slowly changing. This change has, in part, been due to the changing character of many universities too, particularly in some of the DCs. Professors have started to descend from their ivory towers and have become not merely more problem-oriented but also people-oriented. The CFSC, as
previously discussed in this report, has paved the way for this change through its research program.

(5) The unique character of the CFSC program also lies in the multifaceted IEC activities undertaken by the staff and students—research, evaluation and experimentation, development of supportive communication materials, training on both the short-term and the longer-term levels and providing IEC consultation services in this country and in selected DCs. In addition, it has expanded its IEC program and launched a new component and this is the emerging field of population education. As far as the Team knows, there is only one other program similar to CFSC's and it is located in Asia. This program, which has international funding and which also started in 1971, performs all the above functions too, in one program, except the population education component. This is the UNFPA-funded UP-IMC/UNESCO/POPCOM Project in Research, Development and Training in Population Communication based at the University of the Philippines in Diliman, Quezon City, Philippines.

(6) The present and expanding future unique contributions of the Program in Phase II can be viewed from three vantage points, namely: a) reinforcing interdisciplinary collaboration within the University of Chicago; b) continuing feedback within the U.S., with the U.N. and other international agencies to avoid duplicating what others are doing and maintain the uniqueness of the program; and c) more importantly (as related to Program goals) making the IEC and Population Education components of family planning programs in the DCs in the various continents of the world more effective. It is in this third role where the uniqueness of the Program can find full fruition.
XIII. SPECIFIC RECOMMENDATIONS

Based upon a study of the accomplishments, problems and prospects of the Program of CFSC on Training and Research in Population Communication and Population Education and the Work Plan for Phase II, and taking into account the severe time limitation under which the Team did its work, the following specific recommendations are made for the consideration of AID and the University of Chicago.

1. Considering that there is no department of communication at the University of Chicago, in spite of the fact that the University offers a graduate degree program in communication and social development, it is recommended that a communication committee be formed without delay composed of interested faculty presently teaching communication and allied social science and humanities courses under the Divisional M.A. Program.

2. Considering the extreme shortage of educated personnel in population education in most regions of the world and the large number expected to be trained in the future by the program, it is recommended that the program should be strengthened in all aspects particularly in staffing and funding.

3. Considering that CFSC country consultations in many DCs revealed that there is a greater need for training in the short-term workshop basis than there is for the Master's and the Ph.D. levels, and that there appears to be a trend that this would continue for some time, it is recommended that the summer workshops in population communication and population education at the University of Chicago be continued for at least three more years, and strengthened.

4. Considering the scarce budgetary resources in the DCs and the resulting apparent reluctance of decision-makers to spend for the professional training of their personnel in population IEC and population education, it is recommended that AID accelerate efforts toward increasing the number of joint fellowships with international funding agencies for the above programs.

5. Considering the many advantages offered by overseas workshops and seminars in terms of expanding awareness and knowledge of international family planning IEC and population education programs, identifying IEC research and training gaps needed for redirecting family planning programs, modifying strategies and pointing the way to closer collaboration between countries, it is recommended that provision for adequate funding be made to ensure periodic holding of such meetings.

6. Considering the many purposes that travel by CFSC staff for consultation and feedback serves—obtaining feedback to make the CFSC program more responsive to DCs, following up CFSC graduates, arranging for joint seminars, assisting in establishing/strengthening regional centers for IEC research and training—it is recommended that this activity likewise be supported and strengthened and that these centers be acknowledged as of international prestige.
7. Considering the great demand for and need to conduct joint research and training activities with DC sponsoring institutions as well as the many difficulties attendant to such joint endeavors, it is recommended that adequate funding be provided for such joint activities and that definitive criteria and clear-cut agreements be mutually agreed upon to minimize such difficulties.

8. Considering the articulated need by participating countries to make CFSC publications more relevant to the needs of the DCs, it is recommended that these monographs cater to these needs and that a Publication Advisory Board be formed to plan and monitor this aspect of the Program. It is further recommended that a board of referees with membership from the DCs be formed to review the manuscripts.

9. Considering the difficulties of the degree programs in population IEC and population education resulting from the low academic and language calibre of some students, it is recommended that appropriate admissions requirements be adhered to.

10. Considering the small number of students seeking admission to the summer workshops and the degree training programs in population IEC and population education, it is recommended that CFSC increase efforts to reach decision-makers and convince them of the necessity for supporting professional training in these study areas.

11. Considering that research findings and consultations with DCs have shown that interpersonal communication, counselling and group work are most effective and supportive to mass communication and considering the proven effectiveness of the multi-media approach to family planning, it is recommended that interpersonal communication and counselling be given greater emphasis in the CFSC program.

12. Considering the need for more integrated multi-media approach to make family planning programs more effective, it is recommended that the program interweave more closely the population communication and population education components of the program.

13. Considering the projected emphasis on overseas activity in Phase II as well as the continuing responsibility for training and research in CFSC, it is recommended that the leadership base of the program be broadened and strengthened by appointing senior associates.

14. Considering the need for continuing liaison among national and international organizations to follow trends in the population communication and education fields, it is recommended that an international advisory board be set up by CFSC or AID (PHA/POP/IEC) composed of persons with long experience in communication, family planning, development sociology and education, all with special attention to the DC context.

15. Finally, taking into consideration all the findings of the Team based on the discussions with various key officials of the University of Chicago, the program staff and participants and on an exhaustive review of all the documents relating to the five-year work of the program as
well as the proposed Work Plan for Phase II, the Team is of the conviction that there is a strong case for the continuation of the Project for an additional three to five years beyond 1976.

NOTE: Following a review of the Team's recommendations with officials of the program at the University of Chicago, Dr. Bogue prepared a Response which appears as Appendix K of this report. The Team was debriefed in AID/Washington on August 18, 1976, and a list of attendees appears as Appendix L.
APPENDICES

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COMMUNITY AND FAMILY STUDY CENTER
University of Chicago
August 4-17, 1976

University of Chicago

Dr. D. Gale Johnson, Provost, University of Chicago

Dr. William Kruskal, Dean of the Social Sciences Division, University of Chicago

Dr. Salvatore Maddi, Chairman, Divisional M.A. Program, Division of Social Sciences, University of Chicago

Dr. Philip M. Hauser, Director, Population Research Center

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Dr. William S. Griffith, Associate Director (Population Education) CFSC: Chairman, Associated Faculty, Adult Education – Lifelong Learning, Extension Education and Population Education, Department of Education, University of Chicago

James Crimmins, Assistant Director (Communication Research), CFSC

Jane Trowbridge Bertrand, Assistant Director (Communication and Population), CFSC Participants in Tracks A, B and C, Summer Workshop, CFSC

Agency for International Development

Dr. Reimert T. Ravenholt, Director, Office of Population, Agency for International Development, Washington, D. C.

Griffith Davis, Deputy Director, IEC Office of Population, Agency for International Development, Washington, D. C.

International Planned Parenthood Federation

Dr. Benjamin Viel, Director for Western Hemisphere, International Planned Parenthood Federation, New York

Mary Jane Snyder, President, Planned Parenthood of Chicago

Other International Agencies

PROGRAMS IN POPULATION COMMUNICATION AND EDUCATION

STUDENTS IN THE TRAINING PROGRAM

as of July 1, 1976

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Students: Training Program

COMMUNICATION PROGRAM

Master's Degree

Akbar, M. Javed
Dac, Dinh Cong
Feteha, Mohammed
Goonasekera, Anura
Suharto, Bar

Ph.D. Degree

Buutap, Nguyemp
Copp, Brian
Crimmins, James
Trowbridge, Jane

POPULATION EDUCATION

Master's Degree

Erku, Yimer
Feteha, Mohammed
Hills, Jane

Ph.D. Degree

Chalee, Pongjorearn

Students: Summer Workshop, 1976

TRACK A:

Azza Hamad Beshir
Razia Begum
M. Said Farah
Farida A. H. Gadou
Trinidad Flores
Zeinab Hassan
Jane Hills
Atef Hanna Nada
Ram Pradhan

TRACK B:

Pipat Greigarn
Theresa Hembrador
Md. Ibrahim Kurd
Vacharin Ruayajin

TRACK C:

Romsai Klasoonton
Mounira Fahim Ishak
## STUDENTS GRADUATED FROM THE POPULATION COMMUNICATION PROGRAM

(through school years 1972-76)

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PARTICIPANTS IN CHICAGO SUMMER WORKSHOPS: 1971-1976, cont.)
COMMUNICATION RESEARCH CURRENTLY UNDERWAY
AT THE COMMUNITY AND FAMILY STUDY CENTER

The Communication Laboratory currently has six research projects underway. They are as follows:

1. Guatemala I-E-C Family Planning Study
2. Masters Degree Selective Exposure Project
3. Cook County Waiting Room Project
4. Media Habits and Preferences Project
5. Content Analysis of Family Planning News Reporting
6. Public Opinion about Sex Education for School Children

A brief description of each is provided below.

