

PN-APIM-559 / 32000638/62  
ISBN-27821  
DPE-0631-6-65-0169-00

**FINAL REPORT OF  
THE THREE - WEEK WORKSHOP ON**

**COMMUNICATION FOR  
POPULATION AND SOCIAL  
DEVELOPMENT IN  
MOROCCO**

**Held in  
RABAT, MOROCCO  
May 19 to June 7, 1980**

*Sponsored by  
THE COMMUNITY AND FAMILY STUDY CENTER,  
and THE SOCIAL DEVELOPMENT CENTER,  
joined by THE MINISTRY OF HEALTH, Morocco.*

*Prepared by  
Maria Garcia  
Research Associate, CFSC*

Table of Contents

I.	Introduction. . . . .	1
II.	Description of Courses. . . . .	4
III.	Evaluation of the Workshop by Participants. . . . .	10
IV.	Verbatim Comments about Individual Courses. . . . .	18
V.	Recommendations for Future Workshops. . . . .	25
	List of Participants. . . . .	29

I

Introduction

Between May 19 and June 7, 1980, the Community and Family Study Center (CFSC) and the Social Development Center (SDC) of Chicago joined the Ministry of Health of Morocco to sponsor a three-week workshop in Communication for Population and Social Development. The workshop was held at the headquarter offices of the National Population program in Rabat, Morocco. A total of 45 French-speaking participants from Morocco attended this workshop.

These participants were exceptionally qualified. Most were members of Ministries of Health, Social Affairs, Family Planning, Public Health, Education, and Social Welfare, or of social development programs in private agencies.

Appendix A lists the participants by name, by address, and by their organization.

Teaching Staff

Instruction for the Workshop was entirely in French. A staff of French-speaking instructors was assembled, consisting of:

Björn Berndtson; former director of Development Support Communication,  
UNICEF, New York

Jean-Claude Burger; President, Burger and Langlois (communication consulting firm), Quebec, Canada

Phillipe Langlois; Vice-President, Burger and Langlois, Quebec, Canada

Dr. Donald J. Bogue; Director of CFSC, Chicago, Illinois, USA (a simultaneous translator was employed to translate for

Dr. Bogue)

Besides the above, many local guest lecturers were called upon to teach, especially in Course 102. These people were of the highest caliber in their fields.

#### Housing and Meals

The students who lived outside of Rabat were lodged at Hotel Balima. Those from Rabat lived in their own homes.

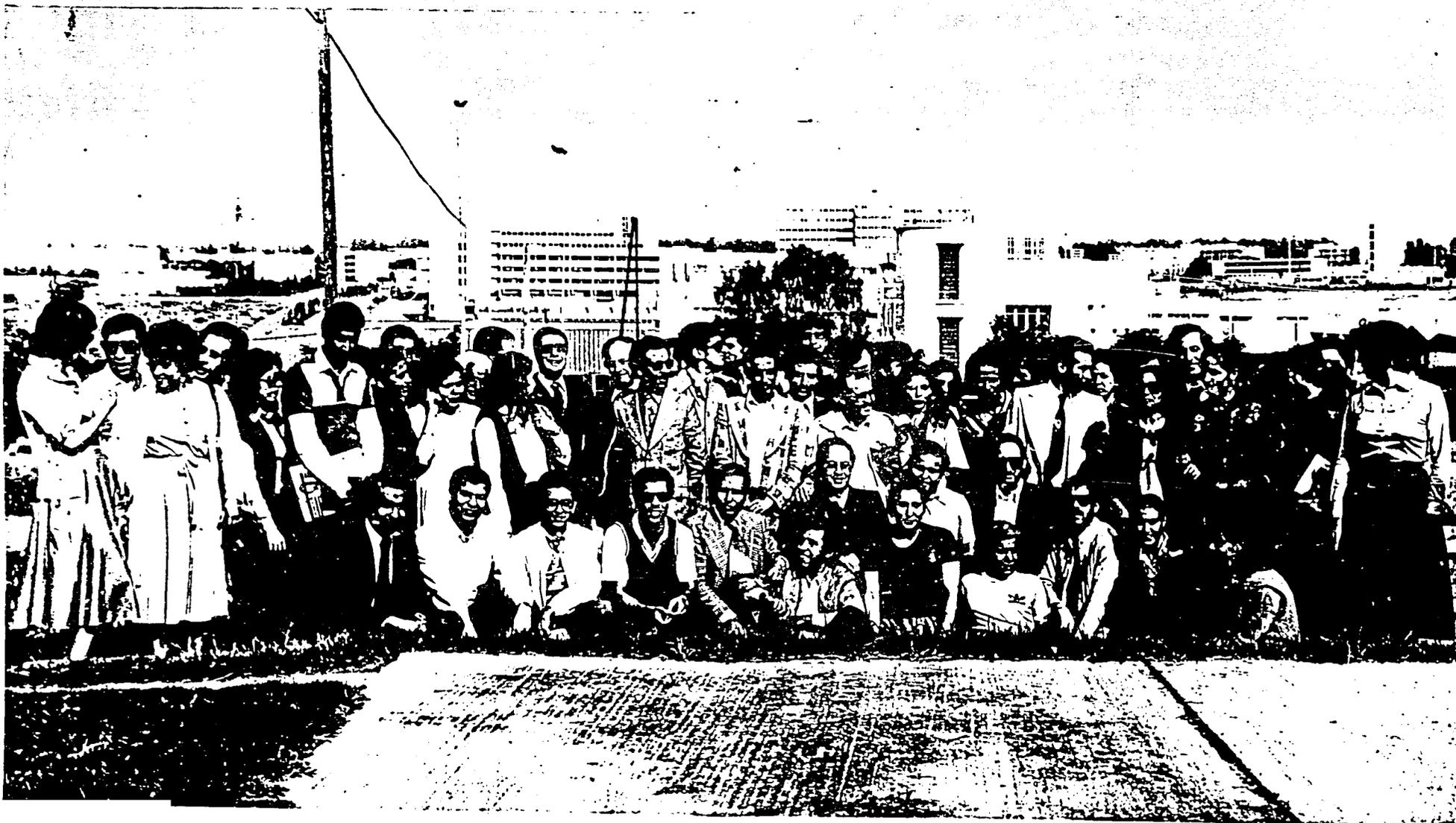
Arrangments for meals were made at the hotel.

