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DFE-0532-7-85-001-11

**Workshop on  
Communication  
for Social Development  
for French-Speaking Countries:**

**Final Report**

August 27 to September 21, 1979

The Community and Family Study Center  
The University of Chicago



I

INTRODUCTION

Between August 29 and September 21, 1979, a workshop on "Advanced Training in Communication for Social Development in French-Speaking Countries" was held at the Community and Family Study Center, the University of Chicago. A total of 61 participants from 17 French-speaking nations attended. These participants were of outstandingly high quality; most were senior officials in ministries of Health, Education, Community Development, Agriculture, Information, etc., or were program directors of social development programs in private agencies. Following is a tabulation of the number of participants from each country:

| <u>Country</u>                | <u>Number</u> |
|-------------------------------|---------------|
| Algeria . . . . .             | 2             |
| Benin . . . . .               | 4             |
| Cameroon. . . . .             | 2             |
| Empire Centrafricain. . . . . | 1             |
| Congo . . . . .               | 1             |
| Haiti . . . . .               | 7             |
| Ivory Coast . . . . .         | 4             |
| Madagascar. . . . .           | 2             |
| Mali. . . . .                 | 4             |
| Mauritania. . . . .           | 3             |
| Morocco . . . . .             | 13            |
| Rwanda. . . . .               | 4             |
| Senegal . . . . .             | 3             |
| Togo. . . . .                 | 2             |
| Tunisia . . . . .             | 3             |
| Upper Volta . . . . .         | 4             |
| Zaire . . . . .               | 2             |

Appendix A lists the participants by name, the organization in which they were employed, their position within that organization, and their country.

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

Björn Berndtson, Director of the Workshop, former Director of Development Support Communication, UNICEF, New York

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

Philippe Langlois, Vice-President, Burger and Langlois, Quebec, Canada

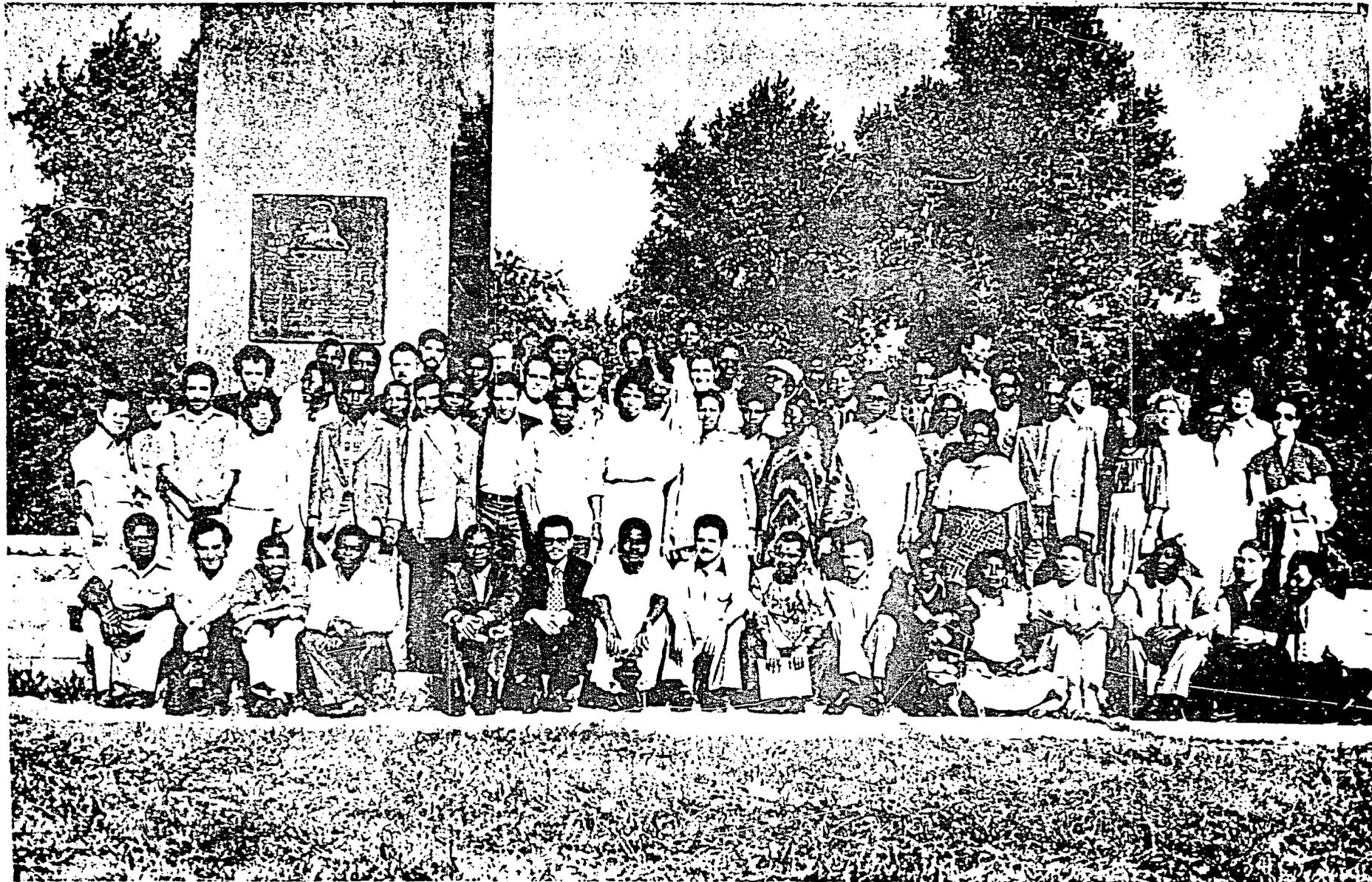
Remi Clignet, Professor of Sociology, Northwestern University, Evanston, Illinois

Francois Nouthe, Doctoral Student in Communication, University of Louvain, Belgium

Dr. Nguyenphuc Buutap, Staff Member, Community and Family Study Center, Chicago, Illinois.