1. The Guatemala I-E-C Family Planning Study.

As a reaction to the inadequacies of typical fertility surveys to provide the detailed information needed for planning the communication component of family planning programs, the CFSC developed a "Cross-Cultural Inventory for Family Planning Information-Education-Communication." This was done over a period of about four years, and was based upon a review of research efforts in many countries as well as field research at Chicago. This instrument was pretested in a low income population in Chicago. Beginning in May, 1976, the APROFAM (private family planning association of Guatemala) and the CFSC began to administer this inventory to a probability sample of families in rural Guatemala. Jane T. Bertrand is the CFSC director of this program.

Guatemala has had a family planning program for more than a decade, but it has had only limited success—especially in rural areas. It is the goal of this project to carry out a sequence of steps:

(a) Learn what are the obstacles to mass adoption of family planning
(b) Develop an improved communication plan for overcoming these obstacles, based upon the findings of research
(c) Launch a new cycle of family planning communication effort, with a community-based distribution system to back up the communication program.
(d) Evaluate the effectiveness of the I-E-C program and introduce further refinements and improvements as may be desirable

The taking of the inventory, therefore, is only the first step in what is a nationwide experiment. The CFSC is committed to APROFAM to maintain collaboration with this program throughout all four steps.

The inventory for the field work is now nearly two-thirds completed. There are to be about 600 interviews, 200 in each of three regions. One of the regions is the Western Maya (indigenous) region, where birth rates are extremely high. Data for the first 100 cases have been coded, punched and a tabulation of frequency distributions made. A preliminary analysis of these data is now being made.

A five-day conference is scheduled for early November of this year to present the findings of the research (covering all three regions) to a group of family planning administrators and communication specialists. From this conference it is intended to develop a new communication program for Guatemala. We hope to involve CIACOP (Latin American Institute for Communication on Population), the press, radio, television and advertising organizations of Guatemala, the Ministries of Health, Welfare and Social Security and communication faculty at Guatemalan universities in this conference. It is hoped that they will be available for carrying out the communication program which emerges.
After the new communication plan is developed, the production branch of CFSC (Scott Craig and co-workers) will collaborate with the I-E-C unit of APROFAM to produce the new communications. Preliminary work on this part of the project is already beginning at CFSC as a parallel to the analysis of the results of the inventory. We hope to be able to submit concrete ideas for discussion at the November conference, in order to make the communication plan itself more realistic.

Three weeks after the meeting in Guatemala there is to be a second meeting of all of the directors of I-E-C units for family planning in Latin America. This meeting is being sponsored jointly by International Planned Parenthood Federation (Western Hemisphere) and by AID. This will also be a five-day conference to discuss the implications of the Guatemala project for family planning in Latin America. As an outcome of this meeting, CFSC hopes to be able to repeat the Guatemala experiment in several other countries of Latin America.

Dr. Bertrand is to be employed full-time at this endeavor if the need for our communication research in Latin America develops and the funds are available.

2. Masters Degree Selective Exposure Project.
This project was undertaken in order to provide the Masters Degree students in the communication program with practical experience in conducting communication research in an experimental context. It was also undertaken to explore one of the fundamental premises of the entire CFSC communication research program: conducting communication research in more realistic settings with more normal audiences. Most of the theories currently being used in communication practice are based upon research performed under highly artificial conditions—in laboratories using college students as subjects. We believed that the validity of extrapolating these principles of motivation, persuasion, attitude change, etc. to general populations requires their replication or retesting in more true-to-life settings, using as respondents people of the type which will be the intended audience.

This particular experiment undertook to test two hypotheses which are of fundamental importance in communication:

(a) The "selective exposure" hypothesis—that people tend to reject information ("tune out") information that disagrees with the beliefs or opinions they already possess, and to select ("tune in") information that agrees with these beliefs.

(b) The "motivation" hypothesis—that communication which actively seeks to motivate or persuade the audience is more effective in changing attitudes or behavior than communication which simply provides factual information.

A sample of women who had been clients at one of the clinics of Planned Parenthood in Chicago were selected as respondents. These women were contacted individually in their home by an interviewer who carried out the experiment. The experiment (described below) pertained to five topics:

- Effect of the birth control pill on health
- Abortion
- Teen-age pregnancy and the need to inform teen agers about contraceptives
- Vasectomy
- Interracial marriage

The steps in the experiment were as follows:

**Step 1.** The attitudes of the respondent toward one of the above topics was inventoried.

**Step 2.** The respondent was offered a choice of hearing one of two versions of an audio taped message on this topic. One version had a title (and content) that clearly indicated it favored the topic. The other version had a title (and content) that was equally obviously in opposition to the topic. By selecting which tape to hear the respondent was selecting the message to which he chose to expose himself—one that would agree or disagree with the attitudes he had just reported.
Step 3. Steps 1 and 2 were repeated for a second topic in the above list. Each respondent therefore provided information concerning two of the five topics.

Step 4. The interviewer closed the interview by collecting information about the respondent which might explain his behavior. This included age, educational attainment, locus of control (Rotter scale of inner-directedness vs external directedness), etc.

Step 5. After a period of 4-6 weeks each respondent was telephoned or visited to obtain information concerning her recall of the message she had heard and of her present attitude toward the topics concerning which she had been interviewed. This permitted us to measure attitude change, if it had occurred.

James Crimmins is the project director for this study.

A special feature of this research was that in one-half of the cases the tape which was played to the respondents contained a message that was purely factual, while in the other one-half of cases the message was one which was strongly "motivational." Both messages were of equal length and were read by the same person. At the follow-up interview we were able to measure whether the motivational version of the message had a stronger impact in inducing attitude change or in influencing recall than the informational version.

This body of data was collected for more than 350 respondents. It provided the M.A. thesis data for 10 students. Each student selected one of the five basic topics and one of the two hypotheses for his analysis. The staff of the CFSC is now synthesizing the results of this research to assemble a coherent and unified set of results summarizing the data across all topics.

This project will also have a most valuable by-product. Each of the five topics concerning which information was gathered will become the subject of an analysis of the content of attitudes and beliefs expressed. Thus, it will provide information about opinions concerning the safety of the pill, about abortion, about teen-age contraception and about vasectomy. The issue of racial intermarriage was introduced into the experiment in order to provide a controversial issue not related to family planning. Those data are being analyzed and reported as a separate study.

Full exploitation of these data will be made during the months of August and September of this year, and the final reports will be available in early autumn.

3. The Cook County Waiting Room Project.

The Cook County Hospital serves a very large poverty-stricken and low-education population of the inner slums of Chicago. It operates an Emergency Room service on a 24-hour basis. Persons who are too poor to afford medical services elsewhere come to this emergency room, where they can get free medical care on a non-priority basis (between emergencies). It is often necessary for them to wait four or five hours, during which they are bored and confined.

In collaboration with Cook County Hospital, the CFSC has installed a video-tape system hooked up with a color TV set in that portion of the waiting room where the non-emergency patients sit. Over this system we play educational films (videotapes) that deal with selected health topics. This provides some relief from boredom and gives the hospital an opportunity to provide information which this particular audience needs to receive.

The CFSC Communication Laboratory prepares these videotapes by adapting them from longer educational films. In order to do this, literally hundreds of films are searched to find segments that would appeal to this particular audience yet which contain information essential for their health. Once such a segment is found, it is adapted for the waiting room. This may involve changing the sound track or adding some supplementary film shot by us as an introduction or conclusion.
Thus far the Communication Laboratory has completed videotapes on the following topics:

- Hypertension
- Dental care
- Accidents in the home
- Smoking
- Obesity
- Venereal disease
- Pap test for cancer of the cervix

We have under production film segments on the following segments:

- Procedures of the Cook County waiting room (to orient the patient)
- Family planning
- Sex education for the young
- Mental health
- Infant death—causes and prevention
- Nutrition

The showing of these films provides us with an excellent "laboratory" in which to try out experiments in communication. We have permission to interview the clients on a sampling basis, if we do not ask questions which will invade their privacy or cause them inconvenience. This permits us to design communication experiments of a wide variety and flexibility. By altering the message, the mode of presentation, the combination of media used, and the follow-up, it is possible to test the short-term effects of communication. We have some ability to assess longer-term effects, though we avoid recording the names and addresses of patients.

Because this is a sheltered environment where public cooperation is high and where ethnicity is not important, it is a context in which our overseas students can work comfortably. We propose to use it as a source for our next cycle of M.A. theses.

The first round of research on this project has just been completed. It is the Ph. D. thesis of Jane T. Bertrand, and deals with the subject of selective exposure. Her data are collected and tabulated and she has completed a first draft of the thesis. Her final examination will be held in September.