#### Funding

The general costs of sponsoring the workshop (including the salaries of the overseas team, their travel, and living expenses) were paid for by a contract awarded to the Social Development Center by the U.S. Agency for International Development.

#### Logistics and Administration

The CFSC/SDC received very strong logistical and administrative support from the Ministry of Health as well as from AID/Rabat, UNICEF/Rabat, and the Ministry of Education. The Ministry of Health provided facilities and support staff. AID/Rabat performed excellent and fast work in making the funds available in the quantities needed and when needed, and in assisting with hotel, lunch, transportation, opening ceremony, closing ceremony, and other arrangements. Finally, the Ministry of Education and UNICEF loaned their television and color systems to be used for instruction.



Participants in the Workshop on Communication for Population and Social Development

Held in Rabat, Morocco from May 19 to June 7, 1980

## II

### Description of the Courses

The training program consisted of four courses. Each participant was expected to take all four courses. Together, these courses covered the entire range of communication for Social Development.

The following courses were offered:

Communication 101---Communication Theory, Research, and Campaign Planning.

Communication 102---The Content of Messages for Social Development Programs  
(lecture and discussion).

Communication 103---Person-to-Person Communication for Social Development  
(lecture and laboratory).

Communication 104---Use of Mass Media and Audiovisual Techniques for Social  
Development (lecture and laboratory).

Courses 103 and 104 were considered to be major courses. In order to accommodate everyone in these two courses, the laboratory sessions were "double-tracked." Upon registration, each participant was randomly assigned to one of two groups, A or B. Each laboratory session was held twice, once for one-half of the participants and again for the other half.

The daily class schedule shows which classes Group A and Group B were scheduled for on each day.

Daily Class Schedule - May 19-May 24

Hour	Monday	Tues	Wed	Thur	Fri	Sat
9:00-10:30	Opening Ceremonies	101	101	101	101	Evaluation of Assignments
10:45-12:15	Intro. of Instructors and discussion of programs	102	102	102	102	Group A Group B
2:30-5:30	Group A 104	Group B 104	Group A 104	Group B 104	104	Laboratory Session
2:30-5:30	Group B 103	Group A 103	Group B 103	Group A 103	Group A Group B	
6:00-8:00	Group Exercises				Free	

Daily Class Schedule - May 26-May 31

Hour	M	T	W	Th	F	S
9:00-10:30	101	101	101	101	101	Evaluations Presentations
10:45-12:15	102	102	102	102	102	104 Groups A&B
2:30-5:30	103 Group A	103 Group B	103 Group A	103 Group B		
2:30-5:30	104 Group B	104 Group A	104 Group B	104 Group A	Laboratory Sessions 104 A&B	
6:00-8:00	Group Exercises					

Daily Class Schedule - June 2-June 7

Hour	M	T	W	Th	F	S
9:00-10:30	101	101	101	101	101	Evaluation of Assignments
10:45-12:15	102	102	102	102	102	A & B
2:30-5:30	103A	103B	103A	103B		
2:30-5:30	104B	104A	104B	104A	104 A&B (T.P.)	
6:00-8:00	Group Exercises					

Course Outline

The workshop covered a great amount of material in the short span of three weeks. This required careful allocation of time, both in the classroom and in the laboratory. Each session of each class was scheduled to deal with a particular topic. Following is the outline of topics discussed in each session of each course.

\* \* \* \* \*

Communication 101. Communication Theory, Research, and Campaign Planning

For more than 25 years, considerable effort in research and practical experience has been undertaken in order to bring about desired changes in human behavior. The majority of this work comes from efforts undertaken to accelerate social development in Third World countries. This is the result of programs in health, nutrition, agriculture, education, and community improvement (both in industrialized countries and in developing nations). It is equally the result of research undertaken by psychologists, sociologists, anthropologists, and economists and published in a restricted circle.

This course presented the aspects of research and practical experience that could be applied more directly to sociologically and economically developing countries. It consisted of three sections, each of one-week duration.

Section 1. . . Principles and Theories of Communication

Section 2. . . Planning and Organization of Communication Campaigns

Section 3. . . Communication Research and Evaluation for Social Development.

- Week I
1. . . Opening Ceremonies
  2. . . Nature of the Communication Process
  3. . . How People Learn New Ideas
  4. . . Process for the Adoption of Ideas (the Adoption Process)
  5. . . Persuasion Strategies: Changing Beliefs in Contrast to Changing Attitudes

- Week II
1. The Foundation: Long-Range Plans for Communication Support for Social Development Programs
  2. Planning and Management of Specific Communication Campaigns
  3. Selecting Media for a Specific Campaign
  4. Production Management for the Campaign
  5. Campaign Launching and Monitoring

- Week III
1. Basic Research Needed to Plan a Campaign
  2. Introduction to Pretesting
  3. How to Pretest Radio and TV Programming
  4. How to Pretest Radio and TV Programming (Continuation)
  5. How to Evaluate a Campaign

\* \* \* \* \*

Communication 102. The Content of Messages for Social Development Programs

The objective of this course was to examine each of Morocco's major social development programs and to discuss them in terms of messages that need to be diffused to the public for a successful program.