Recruitment of participants. Participants were recruited by a combination of mass communication and person-to-person contact. The Community and Family Study Center prepared a prospectus which was sent to all of the major ministries of every French-speaking nation in Africa and America, and to major private organizations with programs in those countries. It was also mailed to major international organizations (UNICEF, UNESCO, WHO, FAO, SIDA, CIDA, Ford Foundation, etc.) with programs in French-speaking developing countries-- both to the headquarters and to field offices. This prospectus included application forms for participation in the workshop.

Fellowships. A total of 14 fellowships were available for award by the Community and Family Study Center, through funds provided by the U.S. Agency for International Development. Other international agencies were invited to provide fellowships and transportation expenses for participants they wished to sponsor. The U.S. Agency for International Development provided fellowships to a substantial number of the participants, both directly through its country programs and through a worldwide fellowship fund administered from Washington. Fellowships were also provided to participants by UNICEF and Pathfinder Fund.



Participants and Staff of the Workshop on Communication for Social Development  
for French-Speaking Countries.

Funding. The expenses for salaries, a number of fellowships (see section VI), and other general costs of sponsoring the workshop were paid by the Community and Family Study Center with funds provided by the U.S. Agency for International Development under the program "Strengthening Population Communication and Training."

Housing. The participants were lodged in International House, a student residence of the University of Chicago, located one block from the Community and Family Study Center.

Administration. The logistic and administrative work of the workshop was performed by Mrs. Isabel Garcia, administrative assistant of the Community and Family Study Center, assisted by two French-speaking research assistants--Ms. Maria Garcia and Dr. Nguyenphuc Buutap.

Organization of the report. This final report of the workshop consists of six sections:

- I. Introduction
- II. Content of the Training
- III. Evaluation by the Participants
- IV. Evaluation by the Faculty
- V. Financial Statement: Cost of the Chicago Workshop
- VI. Future Workshops.

## II

### CONTENT OF THE TRAINING

#### A. General Description of the Program

The training consisted of five courses, and each participant was expected to take at least three of the five (they were allowed to take four or all five if they chose). These courses covered the entire range of social development communication except communication research and evaluation. Each participant could select courses dealing with those topics which would be most important for his or her particular work.

The five courses were as follows:

- |                    |   |
|--------------------|---|
| Communication 101. | Principles and Theories of Communication  |
| Communication 102. | The Content of Messages for Social Development Communication Programs           |
| Communication 104. | Community Development and Person-to-Person Communication for Social Development |
| Communication 105  | Use of Mass Media and Audiovisual Techniques for Social Development             |
| Communication 108  | The Planning and Management of Communication and Educational Programs.          |

Courses 104 (Person-to-Person Communication) and 105 (Mass Media Communication) were considered to be major courses, and Courses 101, 102, and 108 were supplementary.

Each participant was asked to declare a primary interest in either Person-to-Person Communication or Mass Media Communication, taking the major course which conformed to his interest.

Having chosen Course 104 or 105 as a basic or central focus of training, the participant then chose additional or supplementary courses that best met

his individual needs. Each participant had to take at least two courses in addition to his basic course (most participants took four courses). Participants were urged not to choose both Course 104 and Course 105 unless their work or interests required it.

#### B. Schedule of Classes

The workshop was originally planned for 30 participants. However, the demand was so great that more than double this number were admitted. In order to accomodate everyone, the two basic courses (104 and 105) were "double-tracked." Upon registration, each participant was randomly assigned to one of two groups, Group A or Group B. Every laboratory session was held twice, once for half of the enrollees and again for the other half. The Daily Class Schedule (see next page) shows which classes Group A and Group B were scheduled for on each day and where they met.

#### C. Course Outline

The workshop tried to cover a great amount of material in the short span of four 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 the Daily Class Schedule is the outline of topics discussed in each session of each course.

DAILY CLASS SCHEDULE--FRENCH WORKSHOP ON COMMUNICATION FOR SOCIAL DEVELOPMENT

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| Group A  |        |         |           |          |        |
|----------|--------|---------|-----------|----------|--------|
| Hour     | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9-10:30  | 101    | 102     | 101       | 102      | 108    |
| 10:30-11 | 105    | 105     | 104       | 104      | 104    |
| 1-5      | 104    | 105     | 104       | 105      | 105    |
| 7-9      | 108    | 104     | 105       | Study    |        |

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| Group B  |        |         |           |          |        |
|----------|--------|---------|-----------|----------|--------|
| Hour     | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9-10:30  | 101    | 102     | 101       | 102      | 108    |
| 10:30-11 | 105    | 105     | 104       | 104      | 104    |
| 1-5      | 105    | 104     | 105       | 104      | 105    |
| 7-9      | 108    | 105     | 104       | Study    |        |

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Courses 101, 102, 105, and 108 (both Group A and Group B) met in the main classroom of CFSC, first floor.  
Course 104, both Group A and Group B, met in the radio studio, third floor.