The second round of research is now underway. It is an effort to maximize the teaching and motivational impact of this setting using a multi-media approach. The films are supplemented with leaflets, posters, and personal contact. In this round we are continuing research to identify the ailments or problems (not all of them related to health) which afflict this population and about which their information level is low.

Meanwhile, the Communication Laboratory is continuing its work on the search for new film topics and their adaptation. This involves a great deal of original scriptwriting, shooting of 16mm film, and editing. By involving advanced M.A. and Ph. D. students in this work, we bring them into close collaboration with our cadre of production experts and prepare them for work in their own countries.

4. Media Habits and Preferences Study.

In many, if not most, developing countries there is insufficient information about the media habits and preferences of the public audiences for the mass media. As a part of our communication research training we teach the students about audience measurement. They become familiar with the procedures of Neilsen, American Research Bureau, Pulse, Audit Bureau, etc. But we also instruct them in survey procedures which they can use themselves when they return home.
A review of the materials on surveying media habits and preferences revealed that there was no interview questionnaire that would be even remotely appropriate for use in a developing country. Accordingly, the CFSC Communication Laboratory set out to develop such a research instrument. D. Bogue is the project director. An interview questionnaire which inventories media habits and tastes with respect to radio, television, newspapers, magazines, book, music and drama was developed. It also includes items which can be used to classify respondents according to the audience to which they belong.

This questionnaire was completed in 1973. It was used to pretest the media habits of four groups of respondents in Chicago:

- Black, low education
- Black, high education
- White, low education
- White, high education

The interviews were taken by communication students so far as possible. Professional interviewers were employed to interview some of the black respondents because we lacked a sufficient number of black students to perform as interviewers.

Since it was developed, each generation of communication students at CFSC has learned to use this interview in classroom work and as practical experience. We have intended to prepare a monograph on the subject—complete with coding instructions and analysis plans. However, we discovered that our treatment of the phenomenon of news-attending was very skimpy. This is a very important part of all media use and is a flaw which we must remedy before going into print.

A special project on news attending is to be undertaken in the autumn of 1976. It is hoped to complete it and to bring out the monograph before July of 1977.

5. **Content Analysis of Family Planning Newspaper Reporting**

Family planners repeatedly have claimed that newspapers tend to play up the sensational and negative aspects of family planning (such as "pill scares") and often fail to give sufficient emphasis and coverage to more positive aspects. The CFSC is in the process of producing a media monograph on the use of newspapers and magazines for family planning. As a part of this program we have undertaken a content analysis of family planning news items which appeared over a ten-year period in the *New York Times*, during the interval 1965 to 1975. The *New York Times* was selected for this research for a variety of reasons. It is indexed. It is recorded on microfilm and is therefore easily retrievable. It represents a higher standard of journalism and would therefore represent the "best" performance of newspapers with respect to family planning. It is a leader and trend-setter, so that other newspapers in the U.S. could be expected to follow precedents set by the *Times*. Project directors for the study are Mary Crimmins and D. Bogue.

The study was begun in March of 1976. A complete listing of all items pertaining to population and family planning has been compiled from the Index. A research assistant has begun to locate each of these items and to make a photocopy of it for use in the content analysis. The study directors have been developing a content-analysis procedure and coding guide. Work was suspended for the summer quarter because Ms. Crimmins (a student) has summer employment outside the city and D. Bogue must devote time to the Summer Workshop on Family Planning. Work will be resumed in September. The project is scheduled to be completed by July of 1977. We will use this program to give the students in residence intensive practical experience in the content analysis of family planning communications.
6. **Public Opinion About Sex Education for School Children.**

Illegitimacy rates are extremely high in Chicago, and are climbing. The problem of illegitimacy and of premarital pregnancy is a serious one in several countries of the world, especially in Latin America and Africa. It is a topic to which communicators for family planning must address themselves. A first experimental effort to work in this area was made in 1975 by adding a small body of questions to a sample survey being conducted in the Chicago metropolitan area. These data are edited and on tape, ready for analysis. The first round of tabulations for an analysis have been performed. The study director, D. Bogue, has in preparation a journal article. This article will be completed and submitted for publication in the early autumn of 1976.

The results of this analysis show that parents of all socio-economic levels are very concerned about illegitimacy and the bearing of unwanted first births. They approve and recommend sex education programs for youth which will provide more explicit family planning information. On the basis of these findings, we hope to prepare a request for funds (joint with Planned Parenthood of Chicago) to conduct a communication experiment in this area.

**Conclusion: Plans for Future Communication Research**

The projects described above are all the product of an intensive drive, begun about 1973, to place strong emphasis upon research as a leading characteristic of the communication training and action program at Chicago. All of them, except the Cook County Waiting Room Project, will be completed by June of 1977. We are now in a process of reviewing where we stand and planning for the next cycle of studies. Although this process is still incomplete, the following points represent the directions we think we need to go:

1. We hope the Guatemala project will blossom into a series of similar studies in Latin America.
2. We hope the approach of the Guatemala project can be extended to family planning programs in Asia and Africa, so that planned efforts to improve I-E-C for family planning can be based on research findings.
3. We believe there is urgent need for intensive work on the testing and evaluation of the impact of communication programs for family planning. We have done extensive work in this area and have developed plans for conducting such research in developing countries. We would like to collaborate with one or more communication centers overseas to do work in this area.
4. We think the experimental approach to communication research, using realistic settings and more typical respondents, is valid and important. Thus, the format of our M.A. Selective Exposure project and of our Cook County Waiting Room project is one which we will continue. The topics we use for these experiments will be population-related to the greatest extent possible. We would like to help extend this type of work overseas if we can find interested collaborators.
5. We believe that the measurement of media habits and preferences is of critical importance in EC countries. We will search for opportunities to collaborate in this line of research.
University of Chicago

GRADUATE TRAINING FOR POPULATION EDUCATION AND FAMILY PLANNING

CONTENTS

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1. Introduction
   Committee on Population Education
   Description of the Program
2. Curriculum
4. Requirements of Admission to the Program
   English Language Proficiency
   How to Apply for Admission
5. Financial Assistance
   For Further Information and Assistance

Department of Education
in collaboration with
Community and Family Study Center
Division of Social Sciences
The following definition of population education currently in use at the University of Chicago is an adaptation of one proposed by Stephen Viederman:

Population education is a deliberately planned process which enables individuals and groups (1) to learn the probable causes and consequences of population phenomena for themselves, their families, their communities, their nations and the world; (2) to define for themselves the nature of problems associated with population characteristics and changes; and (3) to assess and to select for themselves the means by which they can respond to and influence the processes to enhance the quality of life for themselves and others.

The purpose of the Master of Arts degree program in population education is to prepare individuals to work professionally in the design, implementation and evaluation of population education programs for individuals and groups both within and outside of the formal elementary, secondary and postsecondary educational institutions. The master's program is intended to serve three primary groups: (1) individuals preparing for employment in population education programs or in training programs for family planning service personnel at local, state, national or international levels; (2) individuals currently employed in population education or family planning training programs who wish to upgrade their knowledge and skills as a means of increasing their professional effectiveness and efficiency and (3) individuals who have, or will assume, responsibility for training teachers and other population education staff members or training teachers in family planning training programs.

Persons who are primarily aspiring to a career in research in population education are advised to consider doctoral level study.

Committee on Population Education

The Master of Arts program in population education is guided by the following committee:

- Donald J. Bogue, Professor of Sociology and Director, Community and Family Study Center
- John R. Ginther, Associate Professor of Education
- E. Spencer Parsons, Associate Professor, Divinity School
- Joseph R. Swartwout, Associate Professor, Department of Obstetrics and Gynecology
- James Crimmins, Research Associate, Community and Family Study Center
- William S. Griffith, Associate Professor of Education, Chairman

Description of the Program

Beginning in the Summer Quarter, 1974, the Department of Education in col-

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Curriculum progress is possible though university In other cases tie emphasis may training colleges While others may tertiary, secondary and postsecondary educational institutions including teacher advanced gives which prepares them able family planning communication and dictography, tile with the Community academic unit Educational Design and implementation within the department of Education, instead it is a specialization in the special field of Educational Design and Implementation within the Department of Education, an academic unit of the Graduate Division of the Social Sciences. By collaboration with the Community and Family Study Center, which specializes in research in family planning communication and demography, the Department of Education is able to offer its students a combination of courses and other learning experiences which prepares them to be professional population educators with advanced training in demography.

Some students may elect to concentrate on population education in elementary, secondary and postsecondary educational institutions including teacher training colleges while others may focus on out-of-school, non-formal settings. In other cases the emphasis may be on informal community settings.