Each session treated a particular subject in social development, and each subject was presented by a Moroccan specialist. The goal for this course was not to present the history, organization, or administration of these programs. Rather, it addressed specific information that the public needs in order to use fully the service or facility provided by the particular program.

- Week I
1. Opening Ceremonies: Introduction of Instructors and Discussion of Programs
  2. Maternal and Child Health: Prenatal Care and Pregnancy Surveillance (Dr. Alvaovi)
  3. Maternal and Child Health: How to Care for Baby and Mother During the First Two Years (Dr. Tahiri)
  4. Prevention and Treatment of Contagious Diseases (Vaccination Programs) (Drs. Belhadj and Jai)

- Week II
1. Increasing Agricultural Production (Mr. Papy Francois)
  2. Nutrition Education (Drs. Belhadj and Jovadi)
  3. Socioeconomic Agricultural Practices (Dr. Ben Said Mokhtar)
  4. Improving Women's Social Status (Mr. Moudden and Mr. Addelhay)

- Week III
1. Family Planning Education: Advantages of Small Families (Dr. Jouhari)
  2. Family Planning Education: Physiology of Reproduction-- Male and Female (Dr. Chaouni)
  3. Family Planning Education: Contraceptive Methods (Dr. Laraki)
  4. Family Planning Education: Sources for Service, Problems, and Rumors (Dr. Alaovi)

\* \* \* \* \*

Communication 103. Person-to-Person Communication for Social Development

This course was directed at communication agents (representatives) and educators who, in their daily work routine, find themselves in situations where the exchange of information between two or more persons, one in front of the other, is necessary.

Person-to-person communication is the most used medium for influencing rural people to adopt new ideas and behaviors in the fields of agriculture, health and child care, nutrition, family planning, and other social development projects. In order to be effective, person-to-person communication must correctly apply certain principles and skills for conducting group discussions, for counselling individuals, etc. These principles and skills were both taught and practiced in the six sessions of the course.

- Week I
1. Basic Theory for Person-to-Person Communication
  2. Laboratory: How to hold effective small group discussions
- Week II
1. Theory of Group Dynamics II
  2. Laboratory: How to do effective Person-to-Person Counselling
- Week III
1. Theory for Program Planning for Classroom Instruction
  2. Techniques for Improving Classroom Instruction

\* \* \* \* \*

Course 104. Use of Mass Media and Audiovisual Techniques for Social Development

The objective of this course was to improve script quality, the production process, and the presentation of social development messages by making use of different mass media methods.

The goal was not to create expert producers in radio, TV, posters, or brochures, but rather to give the participants enough insight and practical experience to work intelligently with experts in the respective media.

- Week I      1. Introduction to the Production of Printed Matter  
              2. Planning and Production of Posters and Brochures
- Week II     1. Introduction to Radio Production--Radio Interviews  
              2. Radio Spot Announcements, Dramas, Interviews, and Discussions--  
              Scripting and Production
- Week III    1. Introduction to Television Production  
              2. Television Production of Announcements, Dramas, Interviews, and  
              Discussions

III

Evaluation of the Workshop by Participants

Each participant was requested to fill out a confidential evaluation of the entire workshop and of each course. Participants were asked not to sign the questionnaires. The questionnaire invited participants to be constructively critical since their opinions would be used for improving future workshops. Thirty-two of the forty-five participants filled out the questionnaire. This section of the final report is an analysis of their responses.

The questionnaire contained two types of questions: (a) "fixed-answer" questions and (b) "open-ended" questions, which asked each participant to comment on or criticize a particular course or to give suggestions or recommendations to improve future workshops.

Overall Rating of the Workshop

Each participant who filled out the questionnaire was asked: "Taking everything into consideration, what is your overall rating of the workshop?"

<u>Response</u>	<u>Percent</u>
Total.....	<u>100.0</u>
Excellent.....	28.1
Good.....	71.9
Adequate.....	0.0
Poor.....	0.0
Very Poor.....	0.0

As the results indicate, the Moroccan workshop can be classified as a definite success. The reaction of the participants was extremely positive. No one gave an unfavorable rating to the workshop. The outcome of this workshop was superior to the Chicago Francophone workshop, and it was rated

even higher than those workshops held in West Africa in English in 1979.

Usefulness of Knowledge Gained

Next, the participants were asked, "In the coming year (or next year), how helpful in your work will you find the subjects taught in this workshop?" As the ratings show, all of the participants thought that the information they gained while attending the workshop would be helpful in their work next year.

<u>Response</u>	<u>Percent</u>
Total.....	<u>100.0</u>
No help at all.....	0.0
Only a little help.....	0.0
Of moderate importance.....	25.0
Of considerable importance.....	46.9
Of tremendous importance.....	28.1

Expectations Not Fulfilled

The participants were also asked to respond to the open-ended question:

"What were your expectations for this workshop that were not fulfilled?"

Their verbatim responses were as follows:

"Insufficient time scheduled for group exercises."

"Too much time scheduled for group exercises on radio and TV spot announcements; there are subjects of greater importance for demographers and sociologists."

"Time allocated for workshop was too limited."

"Group was not homogeneous. I had hoped for otherwise."

"Increase workshop length to one month."

"I would have liked Dr. Bogue to speak in French and to have stayed with us longer."

"Considering the short duration of the workshop (3 weeks), one could not

expect to have a short visit to the field in order to pretest certain educational documents such as posters, radio spot announcements, or person-to-person communication. This visit is necessary and will complement Course 103 in the future."

"Experience in the field. In other words, to have had contact with a particular target group."