COMMUNICATION 101. COMMUNICATION THEORY AND RESEARCH

Theory

- Week I. (Opening Ceremonies)  
1. Nature of the Communication Process
- Week II.  
2. How People Learn New Ideas  
3. The Adoption Process
- Week III.  
4. The Behavioral Theory of Adoption

Research

- Week IV.  
5. Introduction to Pretesting  
6. How to Pretest Communication Materials  
7. Tabulating and Interpreting Pretest Materials

COMMUNICATION 102. THE CONTENT OF MESSAGES FOR SOCIAL DEVELOPMENT COMMUNICATION PROGRAMS

- Week I.  
1. Maternal and Child Health  
2. Nutrition Education
- Week II.  
3. Environmental Sanitation Program  
4. Increasing Agricultural Productivity
- Week III.  
5. Population Education from a National Perspective  
6. Population Education from the Viewpoint of the Person and Family
- Week IV.  
7. Sex Education and Contraceptive Education  
8. Problems of Youth, Adolescent Pregnancy, and Marriage

COMMUNICATION 104. COMMUNITY DEVELOPMENT AND PERSON-TO-PERSON COMMUNICATION  
FOR SOCIAL DEVELOPMENT

Lectures by Professor Clignet

- Week I. The Problems Posed by Socioeconomic Development  
Session 1. Critical Review of the Different Models of Development  
Session 2. The Natural History of Developmental Operations  
Session 3. The Problems Posed by Different Styles of Government
- Week II. Critical Analysis of Specific Development Operations  
Session 4. Agriculture  
Session 5. Education  
Session 6. Status of Women and Family Planning
- Week III. Strategies of Community Action  
Session 7. Analysis of Material Resources and Physical and Social Spaces of Communities: Methodology  
Session 8. Techniques of Negotiation: Decentralization-Centralization  
Session 9. Evaluation: Methodology and Consequences.

Laboratory Sessions by Prof. Clignet and François Nouthé

- Week I. Lab 1. The Basic Communication Skills--François Nouthé  
Lab 2. How to Teach Communication Skills--François Nouthé  
Lab 3. Movie: "Ramparts of Clay" and discussion--Prof. Clignet
- Week II. Lab 4. How to Conduct Small Group Discussions--François Nouthé  
Lab 5. How to Teach Others to Hold Small Group Discussions--François Nouthé  
Lab 6. Group Dynamics--Prof. Clignet
- Week III. Lab 7. Techniques of Person-to-Person Counseling--François Nouthé  
Lab 8. How to Teach Others to Improve Person-to-Person Counseling--François Nouthé  
Lab 9. Inducing Attitude Change and Promoting Behavior Change Through Person-to-Person Interaction--Prof. Clignet  
Lab 10. How to Improve Classroom Teaching--François Nouthé  
Lab 11. How to Improve Public Speaking--Guest Lecturer

COMMUNICATION 105. USE OF MASS MEDIA AND AUDIOVISUAL: TECHNIQUES FOR SOCIAL DEVELOPMENT

Part I. Radio

Week I.

Introduction to Radio Production

Lab 1. Radio Interviews

Lab 2. Radio Spot Announcements (scripting)

Lab 3. Radio Spot Announcements (production)

Week II.

Writing for Radio and Television Drama

Lab 4. Radio Drama (scripting)

Lab 5. Radio Drama (production)

Lab 6. Radio Informational Programming--discussion groups

Week III.

Introduction to Television Production: Writing Television Scripts

Lab 7. Television Spot Production

Lab 8. Slide Making for Audiovisual Presentations--  
Photography

Lab 9. Slide Making for Audiovisual Presentations--  
Script and Sound

Week IV.

Introduction to Graphics and Preparation of Printed Materials:

Elements of Effective Design and Writing

Lab 10. Planning Posters, Brochures, Leaflets and Other  
Printed Matter

Lab 11. Printing Duplicating Processes

COMMUNICATION 108. THE PLANNING AND MANAGEMENT OF COMMUNICATION PROGRAMS

A. The Communication Production Unit

Week I.

Session 1. The Foundation: Long-range Plans for Communication  
Support for Social Development Programs

Session 2. Staffing and Organizing the Personnel of a  
Social Development Communication Unit

Week II.

Session 3. Physical Facilities and Equipment needed for the  
Social Development Communication Unit

Session 4. Planning and Organizing

B. Planning and Managing Specific Communication Campaigns

Week III.

Session 5. Selecting Media for a Specific Campaign

Session 6. Management of Production for the Campaign

Week IV.

Session 7. Launching and Monitoring the Campaign

Session 8. Post-campaign Post-mortem

D. Guest Speakers

There were several guest speakers during the workshop. They were representatives of important international agencies or programs relevant to Francophone countries.

### III

#### EVALUATION BY PARTICIPANTS

##### PART A: OVERALL EVALUATION OF THE WORKSHOP

The workshop in Chicago for French-speaking nations can be classified as a "modest" success. Although the overall reaction was positive, the ratings were well below those received in three similar workshops held in Africa (Liberia, The Gambia, and Sierra Leone). Table 1 compares the ratings given by the participants of the French workshop with the average ratings given to courses in the three English-speaking African workshops.

Table 1. "Taking everything into consideration, how would you rate this workshop?"

| <u>Response</u>       | <u>French/Chicago<br/>Workshop</u> | <u>English/African<br/>Workshop</u> |
|-----------------------|------------------------------------|-------------------------------------|
| Total . . . . .       | 100                                | 100                                 |
| Very poor . . . . .   | 2                                  | (choice not available)              |
| Poor. . . . .         | 11                                 | 2                                   |
| Adequate. . . . .     | 38                                 | 10                                  |
| Good. . . . .         | 40                                 | 37                                  |
| Excellent . . . . .   | 7                                  | 44                                  |
| No response . . . . . | 2                                  | 7                                   |

One participant in eight was clearly dissatisfied. Instead of having a sizable proportion of enthusiastic ratings of "excellent," only one person in thirteen had this reaction. The remainder were more or less evenly divided between an unenthusiastic rating of "adequate" and the subdued rating of "good."

The analysis that follows attempts to identify the reasons for this positive-but-not enthusiastic evaluation, and the roots of open dissatisfaction.

Overall Evaluation of the Courses

A total of five courses were offered, as described above. The students were asked to give an overall rating to each course. Table 2 summarizes the ratings of those who attended each course.