Curriculum

The Master of Arts degree in population education is awarded by the University of Chicago upon the successful completion of fifteen units in academic courses, seminars, workshops and tutorial study plus a master's paper that is a report of original research conducted by the student.

A five academic quarter (15 month) program has been planned on the assumption that the student will carry a full academic load (3 units) each quarter. Although students may begin their program in any academic quarter, more orderly progress is possible if entry is in the Autumn Quarter.

The curriculum is viewed by the Committee on Population Education as consisting of the following components:

1. Courses in the design and implementation of informal adult education including staff development
2. Courses in demography, family study and family planning
3. Courses in educational measurement, curriculum development and program evaluation
4. Courses in the psychology and sociology of human learning
5. Seminars on current practices and on the analysis and synthesis of population education programs
6. Elective courses selected by the student to increase his knowledge and skills in areas of his special interests and felt needs

7. Original research by each student on a topic of his own choosing.

Each student develops his own program with his advisor taking into consideration the student's current and anticipated professional responsibilities as well as the requirements of the University.

The following is an example of a five quarter schedule. In addition to the courses, seminars and workshops listed in the example, a student may select from a wide range of learning experiences including, but not limited to, those identified in the Illustrative List of Learning Experiences.

**Autumn Quarter**

- Education 382 Introduction to Adult Education
- Education 482 Seminar: Population Education
- Sociology 303 Principles of Sociology and Social Psychology

**Winter Quarter**

- Education 361 Principles of Curriculum
- Education 383 Design and Improvement of Adult Education Programs
- Sociology 344 Communication and Social Change

**Spring Quarter**

- Education 358 Evidence in Evaluation
- Education 381 Appraisal of Institutions of Adult Education
- Sociology 320 Sociology of the Family

**Summer Quarter**

- Education 510 Workshop: Curriculum Design and Analysis for In-School Population Education
- Soc. Sci. 316 Foundations of Population Communication and Education

**Autumn Quarter**

- Education 303 Educational Psychology
- Education 443 Dynamics of Induced Social Change
- Sociology 360 Introduction to Population

**Illustrative List of Learning Experiences**

**Education**

- 300 Philosophy of Education
- 317 Sociology of Education I
- 329 Adult Development and Aging
- 334 Theory and Methods of Testing
Office of Graduate Admissions and Aid
The University of Chicago
5801 South Ellis Avenue
Chicago, Illinois, U.S.A. 60637

You will receive standard forms and instructions for seeking admission to graduate study at the University of Chicago. In filling out the forms be certain to specify that you are seeking admission to the M.A. population education program in the Department of Education in the Graduate Division of the Social Sciences.

Financial Assistance
A limited number of fellowships are available for students in this program. These awards are intended primarily for candidates in situations where international fellowships are not available. Prospective students are advised to begin discussing the possibility of securing financial assistance from one of the following organizations well in advance of the anticipated beginning date of their graduate study: United Nations, U.S. Agency for International Development, Ford Foundation, World Health Organization, UNESCO, Population Council. In addition applicants should explore their national sources of graduate study support as well as those of regional organizations which are interested in promoting population education. Qualified applicants will be assisted in their search for financial aid by the Committee on Population Education.

For Further Information and Assistance
Persons desiring additional information on any aspect of graduate study in population education are invited to address their inquiries to:

William S. Griffith, Director
Population Education Program
Department of Education
The University of Chicago
5835 South Kimbark Avenue
Chicago, Illinois, U.S.A. 60637

Requirements of Admission to the Program
Applicants are required to meet the graduate admission requirements of the University of Chicago: an A.B. degree or its equivalent and a strong undergraduate record. Graduate Record Examination scores for the verbal and quantitative aptitude sections and one advanced test in the area of the student's choice are recommended but not required. Students are encouraged to begin their programs in the Autumn Quarter.

Admission is not limited to those whose undergraduate degree is in education.

English Language Proficiency
Foreign students must present evidence of an adequate command of English. Ordinarily this is established by satisfactory performance on the Test of English as a Foreign Language (TOEFL). Candidates are urged to provide TOEFL scores along with documentary evidence in English of their previous educational experience and performance (i.e., marks and/or grades).

An applicant with an outstanding academic record but low TOEFL scores (under 550) may be admitted under a special arrangement whereby the student studies English while taking only one course per quarter until he is able to score at least 550 on the TOEFL examination. Such applicants will have to spend more time than the regular five quarters to earn a degree.

How to Apply for Admission
To obtain forms and instructions for making an application for admission, write to:

Office of Graduate Admissions and Aid
The University of Chicago
5801 South Ellis Avenue
Chicago, Illinois, U.S.A. 60637

Acquisition of Values
Seminar: Adult Learning
Educational Diagnosis
Tutorial in Informal Adult Education
Seminar: Psychosocial Systems
Social Psychology of Modernization
Internship in Adult Informal Education

Obstetrics and Gynecology
Population Dynamics (tutorial)
Human Sexuality

Sociology
Applied Statistics
Methods of Data Assembly
Comparative Study of World Population
Values and Family Functioning
Social Science Study of Human Fertility

338 Introduction to Educational Research Concepts
339 Acquisition of Values
384 Seminar: Adult Learning
395 Educational Diagnosis
411 Tutorial in Informal Adult Education
422 Seminar: Psychosocial Systems
449 Social Psychology of Modernization
484 Internship in Adult Informal Education
University of Chicago

GRADUATE TRAINING FOR COMMUNICATION AND SOCIAL DEVELOPMENT

POPULATION, HEALTH, NUTRITION, FAMILY LIFE
COMMUNITY DEVELOPMENT AND TECHNOLOGICAL CHANGE

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2. The Training Program
3. The Masters Degree Curriculum
4. The Doctoral Program
5. The Communication Research Program
   Short-term Training: Summer Workshop in Communication
6. Postgraduate Residencies
   Requirements for Admission
   How to Apply for Admission
   Financial Support
7. List of Graduates
Inside front cover:
   Current Staff and Students

Community and Family Study Center
Division of the Social Sciences
Communication Staff of the Community and Family Study Center
Donald J. Bogue, Director
Scott Craig, Production Advisor and Instructor in Movies
Dan Price, Instructor in Radio
George McVicker, Instructor in Graphics
Terry Peig, Production Director
James Criminis, Research Director
Jane Trowbridge, Research Director
Brian Copp, Senior Study Director
Saul Weinorten, Film Editor
Russell Halin, Supervisor Manuscript Unit
Mary Haverkamp, Administrative Assistant
Maggie Gibson, Data Processing Supervisor
Isabel Garcia, Secretary

Students in the Training Program:
Masters Degree
Abelewalhab, Abd
M Tunisia
Dac, Dinh Cong
M Vietnam
Fetela, Mohammed
M Egypt
Goonasekera, Anura
M Sri Lanka
Haque, Mohammed
M Bangladesh
Jacyna, Rita
F U.S.
Keli, Othman
M Tunisia
Milkerent, John
M U.S.
Perera, Stephen
M Sri Lanka
Raz, Achara Quamag
F Thailand
Suharto, Bar
M Indonesia
Speir, Mary
F U.S.
Sachs, Nancy
F U.S.
Ph.D. Program
Boulink, Tanya
F Thailand
Buothap, Nguyemp
M Vietnam
Criminis, Mary
F U.S.
Kwakye, Sylvester
M Ghana
Martokoeseomo, Bud
M Indonesia
Sheppele, Kim
F U.S.
Whitfield, Randall
M U.S.

Goals and Viewpoint
Communication is potentially one of the most powerful forces for social progress in the modern world, particularly in the education of disadvantaged groups. Democratic, two-way communication can lead to the diffusion of new ideas and practices which will improve health, living standards, and the ability of families and communities to adjust to the rapidly changing imperatives imposed by technology, limited resources, the need for environmental protection, and population growth. In order to realize this potential, much research, experiment and study of theories of human behavior derive from all branches of social science is required.

The Communication Laboratory is a training and research unit which was established in 1971 within the Community and Family Study Center for the purpose of conducting academic and scientific work in this field. Its mission is not simply to train new cohorts of students for passive perpetuation of the status quo in the communication media, but to work for raising both the professional calibre of those employed as communicators and the educational effectiveness and cultural level of the communications which they plan and produce. Achieving this ambition is premised upon intensive study of basic theory, ongoing research, and experimental applications in real-life situations.

Despite its strong emphasis upon theorizing and experimentation, the Communication Laboratory maintains a superior capacity for the production of original and innovative program materials in all of the mass media—radio, print, film and television. Close ties are maintained with other units on the campus which specialize in interpersonal and group communication. Participants in the program study and work, with both person-to-person and mass communication, and are given opportunities to specialize in those communication media which they will use in their future professional work.

The communication program is closely linked to a sister program on Population Education in the Department of Education. A Committee on Population Education and Communication guides the program of both groups.