"Personally, I learned much. The only problem was the class itself. Discipline was lacking. Therefore, classes were too noisy and time wasted."

"Practical work (radio spots, posters, interview, etc.) should have been graded."

"To study and criticize campaign projects on communication and education carried out in other countries. To obtain a formal practical exercise on how to conduct a psychosocial diagnostic of a community."

"It would have been interesting to hold one or two sessions on the socio-economic and cultural aspects of Morocco. This would have allowed us to differentiate between the various theories of communication for social development."

"Much more use of mass media and audiovisual aids. More practical application of communication."

"Week spent on pretesting was insufficient. I had hoped for more practical work in campaign evaluations."

"I had hoped to see religious and political personalities involved in the workshop."

"More participation by people who are in direct contact with population and agriculture, since these make up the dominant population in Morocco."

"Participation of a Moroccan sociologist. He would understand our situation much better."

"Break for lunch was not enough--program too heavy."

"Workshop trend (direction) was too academic (schoolish)."

"I had hoped to have had more group activities and meetings or get-togethers. However, many afternoons were devoted to spots in radio and TV. We rarely deal with this media. If we wish to become social workers, it is necessary to place more emphasis on group work."

"The exchange of ideas among participants was insufficient. The atmosphere was not very friendly. There was also too much disparity of levels and motivation in the group."

"I would have liked discussing hygiene in more detail--the use of bottled water; adequate ways of disposing of solid and liquid waste; environmental hygiene."

"I would have liked to deal with other subjects which would involve the rest of the departments; agriculture, education, etc."

Duration of the Workshop

The majority of the participants thought the Moroccan Workshop was too short. This opinion is substantiated in many instances by the verbatim comments for other questions. The primary question concerning duration was: "In your opinion, was the length of this workshop (3 weeks) \_\_\_\_\_?"

<u>Response</u>	<u>Percent</u>
Total. . . . .	<u>100.0</u>
Too long. . . . .	6.5
Just right. . . . .	38.7
Too short . . . . .	54.8

Of the thirty-two respondents, only one did not answer this question. The majority of the participants thought that a workshop of this type should be increased by another week, but a substantial share (39 percent) thought that the three-week period was sufficient.

Overall Evaluation of the Courses

As described previously, a total of four courses was offered. The participants were requested to give an overall rating to each course. The following table summarizes the ratings for each.

<u>Course</u>	<u>Rating</u>					
	<u>Total</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Very Poor</u>
101. Communication Theory, Research, and Campaign Planning.....	100.0	25.0	71.9	3.1	0.0	0.0
102. The Content of Messages for Social Development Programs..	100.0	31.2	59.4	9.4	0.0	0.0
103. Person-to-Person Communication for Social Development....	100.0	34.4	62.5	3.1	0.0	0.0
104. Use of Mass Media and Audiovisual Techniques for Social Development.....	100.0	46.9	37.5	15.6	0.0	0.0

In general, all of the courses received overwhelming approval. Course 104 received very enthusiastic ratings (47 percent rated the course as excellent); however, this course also received the highest percent (15.6) in the adequate category.

This workshop evoked very enthusiastic ratings for all of its courses. No one rated any course unfavorably. This had never happened before in any workshop in Africa or in Chicago by the CFSC. Perhaps the fact that only four courses were offered and more time could be devoted to each explains these findings.

#### Detailed Evaluation of the Courses

In order to obtain a better understanding of the participants' evaluation for each course, they were asked to answer three additional questions concerning each course. Two questions were fixed-answer questions, and the other was an open-ended question.

A. Reading Material. All participants were asked the question, "How would you rate the selection of readings (documentation) for this course?"

<u>Course</u>	<u>Rating</u>					
	<u>Total</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Very Poor</u>
101.....	100.0	41.9	51.6	6.5	0.0	0.0
102.....	100.0	20.0	53.3	23.3	3.3	0.0
103.....	100.0	26.7	56.7	13.3	0.0	0.0
104.....	100.0	30.0	56.7	13.3	0.0	0.0

For all the courses, the documentation obtained strong approval. This was especially true for Course 101, where 93.5 percent of the participants gave a rating of good or excellent. It seems that Course 102 was the least liked in terms of documentation. Once again, as with the overall course evaluation, Courses 103 and 104 received nearly identical ratings.

B. Instruction. Next, the participants were asked to rate the instructors for each course.

Course 101. "What is your overall evaluation of the teaching you received from each of the following instructors?"

<u>Instructor</u>	<u>Rating</u>					
	<u>Total</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Very Poor</u>
Mrs. Amram.....	100.0	3.6	14.3	60.7	7.1	14.3
Dr. Bogue.....	100.0	71.9	28.1	0.0	0.0	0.0
Mr. Burger and Mr. Langlois.....	100.0	53.1	37.5	9.4	0.0	0.0
Mr. Schwartz.....	100.0	0.0	10.7	28.6	32.1	28.6

Dr. Bogue (who was ably assisted by the excellent translations of Mr. Langlois) clearly received the highest ratings and Mr. Schwartz, the poorest, Mr. Burger and Mr. Langlois were very well liked, just as they were in the Francophone workshop held in Chicago in 1979.

Course 102. "What is your overall evaluation of the teaching you received from each of the following instructors?"