Table 2. "Taking everything into consideration, how would you rate this course?"

| Course  | Rating    |      |          |      |           |
|---|-----------|------|----------|------|-----------|
|   | Excellent | Good | Adequate | Weak | Very Weak |
| Total . . . . .                                 | 100       | 100  | 100      | 100  | 100       |
| 101-Principles of Communication . .             | 5         | 34   | 39       | 20   | 2         |
| 102-Social Development . . . . .                | 5         | 35   | 30       | 25   | 5         |
| 104-Person-to-Person<br>Communication . . . . . | 6         | 46   | 33       | 12   | 3         |
| 105-Mass Media Communication . . .              | 27        | 53   | 20       | --   | --        |
| 108-Planning and Administration . .             | 4         | 42   | 24       | 27   | 3         |

It is obvious that Course 105, Mass Media Communication, evoked a similar enthusiastic reaction as had characterized the African workshops. Less than enthusiastic ratings were given to the other four courses. Course 102 was the most disliked course, a surprise in light of the fact that in this course the participants themselves made most of the presentations. Apparently they would have preferred a single "expert" teacher to lecture and discuss instead of the panel format chosen. The findings for Course 108 were somewhat puzzling: nearly one-half rated it as "good" or "excellent" while 30 percent were dissatisfied; only a few students were in the middle. The other two courses, Course 101 and Course 104, received general support, but not overwhelming approval. This situation is far more serious for Course 104 than for 101. Course 104, like Course 105, was a major course, and therefore occupied nearly half of the total class time of those who took it.

A later section is devoted to examining the individual courses in detail, to discover the successful aspects and the weaknesses in each one.

Instructors and Guest Speakers

The participants were asked to rate each of the instructors and guest speakers. Table 3 shows the ratings of each instructor; Table 4 shows the ratings of each guest speaker, in percentages.

Table 3. "What is your overall evaluation of the teaching you received from each of the following instructors?"

| <u>Instructor</u>  | <u>Total</u> | <u>Excellent</u> | <u>Good</u> | <u>Adequate</u> | <u>Weak</u> | <u>Very Weak</u> |
|--------------------|--------------|------------------|-------------|-----------------|-------------|------------------|
| Berndtson. . . . . | 100          | 4                | 20          | 48              | 20          | 8                |
| Burger . . . . .   | 100          | 33               | 57          | 10              | --          | --               |
| Buutap . . . . .   | 100          | 4                | 23          | 50              | 19          | 4                |
| Clignet. . . . .   | 100          | 29               | 33          | 33              | 5           | --               |
| Langlois . . . . . | 100          | 26               | 67          | 5               | 2           | --               |
| Nouthé . . . . .   | 100          | 3                | 22          | 36              | 28          | 11               |

Burger, Langlois, and Berndtson taught Course 105. The "teaching stars" of the workshop clearly were Burger and Langlois, and the very positive rating of Course 105 is linked to their teaching ability. Remi Clignet, a senior professor at Northwestern University, was also highly rated, although somewhat below the Canadian team of Burger and Langlois.

Mr. Buutap and Mr. Nouthé are young men who were teaching for the first time. Although their academic credentials fully qualified them for the duties assigned to them, their lack of experience apparently was the cause of their generally positive but unenthusiastic ratings. Another factor in the lower ratings received by Berndtson, Nouthé, and Buutap is their lack of full fluency in French. Some of the participants complained of these instructors' incomplete command of the language. The use of inexperienced teachers not fully

fluent in French was one cause, therefore, of the only moderately positive rating.

Table 4. "What is your evaluation of the usefulness of the topic and the quality of instruction?"

| <u>Guest Speaker and Topic</u>   | <u>Total</u> | <u>Excellent</u> | <u>Good</u> | <u>Adequate</u> | <u>Poor</u> | <u>Very Poor</u> |
|--|--------------|------------------|-------------|-----------------|-------------|------------------|
| Bertrand, "Pretesting" . . .   | 100          | 16               | 43          | 39              | 2           | --               |
| Bogue, "Adaptive Process"<br>(translated) . . . . .                        | 100          | 59               | 39          | 2               | --          | --               |
| Evans, "Population Trends".  | 100          | 3                | 26          | 49              | 17          | 5                |
| Lennon, "Sex Education" . .  | 100          | 12               | 43          | 26              | 19          | --               |
| Piot, "Management" . . . . .   | 100          | 14               | 31          | 24              | 24          | 7                |
| Thorne, "AID Program" . . .  | 100          | 5                | 48          | 35              | 12          | --               |
| Wallace, "Family Planning in<br>Health Care" . . . . .                     | 100          | 3                | 16          | 54              | 14          | 13               |
| Wilson, "Race Relations in<br>the United States"<br>(translated) . . . . . | 100          | 14               | 48          | 34              | 4           | --               |

In general, the ratings of the guest speakers were strong. Two of the speakers, Evans and Lennon, are highly expert in their fields, but were teaching for the first time, and they are not fully fluent in French.

Supplementary Activities

Participants from selected countries were asked to make a presentation of the I-E-C program in their countries. Lack of time prevented more countries from having this opportunity to report. All participants were asked to evaluate this aspect of the program with the following question:

Table 5. "What is your evaluation of the reports of the various countries?"  
Should these presentations be continued in future workshops?"

| <u>Response</u>                               | <u>Percent</u> |
|---|----------------|
| Total . . . . .                               | <u>100</u>     |
| Excellent idea, should be continued . . . . . | 38             |
| Good idea, but needs improvement . . . . .    | 57             |
| Poor idea, should be abandoned . . . . .      | 6              |

Among the specific suggestions participants offered for improving these presentations were the following comments:

"Should be more of a group effort."

"They should be more clear and practical."

"The presenters need to have more care for honesty, integrity, and group interest in their preparations. They should avoid all 'official' propaganda."