Physical facilities. The Communication Laboratory is housed in a structure on the campus where the other units of the Community and Family Study Center are located. There are facilities for classroom instruction and small conferences, studios for production of radio, television and films, and work space for students to study, do research, and produce experimental communication materials. The Community and Family Study Center maintains a high quality facility for field collection of data, data processing, computer programming, and data analysis. All participants in the communication program use these facilities routinely.

In addition to its own facilities, the Communication Laboratory has close working ties with communication organizations in the Chicago region, and with organizations concerned with health, family life, and community problems.
The Training Program in Communication

At the University of Chicago, study in communication may be pursued on one of three levels:

(a) Master's level. A five-quarter sequence of study leading to the Master's degree in Communication in the Social Science Division.
(b) Doctoral level. A three or four-year program of study leading to the Ph.D. in Sociology with specialization in communication research.
(c) Short-term residencies. (Principally during the summer quarter.)

Four traits characterize this training program, and make it somewhat unique in comparison with communication training offered at other universities:

(a) Each student receives a solid foundation in social science, with a strong emphasis on social psychology and learning theory.
(b) Each student is trained in basic communication research and evaluation; selected students may become highly specialized in this area.
(c) Equal importance and emphasis is attached to communication via personal contact or group processes and via the mass media. It is a premise of this program that an unbiased attitude and experience in both types of communication is essential.
(d) Sustained practical experience in communication production and communication research are provided throughout the period of training.

The last three points of emphasis provide the Communication Laboratory with its role. Each quarter, the academic courses of the students are paralleled by practical laboratory work in communication, research and production. Because about two-thirds of the students are working at the Master's level, the cycle of training in the laboratory is oriented to meet the needs of the M.A. students. The curriculum for these students merits a detailed explanation.

The curriculum of the Communication Program has been planned on the assumption that the students first undergo a full academic year of training (three quarters). This year is followed by two quarters of more advanced and specialized training in which the students write a Master's thesis and acquire professional experience in communication, research and production. (Students may be admitted any quarter of the academic year, but entrance in autumn or winter quarter is preferred.) The curriculum that is arranged for this program is built upon four principles:

(1) Academic training in basic theory and empirical research. The principal focus of the classroom training in this program is imparting basic theory, reviewing the findings of empirical research, and stimulating the students to do fresh and original thinking on the basis of principles and hypotheses, rather than cookbook rules. Heavy emphasis is placed on course work in those social science disciplines which will be most useful in preparing students to achieve this goal. A minimum of five courses in basic disciplines are required: communication theory, social psychology, overview of the social sciences, statistics, and methods of collecting social research data.

(2) Practical experience in communication research and evaluation. Communication programs all over the world (including the United States) pay lip service to research, but it is comparatively neglected both in the classroom and in the laboratory. The University of Chicago program in communication tips the balance in the other direction. Every student must both master the fundamental concepts and philosophy of scientific research and acquire practical skill and competence in their application. At the M.A. level there is sufficient time only to develop the essential fundamentals, but the Ph.D. program permits students to make original research contributions. A steady stream of research by staff and advanced students is used to provide on-the-job experience to students from the time they enter the program until they are ready to undertake their own thesis research. The thesis, even at the M.A. level, is a rigorous exercise in testing important hypotheses and seeking to make an original contribution to knowledge.

(3) Advanced study of specific problems. As basic coursework and apprenticeships in the laboratory are completed, the students are encouraged to select an important communication problem and to conduct a comprehensive and critical review of the research and other literature concerning it. This may be a topic which will become the thesis project or it may be a problem which the student will confront when he begins work as a professional communicator. The Communication Laboratory maintains a specialized library to assist in this phase of training. The objective is to prepare the student to solve important problems by concentrated independent study after he has graduated.

(4) Practical experience in "applied communication." Each quarter must become familiar with the basic processes of planning and production of messages for distribution by personal contact and via the mass media. The objective of this training is to familiarize them with the techniques and the practical working of the media. The goal is not to attain a high level of technical skill or artistry in each production, but to enable the trainee to express himself in each medium, to appreciate the practical problems that are encountered in production, and to become acquainted with the media organizations and how they function. The Communication Laboratory is equipped to do this. It maintains adequate equipment for producing in all of the media. The instruction (much of which is done as laboratory work in conjunction with courses during the summer quarter) is given by consultants and lecturers who are regularly employed by media organizations such as television stations, or who are freelance producers.

The Master's Degree Curriculum

The five-quarter curriculum outlined below assumes that the students will normally enter in the autumn quarter. (Students can be admitted at any quarter if they are judged capable of joining the program at the stage which is then current.) It is intended to provide maximum flexibility to meet the needs of individual students. Students with appropriate undergraduate coursework can complete the program in one year. Three courses are required per quarter.
Autumn Quarter

Social Science 303
Education 482
Elective
Practicum (no credit)

Principles of Social Psychology and Sociology
Population Education
Recommended: Sociology 360, Introduction to Population
Review of mathematics for statistics and practice in use of spoken and written English

Winter Quarter

Sociology 344
*Statistics 200
*Soc. Sci. 307
Practicum (no credit)

Principles of Communication I
Introduction to Statistics
Overview of the Social Sciences
A laboratory in conjunction with Soc. 344 introduces production of movies, printed material and radio and television programs

Spring Quarter

*Sociology 319
Sociology 345
Elective
Practicum (no credit)

Assembly of Social Science Data
Principles of Communication II
Thesis planning

Summer Quarter

*Soc. Sci. 399
Elective

Applied Communication (2 units)
Recommended: Soc. Sci. 369, Foundations of Population Communication and Population Education

Autumn Quarter

*Sociology 349
Soc. Sci.
Elective

Techniques of Communication Research
Individual study (thesis)

Notes
1. The asterisked courses in the above list are required.
2. The summer program is open to non-degree students, as explained in the section on Short-term Training
3. Students preparing for work involving person-to-person communication may substitute appropriate courses for Soc. Sci. 399 and Sociology 349.

Doctoral Program

A Ph.D. degree in Sociology, with specialization in Communication, may be sought by students with outstanding academic credentials. Candidates must meet the requirements for admission and candidacy of the Sociology Department and pursue communication as a special field of study. For details of the departmental requirements in Sociology write to the Office of Admissions, University of Chicago, 5801 Ellis Avenue, Chicago, 60637.

The Communication Research Program

The Communication Laboratory obtains grants and contracts from the government, foundations, and private organizations for specific research undertakings. The work undertaken is primarily experimental and developmental in nature, intended to test scientific hypotheses, to improve and refine methodology, or to evaluate a particular communication program. In carrying out this research students are employed as research assistants.

Each student who is studying for the M.A. or Ph.D. degree specializing in communication must select and carry out a piece of independent research on a topic relevant to the field. The research undertaken is carefully planned with the staff and carried out in such a way that the findings can lead to publication in professional journals. Student theses are often carried out in conjunction with research projects, so that students may have the benefit of professional interviewers, more professional production of their communication messages, and other advantages which otherwise could not be afforded.

The principal areas of research in communication are:
(a) Sample surveys of media habits and preferences of potential audiences
(b) Measurement of audience size and audience reaction to communications
(c) Pre-test and pilot test evaluation of materials
(d) Content analysis
(e) Experimental studies of communication behavior
(f) Measurement of the impact of communication programs
(g) Studies of media problems
(h) Studies of media organizations as social institutions

The Communication Laboratory seeks research funds by developing study plans for work in these fields and submitting them for consideration to funding organizations which support basic research. Studies performed as a service for a client are undertaken only if they also can provide an opportunity for original work of interest to the staff.

Short-term Training: Summer Workshop in Communication

Because of its goals and viewpoint, the Communications Laboratory is not able to support short-term trainees, except during the summer quarter. Instead of the entire summer quarter is devoted primarily to applied communication, arrangements have been made to admit short-term trainees through the University Extension Division. This is an intensive nine-week experience in the use of the media to attain designated communication objectives, including pre-testing and evaluation. A limited number of scholarships are available for students from developing countries.

Application for the summer training program may be made by writing to the Director of Training, whose address is given on the following page of this brochure.
Postgraduate Residencies

Under a special arrangement with U.S.A.I.D., the Communication Laboratory is prepared to receive faculty members and other senior communication professionals from organizations engaged in the use of communication for social development for postgraduate residencies ranging from one month to one year. Each such residency must be arranged in advance. The work that is anticipated is planned and the role which the Communication Laboratory is to play is determined. Arrangements with the appropriate department of the University will be made. Such residencies are granted only if it is determined that the proposed program is one which has merit and one for which the Communication Laboratory and relevant departments are able to provide professional support.

Financial support for postgraduate residencies must be arranged by the individual scholar; the Communication Laboratory has no funds for this purpose.