<u>Instructor</u>	<u>Rating</u>					
	<u>Total</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Very Poor</u>
Dr. Alaovi (Lecture 1)..	100.0	84.4	15.6	0.0	0.0	0.0
Dr. Tahiri.....	100.0	67.8	29.0	3.2	0.0	0.0
Dr. Jai.....	100.0	24.2	44.8	27.6	3.4	0.0
Mr. Azizi.....	100.0	27.6	37.9	27.6	6.9	0.0
Dr. Belhadj and Dr. Jovadi.....	100.0	15.6	46.9	21.9	15.6	0.0
Mr. Papy Francois.....	100.0	6.5	35.5	41.9	12.9	3.2
Mr. Moudden and Mr. Abdelhay.....	100.0	32.1	46.5	14.3	7.1	0.0
Dr. Jovahri.....	100.0	23.4	40.0	20.0	3.3	13.3
Dr. Chaouni.....	100.0	14.3	39.3	39.3	7.1	0.0
Dr. Laraki.....	100.0	37.0	40.8	18.5	0.0	3.7
Dr. Mokhtar Ben Said....	100.0	7.7	26.9	30.8	15.4	19.2
Dr. Alaovi (Lecture 2)..	100.0	75.0	25.0	0.0	0.0	0.0

Many instructors participated in this course, each one giving a lecture on a particular subject every day with the exception of Dr. Alaovi (who gave two lectures). He was very well-liked by the group. In fact, he received the highest ratings along with Dr. Tahiri. Overall, every instructor was rated as having made an excellent, good, or adequate performance.

Course 103. "What is your overall evaluation of the teaching you received from the following instructors?"

<u>Instructor</u>	<u>Rating</u>					
	<u>Total</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Very Poor</u>
Dr. Bogue.....	100.0	87.1	12.9	0.0	0.0	0.0
Mr. Ghanaout.....	100.0	70.0	10.0	13.3	6.7	0.0

Both instructors received strong approval for their performance.

Course 104. "What is your overall evaluation of the teaching you received from each of the following instructors?"

<u>Instructor</u>	<u>Rating</u>					
	<u>Total</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Very Poor</u>
Mr. Berendtson.....	100.0	6.9	17.2	38.0	31.0	6.0
Mr. Burger.....	100.0	46.9	40.6	12.5	0.0	0.0
Mr. Langlois.....	100.0	45.2	41.9	12.9	0.0	0.0

Once again, Mr. Burger and Mr. Langlois were highly rated. Mr. Berendtson was significantly less liked in the group. Some of the participants complained of his incomplete command of the French language. This could be one of the factors which explains his lower ratings.

IV

Verbatim Comments about Individual Courses

As mentioned above, the participants were also asked an open-ended question in each of the courses. Below are comments made concerning each course and divided into two categories: (1) positive comments and (2) negative comments.

\* \* \* \* \*

Course 101. Communication Theory, Research, and Campaign Planning

Positive Comments

"Bravo, Dr. Bogue!"

"Dr. Bogue was a very interesting lecturer."

"Although the course was a bit abstract, it was very thorough and covered most of our anxieties. Of course, the methods and theories have to be adapted to the Moroccan sociocultural context. Translation arrangements were excellent and very pleasing."

"Even though I already had a vague idea on the theory for Course 101, I found it very interesting and profitable."

"This course was very important if I'm ever called upon to participate in the production of a campaign."

"I found the course to be very good. The techniques used were new to me and of great help in my future work."

"Very complete courses--illustrated by very clear and understandable examples--the xerox copies distributed were very helpful to use as reference."

Negative Comments

"The time allowed for this course was not enough. I would have liked this course to be more detailed."

"The homework given did not permit us to read the documents distributed in class for a better understanding of the course."

"Overall the course was good but not sensitive enough."

"Course 101 should be more explicit on the real situation surrounding an individual in his environment."

"The course was too theoretical. It was difficult to establish a relationship to Moroccan daily practice. Communication in Morocco does not pose as many problems as we were left to understand in this course."

"I believe this is a course which presents many theories without taking into account the social situation of our country."

"The two lectures by Dr. Amram and Mr. Schwartz were deficient."

"Mr. Schwartz is a poor choice for a lecturer. One cannot apply his theories to our country which is in the process of developing. It would have been convenient to invite a Moroccan sociologist."

"I believe we should be grateful to have been able to communicate directly with Dr. Bogue without the need for a translator. Next time, it will be necessary to choose the majority of participants who understand English and are able to communicate in that language."

"There was the translation problem which made it impossible to communicate directly with Dr. Bogue. The language barrier was a handicap for us."

"It would have been desirable to have included discussion and dialogue as part of the course."

"This course would have been excellent if it had been given directly in French or Arabic and reinforced by many sessions of group work. This should be done so that each participant has at least a chance to direct a group discussion-- especially on the topic of Group dynamics."

"On the whole, the course was well assimilated but the different professors did not have previous contact with each other. In many instances, this created contradictions."

\* \* \* \* \*

Course 102: The Content of Messages for Social Development Programs

Positive Comments

"At certain times this course was too specialized, but it was useful."

"The Moroccan doctors directed this course very well. Everything was very clear and of great use."

"It was very important, especially for those in the health field."

"Excellent course."

"Course 102 was really good in complementing Course 101."

"This course, 102, taught by Moroccan professors allowed us to become more aware of what is happening in our country and to reflect on attitudes to be taken for improving social development."

### Negative Comments

"Course objectives were not determined from the beginning, thus there was much fumbling from the start. However, we did have excellent lectures."

"The theory for Course 102 is not truly applicable unless there are changes in the organization and the point of view of those in charge of social development programs."

"Most courses (including this one) were presented too quickly. Not enough time was scheduled."

"It would be preferable and the courses would be much more successful if the handouts on statistics and diagrams were distributed to each individual."

"The class group was too heterogeneous. Thus, it was difficult to assimilate for some participants."

"The majority of these sessions were a review for me of the courses which formed part of my education. Xerox copies could have been distributed since certain classes were very long and required extra reading time."

"Professors should be more concrete (precise) in communicating their messages."

"Course was too superficial. We were not allowed to ask questions."