"These presentations need to be followed by discussion in order to be profitable. I don't think it is necessary to ask each country to have a presentation. Avoid talks on the structure of services; they bore people."

"This is a good idea, but each presentation needs more time, most of all for discussion."

"These presentations were interesting, but more time was needed for each talk."

"Speak with the participants of each country ahead of time about the presentations they will make, in order to improve this method of teaching."

"Type and distribute the presentations before, or at least after, each talk."

"Avoid cliches. The representatives of the countries should be more critical."

"The countries seemed to want to present everything that was happening in their countries. Specific examples are more useful. Commercials are not needed."

"The participants should have been informed of this before they left home so that they could have brought better documentation and prepared their talks ahead of time."

"Presentations should be made by different specialty groups, not only by country."

"Have a Third World specialist (to arrange for the presentations)."

"These presentations would gain in efficiency if they were replaced by presentations organized by theme. The experiences of all countries concerning each could be presented."

"More critical and constructive analysis rather than a simple inventory of structure would be more useful."

Film Series

On two Friday evenings, films were shown and refreshments served. The films were social development films in French that pertained to Africa. The participants were asked to evaluate this film series. The response, shown in Table 6, was generally positive, but with reservations.

Table 6. "What did you think of the Friday night movies? Should they be repeated in future workshops?"

| <u>Response</u>                              | <u>Percent</u> |
|--|----------------|
| Total. . . . .                               | <u>100</u>     |
| Excellent idea, should be continued. . . . . | 40             |
| Good idea, but needs improvement . . . . .   | 57             |
| Poor idea, not to be repeated. . . . .       | 0              |
| No response. . . . .                         | 3              |

Participants offered the following suggestions for improving and enlarging the film series:

"The films should, of course, be instructive. However, recreational films for amusement should also be considered."

"There should be a better program of films, and allowance made for discussions."

"A good idea, but not enough evenings. Participants were very tired."

"Needs to include animated and news films."

"Find more interesting films."

"Films need to be better chosen."

"The films need to have some introduction."

"Diversified films touching on all aspects of daily life--economic, health, sociological--should be obtained."

"The films were not very recent. If possible, ask the embassies of the countries represented at the workshop to provide films, so that we can learn about other countries."

"A larger choice should be presented, and the showings should not be only on Fridays. Weekends would be preferable."

"Choose the films carefully, and preview them to make sure they are valuable to participants."

"Films should be shown at least three times a week."

Newsletter

A "Workshop Newsletter" was published each week which provided notices of events and general information to participants. It highlighted activities for the coming week, answered questions that a number of participants had asked, and explained administrative procedures. When participants were asked to evaluate the newsletter, they rated it highly.

Table 7. "What did you think of the Newsletter?"

| <u>Response</u>          | <u>Percent</u> |
|--------------------------|----------------|
| Total. . . . .           | <u>100</u>     |
| Excellent idea . . . . . | 77             |
| Good idea. . . . .       | 17             |
| Bad idea . . . . .       | 2              |
| No response. . . . .     | 4              |

Suggestions offered for improving the Newsletter included the following:

- "Should be more complete and informative."
- "It should be written four or five days before the events occur."
- "It needed to have more information on the city, where to go, etc."
- "It needed to have more interesting articles."
- "Take more care with the French. Some of the items were poorly translated."
- "Needs to give more information on the countries, activities, sports.  
Make it more attractive."

Dunes Picnic

One Sunday was spent on a picnic in the Indiana Dunes. When asked to rate this recreational event, the following responses were given.

Table 8. "What is your evaluation of the Dunes trip or other trips inside the country?"

| <u>Response</u>                             | <u>Percent</u> |
|---|----------------|
| Total . . . . .                             | <u>100</u>     |
| Excellent idea. . . . .                     | 79             |
| Good idea, depends on the location. . . . . | 11             |
| Bad idea. . . . .                           | 2              |
| No response. . . . .                        | 8              |

The "Picnic in the Country" was developed to help promote recreation for participants within the limitations imposed by language. It was well received.

Museum Trips

Guided trips to the Art Institute of Chicago, the Field Museum of Natural History, the Museum of Science and Industry, and the DuSable Museum of Afro-American Culture were arranged as an additional part of the recreational program. The ratings given to these activities were also favorable.

Table 9. "What is your evaluation of the various trips to museums in Chicago?"

| <u>Response</u>                                   | <u>Percent</u> |
|---|----------------|
| Total . . . . .                                   | <u>100</u>     |
| Excellent idea, to be continued . . . . .         | 79             |
| Good idea, depends on the museums chosen. . . . . | 17             |
| Poor idea . . . . .                               | 0              |
| No response . . . . .                             | 4              |

Meetings with American Blacks

The workshop planners thought it probable that the participants would be interested in knowing about race relations in the United States, from the viewpoint of black Americans. Therefore, arrangements were made for them to have briefings and first hand contact with American blacks. Professor William Wilson delivered a highly-rated lecture (translated) on his research findings and personal opinions (see Guest Lectures, above). In addition, The Woodlawn Organization,

a community-action group involved in the redevelopment of a slum area adjacent to the University campus, invited participants to a reception and gave them a guided tour of their projects. The DuSable Museum of Afro-American Culture also hosted a reception, where participants were briefed on the activities of the organization and given a tour of the museum. Their evaluation of these activities is shown in Table 10.