Requirements for Admission

Applicants for degree training in communication are required to meet the graduate admission requirements of the University of Chicago; an A.B. degree or its equivalent and a strong undergraduate record. Graduate Record Examination scores for the verbal and quantitative aptitude sections and one advanced test in the area of the student's choice are recommended but not required. Admissibility is determined by the University Office of Admissions on the basis of a formal application.

How to Apply for Admission

Persons interested in studying for a degree or in short-term study should write directly to:

Director of Communication Training
Community and Family Study Center
1411 East 59th Street
Chicago, Illinois 60637

Forms for making application and further instructions will be sent to you promptly.

Financial Support

The Community and Family Study Center has a few fellowships and tuition stipends it can award to students from developing countries who already have guaranteed employment in a program of social development in their own country. The number of such awards is small, however, and candidates are urged also to seek financial help from international organizations with programs of training.

The Communication Laboratory has no fellowships to offer to American applicants directly, but applicants may compete in the University's general awards program.

Both to provide essential practical experience and to help students defray expenses, employment as research assistants is offered to the extent permitted by the requirements of the research programs underway. At the time of making application for admission, application for a research assistantship may be made by writing to the address given above.

Students Graduated from the Population Communication Program [through school years 1972-75]
<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Degree</th>
<th>Country</th>
<th>Year</th>
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<tbody>
<tr>
<td>Mulder, Ronald</td>
<td>M</td>
<td>Ph.D.</td>
<td>U.S.A.</td>
<td>1975</td>
</tr>
<tr>
<td>Dang, Krishan Lall</td>
<td>M</td>
<td>M.A.</td>
<td>India</td>
<td>1975</td>
</tr>
<tr>
<td>Keoprasom, Paisal</td>
<td>M</td>
<td>M.A.</td>
<td>Thailand</td>
<td>1975</td>
</tr>
<tr>
<td>Warsorn, Sommai</td>
<td>M</td>
<td>M.A.</td>
<td>Thailand</td>
<td>1975</td>
</tr>
<tr>
<td>de Segarra, Isabel</td>
<td>F</td>
<td>M.A.</td>
<td>Venezuela</td>
<td>1975</td>
</tr>
<tr>
<td>Mishra, Uma Shanker</td>
<td>M</td>
<td>M.A.</td>
<td>India</td>
<td>1975</td>
</tr>
<tr>
<td>Belosillo, Lima</td>
<td>F</td>
<td>M.A.</td>
<td>Philippines</td>
<td>1976</td>
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<tr>
<td>Chang-Yan, Vielka</td>
<td>F</td>
<td>M.A.</td>
<td>Panama</td>
<td>1976</td>
</tr>
<tr>
<td>Lim, Meow Khim</td>
<td>F</td>
<td>M.A.</td>
<td>Malaysia</td>
<td>1976</td>
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<tr>
<td>Orrego, Felipe</td>
<td>M</td>
<td>M.A.</td>
<td>Chile</td>
<td>1976</td>
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## PROPOSED COMMUNICATION GRANT BUDGET - FIRST YEAR FUNDING

University of Chicago  
Community and Family Study Center

### I. ACADEMIC SALARIES

#### A. On Campus

<table>
<thead>
<tr>
<th>Position</th>
<th>1st Year</th>
<th>2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director, Donald Bogue(1/9 released time) (2/9 summer)</td>
<td>3333</td>
<td>3636</td>
</tr>
<tr>
<td>Project Director, William Griffith(1/9 released time) (2/9 summer)</td>
<td>2333</td>
<td>2545</td>
</tr>
<tr>
<td>Research Associate, James Crimmins(100%)</td>
<td>16000</td>
<td>17454</td>
</tr>
<tr>
<td>Research Associate, Martha Thompson(100%)</td>
<td>16000</td>
<td>17454</td>
</tr>
<tr>
<td>Research Associate, education(100%, presently vacant)</td>
<td>16000</td>
<td>17454</td>
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#### B. Outside Chicago

<table>
<thead>
<tr>
<th>Position</th>
<th>1st Year</th>
<th>2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Associate, Jane T. Bertrand(100%)</td>
<td>16600</td>
<td>18109</td>
</tr>
<tr>
<td>Research Associate, Walter Allen(100%)</td>
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<td>18109</td>
</tr>
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</table>

### II. NON-ACADEMIC SALARIES

<table>
<thead>
<tr>
<th>Position</th>
<th>1st Year</th>
<th>2nd Year</th>
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<tbody>
<tr>
<td>Senior Media Technician(100%)</td>
<td>7250</td>
<td>7909</td>
</tr>
<tr>
<td>Production Supervisor, Terry Peigh(1/4)</td>
<td>4000</td>
<td>4364</td>
</tr>
<tr>
<td>Administrative Secretary and Supervisor of Manuscript Unit(1/2)</td>
<td>5000</td>
<td>5433</td>
</tr>
<tr>
<td>Secretary of Communication Laboratory, Isabel Garcia(100%)</td>
<td>9200</td>
<td>10036</td>
</tr>
<tr>
<td>Data Processing Supervisor, Maggie Gibson(1/4)</td>
<td>2300</td>
<td>2509</td>
</tr>
<tr>
<td>Librarian, a student(1/2)</td>
<td>3700</td>
<td>4036</td>
</tr>
<tr>
<td>Secretary, education(1/2)</td>
<td>4000</td>
<td>4364</td>
</tr>
<tr>
<td>Manuscript Typists, 3 students(1/4)</td>
<td>6000</td>
<td>6545</td>
</tr>
<tr>
<td>Mailroom Clerk, a student(1/4)</td>
<td>2000</td>
<td>2182</td>
</tr>
<tr>
<td>Interviewers, part-time off-campus</td>
<td>4000</td>
<td>4364</td>
</tr>
<tr>
<td>Secretary, a student(1/4)</td>
<td>2000</td>
<td>2182</td>
</tr>
<tr>
<td>Senior Study Director, student(1/4)</td>
<td>2500</td>
<td>2727</td>
</tr>
<tr>
<td>Research Assistants, 2 students(1/4)</td>
<td>4500</td>
<td>4909</td>
</tr>
<tr>
<td>Media Assistants, 2 students(1/4)</td>
<td>4500</td>
<td>4909</td>
</tr>
<tr>
<td>Research Assistant, education, student(1/4)</td>
<td>2250</td>
<td>2455</td>
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</table>

Total: 63200 68946
III. STUDENT AID

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fellowship</td>
<td>85000</td>
<td>92727</td>
</tr>
<tr>
<td>Non-degree Postgraduate Residence</td>
<td>25000</td>
<td>27273</td>
</tr>
<tr>
<td></td>
<td>110000</td>
<td>120000</td>
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IV. SUMMER WORKSHOP

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellowship</td>
<td>12000</td>
<td>13091</td>
</tr>
<tr>
<td>Expenses(e.g. field trips)</td>
<td>2000</td>
<td>2182</td>
</tr>
<tr>
<td></td>
<td>14000</td>
<td>15273</td>
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V. RESEARCH AND PRODUCTION EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
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<tbody>
<tr>
<td>Honoraria for commercial media experts in the Summer Workshop</td>
<td>30000</td>
<td>32727</td>
</tr>
<tr>
<td>Overseas Data Collection</td>
<td>50000</td>
<td>54545</td>
</tr>
<tr>
<td>Computer Processing(e.g. IBM rental, tapes, cards)</td>
<td>4000</td>
<td>4364</td>
</tr>
<tr>
<td>Communication Laboratory Equipment, replacement and repair</td>
<td>2000</td>
<td>2182</td>
</tr>
<tr>
<td>Maintenance of Office Machines</td>
<td>1200</td>
<td>1309</td>
</tr>
<tr>
<td>Rental of Duplicating Machines</td>
<td>1800</td>
<td>1964</td>
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<tr>
<td></td>
<td>89000</td>
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VI. PUBLICATION EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
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<tbody>
<tr>
<td>Production of new publications, distribution of those already published</td>
<td>14000</td>
<td>15273</td>
</tr>
<tr>
<td>Postage</td>
<td>2000</td>
<td>2182</td>
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<tr>
<td></td>
<td>16000</td>
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VII. OFFICE AND GENERAL EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
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</thead>
<tbody>
<tr>
<td>Telephones, cables, postage</td>
<td>1150</td>
<td>1255</td>
</tr>
<tr>
<td>Office supplies and laboratory supplies</td>
<td>1275</td>
<td>1392</td>
</tr>
<tr>
<td>Printing and duplicating of reports, CFSC</td>
<td>2300</td>
<td>2509</td>
</tr>
<tr>
<td>Media materials</td>
<td>2525</td>
<td>2755</td>
</tr>
<tr>
<td>Library reference books</td>
<td>650</td>
<td>709</td>
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<tr>
<td></td>
<td>7900</td>
<td>8620</td>
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VIII. TRAVEL