"The message for social development programs should be more diversified. In other words, it should interest everyone in all departments and not only those in the Ministry of Public Health."

"It is a must to attribute more time to this course due to the importance of the subject matter. The representatives of other departments and ourselves would have liked to better understand the methods employed. Above all, we would have liked to profit from the knowledge of our very specialized colleagues."

"Theory predominates in this course, but the scientific and technical sides are also important in order to become aware of the situations expected to arise on the field."

"Not enough practical exercises were given to permit better assimilation of the theories presented."

Course 103. Person-to-Person Communication for Social Development

Positive Comments

"Excellent class."

"Very interesting class."

"Personally, I cannot criticize those who have enriched my knowledge. The methods were excellent. My only remark is that Dr. Bogue's lectures are of critical importance. At times, he had to search for words very slowly."

"The course was really positive due to its clarity and good planning. However, time was insufficient--perhaps an extra week could improve the situation."

"This course was very informative and, clearly thanks to Dr. Bogue, the counselling sessions were equally good."

"I personally find this type of communication very good. Very helpful if not to master it at least to acquire a certain amount of knowledge of group communication."

Negative Comments

"Course objectives not defined from the beginning."

"Lack of time limited the wide horizon of knowledge offered by this course. Had this not been the case, it would have permitted a more profound study of communication."

"Should allow more time for Course 103, both for theory and practical exercises. It would have been interesting to have had more practical work sessions on evaluation and group critiques."

"Practical application neglected."

"Would have obtained much better output if enough time had been allotted to practical sessions. Those on counselling especially were important but not enough time was scheduled."

"It does not fit the sociopolitical and cultural situation of developing countries."

"Too didactic."

"It is important in Person-to-Person Communication to define certain attitudes towards different persons. For example, how to communicate with a top personality versus an illiterate factory worker."

"It is a course which demands to be more detailed since it requires attention and much practical work. In other words, it is necessary to discuss certain experiences and to evaluate these based on concrete examples."

Course 104. Use of Mass Media and Audiovisual Techniques for Social Development

Positive Comments

"Interesting due to its practical exercises. It demanded the production of something immediately useful."

"In general, a good class. Mass media is used to express the sociocultural side of a particular group of people."

"Very interesting and important course."

"This was an excellent course, especially at the practical level, since it allowed me to familiarize myself with certain apparatus (equipment)."

"The two professors complemented each other very well. I was very nicely surprised by this teaching method. Bravo Jean-Claude Burger and Philippe Langlois."

"Many previous vague ideas became well-defined due to the manner of teaching."

"Very intensive but profitable."

"This course has definitely initiated me in the very useful schematization of messages--messages with the purpose of making people ponder on the subject and of convincing a certain target audience."

Negative Comments

"There should be more adequate organization in reserving more time for the production of radio spot announcements and printed matter and for the class in general."

"Not enough laboratory sessions."

"Lecturers were not aware of the role played by radio and television (as well as other mass media) in Morocco. This prevented the students from raising discussion questions on improving the use of mass media in our country."

"The course should have ended with a lecture on the role of R.T.M. in Social Development."

"Two professors teaching the same lecture disrupts the audience's attention."

"Very interesting for personal information. However, course should be reserved for specialists in this field."

"Mr. Berndtson--uncommunicative--we wanted him to lecture but he would not accept anyone translating for him."

\* \* \* \* \*

Three more questions were asked of the students concerning all courses in general. The first of these was, "What did you think of the practical group exercises?"

These sessions were carried out every day from 6 p.m. to 8 p.m., Monday through Thursday. Besides the above, Course 104, Groups A and B, met every Friday from 2:30 p.m. to 5:30 p.m.

<u>Response</u>	<u>Percent</u>
Total.....	100.0
Very effective.....	83.9
Little effectiveness.....	16.1
Not necessary.....	0.0

Approximately 8 out of every 10 participants felt these sessions were very effective. Only 5 participants thought these sessions were of little effectiveness.

The last two questions are related to one another. One was a fixed-answer question and the other an open-ended question, "What did you think of the teaching methods employed?"

<u>Response</u>	<u>Percent</u>
Total.....	100.0
Up-to-date.....	90.0
Outdated.....	10.0

The overwhelming majority (9 out of 10 participants) agreed that the methods used were modern and up-to-date.

The participants were then asked to criticize the teaching methods used and to recommend ways of improving these in an open-ended question. The fol-

lowing answers were received:

"I would suggest more discussion between participants and lecturers. The questions asked at the end of each session were only 'question/answer' sessions without a true discussion. Lectures are of the 'one-man-show' type. A little more participation is encouraged."

"The group should be more homogeneous."

"Inform the participants in advance of the methods to be used."

"There is need for more practical work. Allow extra time for this."

"Workshop should be lengthened to at least one month."

"Ask instructors to participate more fully."

"Plan in advance for more lectures."

"Do away with the traditional relationship of teacher-student and create an atmosphere where discussion is permitted."

"Allow more time for discussion sessions."

"Each participant should have the opportunity to try and communicate his ideas to the rest of the group. There were some who, due to their shyness, never said a word and others who said too much."

"Ask lecturers to provide several subjects to be developed and then organize a discussion on each."

"Arrange for visits to health centers as well as national organizations involved in social development. This will place us in a better position to criticize and offer corrections on the field."

"It is necessary to reserve a certain amount of time for experimentation. In other words, certain theories presented in a lecture should be explored on the field using a target community."

"I think the group exercises in radio, television, and posters should have been for professionals. If the workshop participants were involved in professional work, fine . . . but . . . it would have been necessary to warn the participants that this course involved very difficult work which could not be mastered in a few days."

"Have more materials available and also of good quality."