Table 10. "What is your opinion of the value of the meetings with American blacks?"

| <u>Response</u>                                    | <u>Percent</u> |
|--|----------------|
| Total. . . . .                                     | <u>100</u>     |
| Excellent idea . . . . .                           | 59             |
| Good idea, depends on the groups selected. . . . . | 34             |
| Bad idea . . . . .                                 | 0              |
| No response. . . . .                               | 7              |

Evaluation of Administration

Administrative tasks (including recruiting, selecting, arranging for travel, meeting participants at the airport, and taking care of their personal needs) proved to be a major task with the French Workshop. Although the CFSC has performed these same functions for 17 years for its English workshops, many of the problems were compounded by the necessity to translate back and forth between French and English. A three-person staff worked almost continuously at the administrative work: Mrs. Isabel Garcia, Ms. Maria Garcia, and Mr. Nguyenphuc Buutap. Ms. Garcia and Mr. Buutap spoke French; they translated for Mrs. Garcia, the senior administrative assistant. Together, these persons provided the following services:

- Obtaining fellowship stipend checks from AID/Washington and other donor agencies and delivering them to participants
- Cashing stipend checks, depositing money for safekeeping
- Meeting participants at the airport, and escorting them to International House
- Accompanying them to the University Health Service, and translating for them with physicians there
- Accompanying them to downtown banks to exchange currency

- Reconfirming reservations for return flights
- Changing travel plans, making new travel arrangements for those who wished to return home via a different route or schedule than ticketed
- Arranging for visas and dealing with passport problems
- Assisting with shopping
- Arranging for sightseeing, and weekend recreation
- Handling mail, cables, and long distance telephone calls.

The participants were asked to evaluate the performance of each member of the administrative staff separately. Their response was extremely favorable, surpassing their ratings of all of the teaching staff.

Table 11. "Please rate the assistance given to you by each of the following members of the administrative staff."

| <u>Rating</u>      | <u>Isabel Garcia</u> | <u>Maria Garcia</u> | <u>Nguyenphuc Buutap</u> |
|--------------------|----------------------|---------------------|--------------------------|
| Total. . . . .     | 100                  | 100                 | 100                      |
| Excellent. . . . . | 44                   | 57                  | 62                       |
| Good . . . . .     | 36                   | 30                  | 28                       |
| Adequate . . . . . | 9                    | 7                   | 8                        |
| Poor . . . . .     | 2                    | 0                   | 0                        |
| Very Poor. . . . . | 0                    | 0                   | 0                        |
| No rating. . . . . | 9                    | 6                   | 2                        |

The participants clearly appreciated the efforts of this team; the quality of the administration was the best-rated aspect of the workshop, and, as an administrator, Mr. Buutap received the highest rating of any person involved in the workshop, even though participants rated him more critically as a teacher (see Instructors, above).

Housing, International House, and Medical Care

The participants were housed in single rooms in International House, a University dormitory with communal bathrooms and adequate but not luxurious accommodations. During the first days of the workshop, many participants expressed shock at being assigned such meager quarters, and assured us that their positions as high government officials were being denigrated by such treatment. Partici-

pants who wished to were able to transfer to a nearby hotel (within walking distance) which had reasonable rooms well within the budget of the participants. (Participants received stipends of \$35 to \$40 per day; room rental at International House was only \$8 a day, which allowed them to budget their resources for other purchases. The hotel, while reasonable, was nonetheless more expensive.) Despite their expressed discontent, no participant moved from International House to the hotel. Their discontent nevertheless remained and was clearly expressed in their ratings of housing and accommodations, shown in Table 12.

Table 12. "Please evaluate the accommodations provided you at International House."

|             | <u>Response</u> | <u>Percent</u> |
|-------------|-----------------|----------------|
| Total.      | . . . . .       | <u>100</u>     |
| Excellent   | . . . . .       | 2              |
| Good        | . . . . .       | 34             |
| Adequate    | . . . . .       | 36             |
| Poor        | . . . . .       | 15             |
| Very Poor   | . . . . .       | 9              |
| No response | . . . . .       | 4              |

One participant in four was clearly unhappy with the housing, and only slightly more than one-third were clearly satisfied. Although CFSC has used International House as a residence for seventeen summer workshops for English-speaking participants from all over the world and occasionally has received individual complaints about its austere conditions, such a massive rejection of housing arrangements had never occurred before.

When asked to rate the services given them by the International House staff, participants expressed a reaction similar to their overall rating of the workshop: moderately positive with strong undercurrents of discontent. Table 13 shows their responses.

Table 13. "How would you rate the service given to you by members of the International House staff?"

| <u>Response</u>       | <u>Percent</u> |
|-----------------------|----------------|
| Total . . . . .       | <u>100</u>     |
| Excellent . . . . .   | 9              |
| Good. . . . .         | 42             |
| Adequate. . . . .     | 40             |
| Poor. . . . .         | 6              |
| Very Poor . . . . .   | 2              |
| No response . . . . . | 2              |

A part of this discontent may stem from criticisms of the participants by individual International House staff members, bureaucratic treatment at the reception desk, and spillover from expecting to be housed in better quarters.

The International House staff did make a special effort to attend to the needs of the participants beyond their formal services to students. They arranged for a weekend trip to the Art Institute, and for each participant to be a dinner guest in the home of a faculty member of "Friends of International House." A CFSC staff member who spoke French lived in International House with the participants to take care of needs that might arise during the night, when the CFSC offices were closed.

One of the weakest aspects of the logistical arrangements for the workshop was the eating arrangements. The International House restaurant closed after the first week of the workshop. The CFSC made arrangements for another campus restaurant to serve participants, but this did not work out well. Most of the participants ate in the University Hospital cafeteria, in the Center for Continuing Education (more costly), and in nearby public restaurants serving the University student community. Because the personnel of these places did not speak French, some difficulties were experienced. Moreover, since meals in those places are generally more expensive and the participants were trying to budget their money, many expressed dissatisfaction with the restaurant service.

