

EVALUATION

1. At the end of the course, each of the participants was given an evaluation form (see Appendix 8) and asked to complete it anonymously and return it the following day.

2. The form began with an eleven-part question asking participants to rate, on a five-point scale, each of the major types of practical training and experience. It was followed by a similar twelve-part question on the other major components of the course. In all there were 446 responses to these questions. Taken as a whole they were highly favourable, with 192 in the highest category, 172 in the second, 74 in the middle, 7 in the fourth category and only 1 (on the use of the camera) in the lowest. The response of the participants to each separate item is shown in the table on the next page. In judging the significance of the mean score values, it should be noted that a value of 4 would indicate that everyone without exception considered the item "excellent, very helpful, very interesting, very relevant etc."; a scale value of 0 would indicate that everyone found it "very poor, a waste of time etc." In fact the lowest mean score value (2.3) was above the half-way mark, and all but three of the ratings were between 3 and 4.

3. Comments on these two questions were also invited. In view of the high ratings given to the specific items, it is not surprising that the number of favourable comments exceeded critical ones. Thus,

Table 1: Participants' Ratings of the Major Components of the Course and their Usefulness in Future Work

	Items	Mean Score Values	Usefulness
1.	(a) The training in the method of producing mimeographed materials	3.7	17
	(b) The experience of writing your own booklets for mimeographing	3.3	16
	(c) The experience of producing your own mimeographed materials	3.5	16
	(d) The experience of writing your own booklets based on photographs	3.3	11
	(e) The experience of scheduling the offset publication	3.6	8
	(f) The training in copyfitting	3.5	9
	(g) The training in scaling and cropping photographs	3.3	11

	Items	Mean Score Values	Usefulness
	(h) The experience of preparing your own dummies	3.7	17
	(i) The experience of preparing camera-ready copy	3.6	12
	(j) The training in making silk screens	3.7	10
	(k) The experience of making your own silk screen covers	3.4	9
2.	(a) The lectures using PIRA slides	2.3	3
	(b) The opening (plenary) sessions on most days	3.0	10
	(c) The sessions on national publishing	2.8	12
	(d) The sessions on regional publishing and international organizations	3.0	8
	(e) The use of polaroid halftone camera	2.3	7
	(f) The group discussions (e.g. on costing)	3.2	13
	(g) The theoretical exercises (e.g. on readability)	3.2	12
	(h) The equipment (e.g. printer's rule) you received	3.5	16
	(i) The books you received	3.4	15
	(j) The books on display	3.0	6
	(k) Informal discussions with tutors	3.3	10
	(l) Informal discussions with one another	3.2	11

Several participants said that they liked everything or found it all good. Others found it meaningful; relevant; enlightening; valuable; and stimulating. One had a feeling of "satisfaction at a job well done"; another was "really inspired with the knowledge I have gained in such a short time". Several made special mention of the usefulness of the equipment and books they had received; others mentioned with approval the pleasure of producing a book, the challenge of copyfitting, the capability of operating various machines, and sharing of ideas and learning from each other. More specific criticisms and commendations are listed in Table 2.

Table 2: Participants' Remarks on the Major Components of the Course

Commendations	Criticisms
Group discussions were always valuable. Changing groups was an excellent way of getting participants to intermingle.	Though working groups were inevitable to produce books, they generated fiction.
The slides were good previews for what was done at the printers.	The slides were not helpful.
The sessions on national and regional publishing were enlightening and useful...of exceptional interest.	National and regional publishing - too much talk.
Previous knowledge helped a lot.	Some sessions not so interesting because of previous knowledge.
Kept alert: no time for lagging.	The pace was gruelling.
The tutors were willing to go over things not understood the first time.	The lecturer was patronizing.
A great pleasure to produce my own book.	Could have produced a more advanced text.
Books on display were helpful.	Books on display could not be purchased by participants.
	Standing around printeries was tiring.

4. Besides rating the major components of the course and commenting on them, participants were asked to indicate which of them would be of help to them on returning home. The responses are shown in the third column of Table 1. They reveal that the most useful things were the training and experience of preparing dummies, and the equipment and books that were given to participants during the course. The least useful were the lectures based on slides and the books on display - no doubt because neither would be available to the participants on their return home.

5. The next question on the evaluation form asked the participants about the level of teaching. All but one felt that it was "about right", the one exception saying that "while some of the teaching was quite good there were times when the subject matter was put over in a manner that caused bewilderment". Other comments were, "Excellent and understandable"; "ideal - managed to include all involved"; "about right except for some of the plenary sessions when the teaching was too difficult"; and "the language of offset printing was difficult at first, but it became clearer as the work progressed".