Recommendations for Future Workshops

Recommendations for future workshops, in the last section of the questionnaire, allowed for participants to express their opinion concerning the direction of future workshops. The pertinent question was, "What other suggestions, recommendations or criticisms could you add to improve future workshops?" Following are their comments arranged by subject matter.

A. Selection of participants and planning of workshop

"Educational attainment for all participants should be about equal to create a homogeneous group that can work together."

"Participants should be well-chosen (homogeneous)."

"Increase number of people in direct contact with population."

"Ask other countries, similar to Morocco, to participate in the workshop."

"Ask other ministries to participate: Education, Agriculture, etc."

"Many people of an unsatisfactory level were invited to participate in this workshop. I think that women experienced great difficulty in completing this workshop."

"I think all participants should be carefully selected. It is necessary that they are all at the same level and perform the same type of work. This will allow more extensive coverage of concrete examples directly related to the type of work performed by students. In this manner the workshop will succeed 100 percent."

"Distribute a questionnaire at the beginning of the workshop to the students in order to satisfy their aspirations and goals once the workshop comes to an end."

"The participants should be told what is expected of them before the workshop begins."

"It is necessary to organize the courses according to the professional attainment as well as the needs of the participants involved."

"Take into consideration the number of people of each sex. The number of women invited to participate should equal the number of men. This must

be done to avoid the frustration several people experienced by those who thought the opposite sex was not essential."

"Define well in advance, course objectives."

B. Teachers and conduct of the workshop

"Reserve three days at the end of the workshop to discuss everything which has been done and respect the closing date."

"Increase laboratory work."

"Insist more on audiovisual work."

"Go more into depth with Person-to-Person Communication. Include analysis sessions on human behavior by doing criticisms and self-criticisms between participants and professors."

"Certain communication theories of little interest to the group should be eliminated (such as medical theories). These should be replaced by criticisms of communication projects."

"In the future, ask a Moroccan sociologist and psychologist to participate. These professors could be very helpful in explaining Moroccan character and social structure to those participants who were never exposed to these subjects in their education."

"Evaluate the students' work. Group exercises should be followed by a written evaluation which should then be distributed to members of other groups. In this manner everyone will benefit."

"During the workshop, I would have liked to communicate directly with Dr. Bogue. Unfortunately, we could not communicate in two different languages."

"There was a small language barrier with Dr. Bogue and his group."

"Certain things should be omitted. Decrease the time scheduled for radio and television laboratory sessions and give more time, for example, to Dr. Bogue."

"Laboratory hours should be lengthened."

"Change time schedule. It was distributed very badly. I would prefer 8:30 a.m. to 13:30 p.m. and 3:00 p.m. to 6:00 p.m."

"Work day is too long. One should stop at 6:00 p.m."

"Rearrange schedule--irregular hours."

"Revise workshop program to allow free time for other activities as well as to permit assimilation of courses. Try not to reach the 'saturation point.'"

"Allow more time for lectures in order to be able to read and discuss all the documentation distributed."

"This workshop was too short, especially for Communication for Social Development."

"Increase length of workshop."

"Workshop should be longer. Three weeks is not enough to cover so much material."

"Participants should have been invited to Chicago in order to become acquainted with American WASP manners and later make a comparison."

"The location of the workshop should be changed. Next time, use another city such as Marrakesh, Agadi, etc."

"If you organize another workshop in our country, do not forget to use another city, such as Marrakesh."

"If possible, another workshop should be half for Communication and Laboratory work. Our country is very much in need of this."

"Due to the importance of this workshop, it is desirable to divide its length into two parts, or to hold another session in two years after we have had a chance to practice what we have learned. This should be done to better understand the basic principles and ideas of Communication for Social Development."

"Another workshop should be arranged to reinforce what we have learned in this one."

### C. Lodging and meals

Unfortunately, the participants did not react as favorably to the room and board arrangements as they did to the instruction. Hotel Balina is a well known "economy class" hotel for business and tourism. The participants felt there was not enough variety in the meals provided or that they were not well prepared. The lodging facilities were also criticized as being inadequate.

"Lodging facilities must be improved."

"Bedding should be changed at least once a week."

"Hotel room was too uncomfortable."

"The food was almost contaminated."

"Improve food service (better quality)."

"Restaurant arrangements were awful. Menu left a lot to be desired."

"Food at the Hotel Balima was truly bad. Most of the participants found the week too long since they were poorly nourished and lodged. The menu did not change, it was always the same. Many restaurants would have provided group prices for much more interesting food than the food provided at the hotel. At least the food would have been much more tasty and varied."

D. General comments

"In general, the organization was high quality."

"Workshop was very well-organized and does not need improvement. Congratulations to the Workshop coordinators."

"The same amount of money should be given to everyone coming from other towns."

"Recreation and entertainment should be provided for all courses at night."

"Include in the program night get-togethers to discuss certain subjects, visit different places, etc. This will reinforce the brotherhood (fraternity) among participants, especially since this was an international workshop. The final goal of every group relationship is to consolidate ties."

"Organize group outings: visits to schools, family planning centers, hospitals, dispensaries, etc."

"Organize visits to different places to become acquainted with daily practice."