Table I4. "What do you think of the restaurant facilities provided?"

| Response            | Percent |
|---------------------|---------|
| Total . . . . .     | 100 ~   |
| Excellent . . . . . | 4       |
| Good. . . . .       | 36      |
| Adequate. . . . .   | 30      |
| Poor. . . . .       | 17      |
| Very Poor . . . . . | 7       |
| No rating . . . . . | 6       |

Even at the prices charged in the campus restaurants, the stipends given were more than sufficient to purchase food. The undercurrent of discontent therefore is directed primarily at the inconvenience, the quality of the food, and the indifferent services typical of campus food services.

The following comments and suggestions made by participants illustrate the problems encountered with lodging, service, and restaurants.

"The rooms should be cleaned, or the equipment for doing so made available to residents."

"One hour for lunch is not enough, especially if one must walk far to eat."

"The workshop coincided with the period during which the International House restaurant was closed. This should have been better planned."  
(from many participants)

"It is indispensable at least to have running water in one's room."

"I found the meals expensive. The places where they were cheaper (the hospital) were too far to walk especially during the short noon hour."

"The rooms need to have a sink and shower in them. There is no comfort in public showers where someone can burst in at any time. The House needed to be cleaned more often; it was dirty over weekends. The cafeteria should have been kept open for breakfast and lunch. We didn't have enough time to go anywhere else at lunch time."

"International House is a residence for students. Those who understood this more or less adapted to it; the rest did not."

"The translators were seen only infrequently, which made talking with the staff difficult. Contacts with the staff were better for those participants who spoke some English."

"The rooms were acceptable for a short stay (one week) but for a longer visit, more comfortable quarters are needed."

"Why was the cafeteria closed just when we arrived? The lunch break was too short to go anywhere else."

"The one advantage: the cost of the room. The rest was all inconvenience. There is a marked claustrophobic aspect to the place. I never received any services from the staff during my stay."

"The rooms should be cleaned. There should be interpreters at the reception desk."

"Lamentable state of cleanliness. Cleaning was not done often or thoroughly."

"American cuisine does not suit my tastes. Next year, it would be good for International House to prepare plates of national foods of the different countries represented, especially during the first few days of the workshop. For many this is the first trip to America."

"No communication with staff. Common public showers that were inconvenient."

"No clean-up and maintenance in rooms. Poor management of meals which were relatively costly."

"Improve the conditions of housing."

"Need more privacy."

"Telephones did not work. I was particularly angered by the fact that having notified the staff of a need, no one came (concerning an electric bulb which burned out)."

## PART B: EVALUATION OF THE COURSES

In order to probe more deeply into the strengths and weaknesses of the instruction, the participants were asked to evaluate several aspects of each course they attended. This section reports the detailed analysis and provides quotations from the criticisms and suggestions made by the participants.

Course Subjects

Table 15. "Should this course be included in future workshops or should it be abandoned in favor of more important subjects?"

| Rating  | Course     |            |            |            |            |
|---|------------|------------|------------|------------|------------|
|   | <u>101</u> | <u>102</u> | <u>104</u> | <u>105</u> | <u>108</u> |
| Total . . . . .                                     | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> |
| Should be abandoned . . . .                         | 5          | 2          | 3          | 7          | 4          |
| Should be kept only if<br>changed radically . . . . | 16         | 30         | 9          | 3          | 18         |
| Should be kept but<br>modified. . . . .             | 33         | 8          | 34         | 13         | 29         |
| Should be kept with<br>little change . . . . .      | 46         | 40         | 54         | 77         | 49         |

There was overwhelming approval of the selection of topics for the workshop, and only moderate changes and adjustments were recommended. Course 102 appears to be most in need of substantial reworking, followed by Courses 108 and 101. The Mass Media course, Course 105, most fulfilled the participants' expectations. Course 104, the Person-to-Person Communication course was also well received, but needs extensive modification.

Balance of Theory and Practice

Table 16. "What do you think of the balance between theoretical and practical aspects of this course?"

| Rating                      | Course     |            |            |            |            |
|-----------------------------|------------|------------|------------|------------|------------|
|                             | <u>101</u> | <u>102</u> | <u>104</u> | <u>105</u> | <u>108</u> |
| Total . . . . .             | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> |
| It was too theoretical. . . | 67         | 49         | 26         | 6          | 44         |
| Well balanced . . . . .     | 25         | 31         | 64         | 84         | 44         |
| It was too practical. . . . | 8          | 20         | 10         | 10         | 12         |

Two courses, 104 and 105, were regarded as well-balanced; the other three courses were all deemed too theoretical by a substantial share of the respondents. Only a few of the participants regarded any of the courses as too practical. Thus, making practical application of the course materials should receive greater emphasis in future workshops.

Utility of Material

Table 17. "How useful do you think the material you learned in this course will be to you in your work during the coming year?"

| Rating                       | Course     |            |            |            |            |
|------------------------------|------------|------------|------------|------------|------------|
|                              | <u>101</u> | <u>102</u> | <u>104</u> | <u>105</u> | <u>108</u> |
| Total . . . . .              | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> |
| No use, very little use. . . | 8          | 16         | 6          | --         | 14         |
| A little use . . . . .       | 23         | 29         | 15         | 10         | 17         |
| Moderately useful. . . . .   | 36         | 29         | 32         | 26         | 43         |
| Extremely useful . . . . .   | 33         | 26         | 47         | 64         | 26         |

Most participants anticipated the content of each course to be at least moderately useful in their future work. The highest ratings for expected utility were again for Courses 104 and 105, and the lowest ratings for Course 102. It appears that a great many participants saw considerable potential for the content of Courses 101 and 108, but thought that a better exposition could have been made about the practical application of these materials.