6. In reply to question 5, all but two of the participants said they had gained plenty of fresh insights from the course, and the remaining two said that they had gained some. Among the comments were the following:

"I have learned to respect the appearance of books because I am aware of

what goes into production". "Readability tests were completely new; new insights in writing and editing". "I now understand the language of the designer and publisher". "I shall go back with a far greater appreciation and understanding of the persons performing the skills". "A new way of looking at books...". "Copy-fitting, typesetting, paste-up, cropping photos, all new: an experience worth having".

7. Questions 6 and 7 dealt with the planning and organization. The results were as follows:

	Planning	Day-to-day Organization
Excellent	8	5
Good	10	13
Fair	2	2
Poor	0	0

8. Favourable comments included the following: "Practice and theory were well coupled"; "Principles learned on the first project were transferred to the second"; "Very well planned: each topic systematically built-up the aims and objectives of the course"; "Scheduling particularly appreciated"; "The course allowed for theory and practical: I learned more this way"; "Right each day"; and "No time for boredom. Each day I learned something new. Each person had an opportunity to be actively involved".

9. Critical comments were: "Too much lecturing towards the end"; "Instructions sometimes came after work produced which meant re-doing what was already done"; "Night sessions lost some of their value because of mosquitoes"; "The evening session might be discontinued"; and "No lectures after lunch in such a hot climate". Several participants mentioned the isolation of the course venue and the difficulty of getting out in the evenings. This, and the sudden slackening of pace after the practical projects ended, led several participants to suggest that the course might have been shortened somewhat. In fact, by omitting some of the concluding sessions on theory, the participants could have returned home at the end of the fifth week, provided they were willing to forgo the experience of seeing their two booklets being printed and receiving copies before leaving. This should be borne in mind when planning future similar courses.

10. Question 8 asked about other things the participants had learned. Several listed topics taught in the final two weeks, (e.g. copyright, the law and publishing, the role of the editor, dealing with printers) and one spoke of "benefiting a great deal from lectures given by members of the community: they have motivated me to increase my knowledge". This, however, was balanced by another participant's comment that "some outside lecturers lacked experience in talking to large groups". Other things participants mentioned as having learned were: "the importance of planning", "working to schedule", "Keeping a progress check", "that publishing is an exacting task", and "what is going on in book production in other territories". In addition, the efforts made to enable participants to learn something of the host country and see something of it received favourable comment, as did the fact that everyone - participants and tutors - shared the same accommodation and "lived together in harmony". Several participants mentioned learning more about other people and about themselves. Returning to publishing, one participant said, "One doesn't have to have years of training and experience and sophisticated equipment to produce a simple booklet: I can now do it".

11. The most frequent responses to question 9, which asked participants to say what for them was the most important question left unanswered, were two further questions: "Can I manage on my own?" and "Will my Government make use of the knowledge I have acquired?" Others were, "How can I get a scanner?" "Is there a technique for producing durable books for infants?" and "How can governments promote publishing, and be a publisher, and yet avoid political bias, monopoly, and censorship?"

12. The contrasting responses to question 10 on comfort were probably due to differences in the participants' living standards at home and, in some cases perhaps, to false expectations of luxury generated by previous attendances at international conferences. Several participants commented here, as in earlier parts of the questionnaire, on the remoteness of the course venue, the limited recreation and transportation available to them, and the annoyance caused by the mosquitoes. One found the bedroom too small and depressing. Others, however, spoke of being quite comfortable and of a most pleasant enjoyable stay. One "could have been more comfortable, but wouldn't have had it any other way".

13. Almost without exception, the participants made use of the final, open-ended question to express their appreciation of the course and of the organizing and tutoring staff - both individually and in general. Thus, one participant wrote, "The tutors were extremely kind and helpful and were always willing, sometimes at great personal sacrifice, to make themselves available. This to me was easily the best feature of the course". Another spoke of "unleashing creative powers we thought we hadn't got or were dead" and another of "the most exciting and interesting training I have experienced". One critical comment was that more attention should have been paid to areas outside the formal educational system; another was that there should be a follow-up; and third expressed concern at the way that the booklet selected for printing was chosen by lot and not by merit. "This could have led to outside persons believing that the work for Project 2 was poor". From the point of view of the course organizers, perhaps the most gratifying comment was the following: "While I cannot honestly say that I am now a professional in book production, I have learnt techniques and skills I can now use. A good foundation has been laid on which each person can build".