LIST OF PARTICIPANTS

<u>NAME</u>	<u>PERSONAL ADDRESS</u>	<u>ORGANIZATION</u>
M. Boualem Mohammed	10, rue d'Oran apt. No.1 Rabat	
M. Boukdir Mohammed	S.I.A.A.P. BP 143 Beni Mellal	Ministère de la santé province médicale Beni mellal
Mme Ibrahim Latifa	2 bd. Bourgogne Casablanca	Ministère de la santé centre de référence Casablanca
Mme Chkar Zhor	Route d'Immouzer No. 3 km 2 Drb Ben ghali FES	Ministère de la santé centre de référence FES
Mme Lahlou Malika	14, avenue de fès Rabat	Ligue marocaine de protection de l'Enfance ministère de la santé
M. Maliki Ahmed	5, rue AL GHARB Mabella Rabat	R.T.M. 1, rue El Brihi Rabat
M. Rouini Mohammed	S.I.A.A.P. Settat	Ministère de la santé
M. Hajbi Mustapha	École des infirmiers brevetés - Hôpital Hassani Nador	Ministère de la santé
Mme Khalladi Salima	1) 9, rue du Sénégal Rab. 2) 29, av. Med Hayani Hay Taj - Fès.	Direction de la planification M.E.N.
Mme Jbara Fouzia	7, rue Fatima El Fihriya app. No. 2 Diour Jameâ Rabat	Association marocaine de planification familiale Rabat
M. Kilito Abderrahmane	3, derb Bouanane médina Rabat	Radio télévision scolaire rue Kadi Bennani Souissi Rabat
M. Berjaoui Sidi Ali	104, bis rue El Mohit Errachidia	Directeur de l'école des Infirmiers
M. Lamraoui Kébiri	34, rue Kenadssa Errachidia	Ministère de la santé province médicale Errachidia
M. Tahri Mohammed	12, rue El Mehdi Ibn Toumert Oujda	Animateur Education sanitaire santé publique Oujda

M. Yassine Brahim		Service central PSME - nutrition Ministère de la santé Rt.
Mme Mezgueldi Naïma	11, rue Meknès	centre de référence province médicale Meknès
Mme Chahboun Saâdia	rue 20 maison 30 cité des Habous - Yacoub El Mansour Rabat	chef du centre au foyer féminin - promotion féminine Jeunesse et sports - Rabat
M. Khmouch Omar	Province médicale - route de B. Ahmed Settât	directeur de l'école de brevet d'infirmiers Settât
M. Kalil Hammadi	15, rue Ouhoud Bizinti Salé	B.O.R.E. minstère de la santé Rabat
M. Bourjal Mohammed	1, rue de la moulouya Agdal Rabat	Ministère de la santé Publique 5me Central d'Hygiène du Mileu
Mme Admizem Hadda	centre de référence	province médicale de Beni Mellal
M. Mezzougui Benaceur	Ecole d'Etat d'infirmiers B.P. 267 Meknès	Ministère de la santé Ecole d'Etat d'infirmiers Meknès
M. Larhribi Ahmed	hôpital my Ismaïl Meknès	province médicale de Meknès
M. Bensellam Ghezouani	78, rue de France El Jadida	Ministère de la santé E.I.B. El Jadida
M. Hittouche Chbani	34, rue Baghdad Khémisset	Service de l'éducation sanitaire Khémisset
M. Kamal Ben Souda	R.T.M. 1, rue El Brihi Rabat	
Mme Tijari Latifa	4, Impasse Yacoub El Mansour Khouribga	Union Nationale des femmes marocaines Khouribga
Melle Talbi Khadifa	6, rue Saint Quentin El Jadida	Province Médicale El Jadida Service d'éducation sanit.
Melle Dine Zahia	3, rue Taïneste Résidence Rabat	Assistante sociale de la gendarmerie Royale
Mme Bourî Touria	rue Brahim Roudani Immeuble 41 appt. 21 Rabat	centre de référence de P.F. Rabat
M. Cherkaoui Abdefjlil	rue Sion No. 18 nouveau Mellah Meknès	Ministère des Affaires Sociales et de l'artisanat rue Daït Roumi Agdal Rabat

Mme Gargouri Fatma	route de Gabès SPAX Tunisie	Office national du Planning Familial Tunisie délégation régionale de Sfax Tunis
M. El Hihi Abdelkrim	rue Khalid ben El oualid Bloc 3 appt. 9 Marrakech Guéliz	service d'éducation sanitaire P.M. Marrakech
Melle El Farouk Nejma	Garderie Baladia - 78, place Mohammed Ben My. Abdellah Derb Baladia Casa.	Ligue Marocaine de Protection de l'enfance <u>siège</u> : ministère Santé
M. Derdabi Ahmed	Secteur AB IM meuble Al appt No. 16 Aibassatine Meknès	Province médicale de Meknès
M. Bouhadma Mohammed	2, rue M'Hand N'Ait Taleb Talborjt Agadir	Service d'éducation sanitaire P.M. Agadir
Melle El Hamdani Amina	bloc 2 No. 60 Takkadom Rabat	Association de planification familiale Rabat
M. Agoumy Toufik	9, Zankat Al Osquofiah appt 12 Rabat	D.P.I.S. 34, av. Ibn Toumert Rabat
Melle Haïguech Aïcha	Service central de P.F. Km 4 route de casablanca Rabat	même adresse
M. Loumi Mohammed	57, av. du Sahel Montfleury - Tunis Tunisie 495.441	Office National du Planning familial et de la population (administrateur affecté au service de l'information) 42, av. de Madrid - Tunis
Melle Benjelloun Sabah	Institut Agronomique et vétérinaire Hassan II Département de nutrition Humaine	même adresse
Mme Houari Houria	No. 3 Saâda route de Zaërs Aviation Rabat	Ministère des Affaires Sociales et de L' Artisanat Direction L'action sociale
Mme Karkori Nezha	Foyer féminin Lalla Cjehba. Salé	Jeunesse et Sports Rt Cité Universitaire Agdal
M. Akboul Mohammed	Collège de Santé Publique	Ecole du brevet Rabat
Zniberzahrh	21 rue Alfredbeanji Khouribga	Union Nationale des femmes de Marocaines