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
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<tbody>
<tr>
<td>International</td>
<td>24000</td>
<td>30727</td>
</tr>
<tr>
<td>Domestic</td>
<td>3500</td>
<td>3818</td>
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<tr>
<td></td>
<td>27500</td>
<td>34545</td>
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IX. OVERSEAS WORKSHOP EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
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<tbody>
<tr>
<td></td>
<td>3602</td>
<td>3930</td>
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<tr>
<td>Section</td>
<td>1st Year</td>
<td>2nd Year</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>X. MEDIA TRAINING EQUIPMENT</strong></td>
<td>8750</td>
<td>5000</td>
</tr>
<tr>
<td><strong>XI. INDIRECT COSTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On campus (65%)</td>
<td>80730</td>
<td>88068</td>
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<tr>
<td>Off Campus (56%)</td>
<td>2240</td>
<td>2444</td>
</tr>
<tr>
<td>Off Campus, outside Chicago (28%)</td>
<td>9296</td>
<td>10141</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>92266</td>
<td>100653</td>
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<tr>
<td><strong>XII. EMPLOYEE BENEFITS</strong></td>
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<tr>
<td>Academic, non-summer (17.3%)</td>
<td>15028</td>
<td>16394</td>
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<tr>
<td>Non-academic (13.5%)</td>
<td>4286</td>
<td>4676</td>
</tr>
<tr>
<td>Other, interviewers (6.7%)</td>
<td>268</td>
<td>292</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19582</td>
<td>21362</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>550000</td>
<td>600000</td>
</tr>
<tr>
<td>Tasks in Workplan</td>
<td>Direct Costs</td>
<td>Administrative Costs</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>--------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Overseas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-1 R&amp;E for improving I-E-C programs</td>
<td>$96,000</td>
<td>$5,403</td>
</tr>
<tr>
<td>1-2 Collaboration for training at sites in developing countries</td>
<td>$16,300</td>
<td>$901</td>
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<tr>
<td>1-3 Collaboration in dialogues with I-E-C professionals</td>
<td>$29,102</td>
<td>$1,617</td>
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<tr>
<td>1-4 Travel of CFSC personnel to LDC countries for support, consulting, etc</td>
<td>$10,833</td>
<td>$600</td>
</tr>
<tr>
<td>Stipends(overseas)</td>
<td></td>
<td></td>
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<tr>
<td>SUB-TOTAL OVERSEAS</td>
<td>$153,135</td>
<td>$8,521</td>
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<tr>
<td>Chicago</td>
<td></td>
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<tr>
<td>11-1 Degree training in population communication and education</td>
<td>$76,575</td>
<td>$4,269</td>
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<tr>
<td>11-2 Summer Workshop-1977</td>
<td>$33,917</td>
<td>$1,884</td>
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<tr>
<td>11-3 Post-graduate and technical residencies</td>
<td>$4,500</td>
<td>$250</td>
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<tr>
<td>11-4 Publications</td>
<td>$31,350</td>
<td>$1,751</td>
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<tr>
<td>SUB-TOTAL CHICAGO</td>
<td>$146,342</td>
<td>$8,154</td>
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<td>TOTAL</td>
<td>$299,477</td>
<td>$16,675</td>
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Percent of Proposed Budget Allocated to the Overseas and Chicago Phases in Workplan: First Year Funding

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Overseas</td>
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<tr>
<td>Direct cost</td>
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<td>Indirect costs/</td>
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<td></td>
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<tr>
<td>Fringe benefits</td>
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<td>10.4</td>
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<tr>
<td>Stipends</td>
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<td>22.2</td>
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<td>Direct cost</td>
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<td>TOTAL</td>
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</table>

GRAND TOTAL          | $550,000 | 100.0%  |
RESPONSE TO REPORT OF THE EVALUATION OF CFSC PROGRAM IN POPULATION COMMUNICATION AND POPULATION EDUCATION

by

D. J. Bogue
University of Chicago

The purpose of this note is to acknowledge the validity of the recommendations made by this working committee and to indicate concrete actions planned to implement them.

As a preface to this, we would like to extend our profound thanks to the committee for its conscientiousness and complete dedication to its work. Your thoroughness in learning the nature of the problems and viewing them from the perspectives both of LDC needs and of a training-research organization is a gift which is deeply appreciated. Every penny invested by AID in this evaluation is repaid, in my estimation, by the recommendations made. You have given us insight and help which otherwise we could never afford.

If we are funded for continuation, your report will be read and studied many times by the entire staff.

A. Recommendations in which there is full concurrence.

The following recommendations are based on genuine weaknesses or needs for improvement in our past performance. The committee's suggestions will be implemented with all possible speed and thoroughness. (For ease of identification, the page numbers of the report where the recommendation is made is cited.)

1. Establishment of a Communication Working Committee. We will begin immediately to pursue this goal. We will do our best to involve all relevant departments and to work out a context which will promote communication as a professional field of teaching and research on the campus. Establishment of this committee will facilitate the implementation of several recommendations:

   (a) A more comprehensive approach to communication training (pages 2, 3)

   (b) Greater synthesis of all faculties on the campus in communication training (pages 3, 32, 40)

   (c) Hold campus-wide seminars on communication-related topics (page 9)

   (d) Establish postgraduate residency program for visiting scholars that will be meaningful and mutually enriching (page 19)

   (e) Greater advantage be taken of the strong humanities program on this campus and its resources integrated into the program (page 9)

   (f) Expand the flexibility of the program and enlarge the elective courses available (page 40)
2. **A comprehensive and fresh look at our staffing needs.** If the Phase II work is to be done well, a key ingredient to success will be staffing. Until the visit of this committee, we had not been sufficiently aware of the degree and amount of change that would be required. We concur in the recommendations that we:

(a) Employ a staff member with a degree in communication from a recognized school of communication (pages 8, 32). In our previous cycles of communication we have sought recommendations from schools of communication but have not succeeded in finding a candidate who would be willing to spend a great deal of time overseas. (However, see our partial lack of concurrence in item B-1, below.)

(b) Recruit and maintain in residence one visiting communicator from an LDC country (pages 59, 32). We regard this as an essential part of Phase II work. Having such a person here to work with students, to co-teach, and to share planning of workshops, research, and seminars will enrich the program and ease manpower shortages. We hope to be able to call upon the committee in helping us recruit and keep filled these residencies.

(c) Expand the faculty on the population education side (page 31). This is a top priority item. We need nominees of candidates from LDC's as well as from the U.S.

(d) Make arrangement for greater use of faculty of nearby institutions (page 37)

3. **Integration of population activities.** For more than a decade the population activities on the Chicago campus have been somewhat fragmented between demography and family planning. Meanwhile, several scholars have pursued the topic independently. The Committee Report diplomatically did not mention this openly, but its recommendations are pointedly correct in advising a greater synthesis (page 13). We will try to:

(a) Establish a population advisory committee. This includes the possibility both of an on-campus committee and an international advisory committee (page 41). We favor both committees, and will push for their formation. We would like for the international advisory committee to function at least in part for several universities, including those in the LDC's if possible, to help tie the programs together. Our on-campus committee would try to integrate the very substantial work in population now going on in the CFSC, the Population Education program of the Department of Education, the Population Research Center, the Department of Economics, the School of Medicine, the Geography Department, Planned Parenthood of Chicago, and others.
4. **Strengthen the Communication Training Program on campus.** Several specific recommendations for strengthening the communication program will be implemented:

(a) Promote closer integration and interaction with population education (page 5).

(b) Maintain an emphasis upon training communication managers, as well as shifting toward training of communication faculty (page 9).

(c) Make thesis work more flexible, to permit use of more varied projects, data brought from the home country, and problems of a less abstract nature (pages 9, 24).

(d) Strengthen the training (both theoretical and practical) in personal contact and group work. The criticism that the CFSC has not implemented its own recommendation of a previous conference is absolutely valid (page 28). We will work hard on this immediately.

(e) Maintain emphasis on the M.A. program (page 9). We may have been drifting too strongly toward emphasis on Ph.D. work and will maintain a balance.

(f) Broaden the content of the program to include environmental concerns, individual human welfare, and enrichment of family and community life— as well as the aggregate problems of population pressure, national welfare, and the population aspects of marriage, migration, health, and nutrition.

(g) Integrate and better organize the production facilities of the Communication Laboratory (pages 16-17). It is true that our Communication Laboratory possesses most basic equipment, and that the students have easy access to it and are helped to use it. Yet much needs to be done in organizing this into a planned and orderly program of acquiring skills. While our media experts, hired from full-time jobs downtown, bring top professional skills and close contacts with the outside world, this arrangement has tended to give our training an episodic and disconnected flavor. Bringing in a graduate of a communication program will help, but we must also employ a Laboratory Production Manager to help coordinate the Laboratory.

(h) Bring a greater balance among the media, to give students a choice. Because of the American television explosion, we have perhaps over-emphasized films and television in our Laboratory, to the neglect of radio and print (page 16). We will cease to demand experience in all
media, but emphasize acquiring a higher level of skill in particular media.

(i) Maintain emphasis on research training, but broaden it and make it more flexible and adaptable to current practical needs in LDC's. Help students to apply research to their own country (page 24, 45).

5. Completely re-think and re-plan the Track B Summer Workshop. The recommendation of the committee that the summer workshops be continued, and that this include track B, is accepted as valid, and we will try to plan a workshop for 1977 that meets the recommendations:

(a) We will begin recruiting immediately, trying to raise standards, reduce heterogeneity, and be more selective (page 10).

(b) Seek to work out an entirely new training format, which will accommodate a wider range of interests. This will consist of dividing the training up into smaller segments, with the possibility of electing a unique combination of segments to match the level of previous training and interests.

(c) Reduce the amount of time spent on media skills, and increase the time spent on theory, on communication planning, and on management of I-E-C units (pages 16, 17).

(d) Increase the amount of time spent on acquiring content for population, and family planning (pages 12, 14).

(e) More emphasis on group work and counseling (page 25).

(f) More time provided for independent study and individual work (page 17).

(g) Try to provide more individual attention to the work of participants and to encourage work on problems of central concern to the sponsor of the participant.

In making this re-planning, we will take into account evaluation of the present participants and recommendations received from the population officers in their evaluation reports.

6. Overseas research and evaluation. We are still learning how to do this phase of the work, and must continue to proceed cautiously. We concur in the recommendations that:

(a) We focus on practical current operational research of a specific nature and that we not rush too hastily into comprehensive program evaluation (page 25).

(b) That overseas research represent genuine collaboration, rather than the pattern being followed in Guatemala, which is dictated by necessity. (page 25.)
(c) Students be helped to prepare for research in their home countries, and that they be helped to analyze data from their own countries (pages 24, 25).

(d) A program of research in population education, and especially in cross-cultural aspects of population education, should be launched as quickly as possible and that this should be done in close collaboration with overseas universities working in the same area (pages 12, 25).

7. Publications. The "vote of confidence" in the basic policy underlying our publication program is received with thanks. However, we will try to improve performance by implementing your specific recommendations:

(a) Establishment of a publication advisory board, (page 22), membership to include representatives of DCs.

(b) Do a systematic evaluation study of our publications program—who is using what, what is not used, and needed items (page 22).

(c) Stop the present policy of unilateral work on manuals, training materials, etc. and begin trying to do them in close collaboration with overseas persons and organizations (page 22).

(d) Work at identifying items that are in need of translation and arrange for translation. We have been especially neglectful of translation into Arabic, French, and local languages.

(e) Develop the Family Planning Resume project fully, and expand it to include population education. This includes establishing a board of referees to referee items to be published, to help recruit articles, etc. The membership of this board will be truly international (page 22).

(f) Explore ways of getting free publications distributed more generously and to a wider variety of organizations. This includes exploration of additional sources of funding for publications.

(g) Documentation of seminars should be prepared and more widely distributed. This includes documentation of overseas seminars (page 20).

(h) Publication of many more article-length "working papers" that will be immediately useful, as well as book-length monographs (recommended by the committee but not in the final report).
8. **Overseas travel and seminars.** The committee finds that our plans for overseas travel, workshops, and seminars will be "trying to do too much with too few bodies." We concur, and think that the recommendations are valid.

To implement the recommendations we plan to:

(a) Hold fewer seminars, better planned, and more intimately involving local DC persons--both in planning and in conduct (page 36).

(b) Pay more attention to countries which as yet do not have a population policy or a strong family planning program. Give especially strong emphasis to population education, rather than family planning communication, in such countries (page 30).

(c) Seminars and conferences aimed at integrating population education and family planning I-E-C should not be confined to donor agencies but should be arranged to include DC organizations (page 29).

(d) The post-Bucharest philosophy of population needs to be injected into the overseas travel and workshops; we have perhaps been too insistent on family planning to the exclusion of other components.

(e) Place overseas I-E-C organizations on mailing lists for catalogues, newsletters, and other periodical items released (page 26).
B. Recommendations on which there is not full concurrence.

1. Language proficiency. We have had great difficulty in getting students who are fully proficient in English. Every year we lose the opportunity to train some very intelligent and talented people because of their inability to speak English. (This often discriminates against people who have climbed from low status families and benefits children of high status families which are bilingual.) These people have a difficult time acquiring true proficiency while in their home country. We therefore prefer to lower the admissible TOEFL score from 550 (the standard) to about 500, and to get the students onto the Chicago campus as quickly as possible, to get them into intensive language instruction, and to "gamble" a bit on their being weak in English for their first quarter or two. In the several cases where we have done this, it has paid off handsomely. However, in order for it to work we must maintain a continuous program of supplementary instruction in English. We have done this in the past, and we believe that in the Phase II program of intensive interaction with overseas organizations we must be prepared to go a bit more than half-way in recruiting good students and then helping them build up strong skills in English after they arrive. In taking this stand, we are in partial disagreement with our own University. In actual practice, we will do our best to work effectively on a case-by-case basis.

2. Use of off-campus media experts for communication training. At points throughout the report it is noted that the CFSC program has no full-time graduate of a communication school in residence. Implicit in this is the hint that the skills that would contributed by such a person are not available to us. This is only partially true. In our downtown media experts we have a tremendous array of high-level professional training in communication backed up by years of practical production experience. Although we are not able to boast the talent of most communication schools, we believe we are clearly adequate. Following is a list of our media experts:

Scott Craig--Ph.D. degree, in drama, University of Illinois (teaches documentary movies, plans communication production).

Terry Peigh--B.A. degree in Communication from Northwestern, M.A. degree in Business Administration. Currently employed by Foote, Cone and Belding as production assistant for a large account (movie editing).

Ed Spray--Executive producer for CBS (we do not know his degrees; he is in the second or third echelon of management in Chicago).

George McVicker--Graphic artist, graduate of Chicago Art Academy. A
well-known local artist who exhibits regularly in art shows and is an established commercial artist.

Bonnie Remsberg--M.A. degree in communication, Northwestern University. Instructs in magazine feature stories.

Dan Price--M.A. degree in speech. (Radio instructor).

Robert Higgins--M.B.A. degree in business administration. Senior communication expert for Young, Rubicom. Teaches at Colombia School of Communication in Chicago area, as well as for us.

Walter Maloney--Ph.D. degree. Department of Speech and Communication Northwestern University. Teaches radio drama.

Gerald Crimmins--senior night editor of the Chicago Tribune, a local metropolitan daily.

Brian Copp--Ph.D. student (still photography).

In addition we have a superb movie and audio production and editing crew in Saul Weingarten and Walter Olden, two free-lance producers who work on our Cook County videotape project. They also help in student instruction. It is our opinion that these practitioners bring to their teaching a realism and practicality which is often lacking in more conventional courses offered in schools of communication.

However, we do concur that there is need to organize and supplement these diverse efforts and to make them seem less like a jumble of unrelated experiences. By getting a coordinator on the staff (hopefully someone from an LDC) we can do this in a way that will give us the best of both the teaching and the production worlds.

Conclusion: a personal note.

If Phase II is funded and CFSC is given the privilege of continuing in this area, I am not only willing but anxious to make this the principal focus of my time for the next several years. The objectives of the Population Communication and the Population Education programs are of central professional concern to me. The CFSC will continue to be an organization which takes as its principal mission collaboration with overseas centers of population communication and population education.
ATTENDEES AT AID/WASHINGTON DEBRIEFING OF EVALUATION TEAM – August 18, 1976

Dr. Reimert T. Ravenholt, Director, Office of Population, PHA/POP
Dr. Gerald F. Winfield, Chief, PHA/POP/IEC
Dr. Harald Pederson, Chief, PHA/POP/FPSD
William E. Alli, Chief, PHA Evaluation Office
Bill Goldman, PHA/POP/DEA
H. B. Harris, PHA/POP/FPSD
John Edlefsen, PHA/POP/MI
Marschal Rothe, PHA/POP/IEC
Bank Zivetz, U. S. Information Agency, ICS/DS
Otto Schaler, Office of International Training, SER/IT/P
Lance Downing, PHA/POP/PPD
Dick Cornelius, PHA/POP/DEA
Edward Muniak, PHA/POP/AFR
Howard Hough, American Public Health Association
Griffith Davis, PHA/POP/IEC
Robert Crawford, Evaluation Team
Gloria Feliciano, Evaluation Team
Haifaa Shanawany, Evaluation Team