Coverage of Topics

Table 18. "In your opinion, did this course try to cover too many topics, too few topics, or about the right number of topics?"

| Rating                | Course     |            |            |            |            |
|-----------------------|------------|------------|------------|------------|------------|
|                       | <u>101</u> | <u>102</u> | <u>104</u> | <u>105</u> | <u>108</u> |
| Total . . . . .       | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> |
| Too few . . . . .     | 56         | 50         | 37         | 20         | 52         |
| Too many. . . . .     | 21         | 32         | 24         | 13         | 25         |
| Right number. . . . . | 23         | 18         | 39         | 67         | 23         |

Surprisingly, in spite of the crowded schedule, the predominant criticism was that too few, rather than too many, topics were covered in each course. Course 105 received by far the best ratings on this aspect, followed by Course 104.

Workload of Courses

Table 19. "How would you rate the volume of reading and individual work required by this course?"

| Rating               | Course     |            |            |            |            |
|----------------------|------------|------------|------------|------------|------------|
|                      | <u>101</u> | <u>102</u> | <u>104</u> | <u>105</u> | <u>108</u> |
| Total . . . . .      | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> |
| Too much . . . . .   | 15         | 13         | 12         | 16         | 16         |
| About right. . . . . | 64         | 65         | 66         | 74         | 50         |
| Too little . . . . . | 21         | 22         | 22         | 10         | 34         |

Overwhelming approval of the volume of work was given for all the courses. Except for Course 108 (where people complained of too little work), about an equal proportion of persons thought that there was too little work, but the number of critics in either direction was a minority. Only in Course 105 did more people think the work load was too heavy rather than too light. In all of the other courses the participants would have done more work without complaining.

Teaching Quality

Table 20. "How would you rate the quality of teaching in this course?"

| Rating              | Course     |            |            |            |            |
|---------------------|------------|------------|------------|------------|------------|
|                     | <u>101</u> | <u>102</u> | <u>104</u> | <u>105</u> | <u>108</u> |
| Total . . . . .     | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> |
| Very poor . . . . . | 5          | 15         | 3          | --         | 6          |
| Poor. . . . .       | 21         | 25         | 14         | --         | 26         |
| Adequate. . . . .   | 31         | 28         | 37         | 16         | 26         |
| Good. . . . .       | 41         | 30         | 37         | 55         | 35         |
| Excellent . . . . . | 2          | 2          | 9          | 29         | 7          |

Three courses (101, 102, and 108) received low marks on teaching quality by a very substantial share of the participants. The remarks and comments cited at the end of this section explain some of their dissatisfaction. Course 105, taught by Burger, Langlois, and Berndtson, received the highest marks on teaching quality, followed by Course 104 taught by Clignet and Nouthé.

Technical Difficulty

Table 21. "How would you rate the level of technical difficulty of the information presented in this course?"

| Rating                  | Course |     |     |     |     |
|-------------------------|--------|-----|-----|-----|-----|
|                         | 101    | 102 | 104 | 105 | 108 |
| Total . . . . .         | 100    | 100 | 100 | 100 | 100 |
| Too difficult . . . . . | --     | --  | --  | 3   | 10  |
| About right . . . . .   | 68     | 67  | 82  | 97  | 75  |
| Too simple. . . . .     | 32     | 33  | 18  | --  | 15  |

Almost none of the participants rated the course work as too difficult, and for every course a small but significant proportion rated it as too simple. However, in all cases, the overwhelming majority rated it as "just right."

Organization of Courses

Table 22. "How would you rate the organization of this course? This includes the content, the sequence of topics, and the continuity of the work from one day to the next."

| Rating                  | Course |     |     |     |     |
|-------------------------|--------|-----|-----|-----|-----|
|                         | 101    | 102 | 104 | 105 | 108 |
| Total . . . . .         | 100    | 100 | 100 | 100 | 100 |
| Extremely poor. . . . . | 5      | 8   | 3   | --  | 11  |
| Poor. . . . .           | 29     | 22  | 18  | 3   | 22  |
| Adequate. . . . .       | 34     | 45  | 37  | 14  | 31  |
| Good. . . . .           | 29     | 20  | 33  | 60  | 29  |
| Excellent . . . . .     | 3      | 5   | 9   | 23  | 7   |

Except for Course 105, participants complained of poor organization for all of the courses, and especially for Courses 101, 102, and 108. This appears to have been one reason why Course 104, the Person-to-Person Communication course, did not get the high ratings given to the Mass Media course, 105.

Readings and Documentation

Table 23. "How would you rate the selection of readings which were distributed for this course, and the group work that was assigned?"

| Rating              | Course |     |     |     |     |
|---------------------|--------|-----|-----|-----|-----|
|                     | 101    | 102 | 104 | 105 | 108 |
| Total . . . . .     | 100    | 100 | 100 | 100 | 100 |
| Very poor . . . . . | 5      | 3   | 3   | --  | 5   |
| Poor. . . . .       | 11     | 16  | 9   | 3   | 14  |
| Adequate. . . . .   | 38     | 32  | 37  | 13  | 27  |
| Good. . . . .       | 32     | 43  | 42  | 52  | 43  |
| Excellent . . . . . | 14     | 6   | 9   | 32  | 11  |

For all of the courses, the documentation received higher ratings than the organization of the courses or the teaching. This was especially true for Course 102. Overall, the documentation for the workshop received strong approval. Each participant went home with a large bundle of materials in French, selected over a period of several months from a great variety of sources. However, a substantial minority rated the readings for Course 102 and Course 108 as inadequate.

Class Size

Table 24. "Would you say the group was:"

| Rating              | Course |     |     |     |     |
|---------------------|--------|-----|-----|-----|-----|
|                     | 101    | 102 | 104 | 105 | 108 |
| Total . . . . .     | 100    | 100 | 100 | 100 | 100 |
| Too small . . . . . | 6      | --  | 3   | --  | --  |
| Too large . . . . . | 43     | 49  | 36  | 36  | 43  |
| Just right. . . . . | 51     | 51  | 61  | 64  | 57  |

The original plans for this workshop called for a total class size of about 35 persons. The actual number of participants was nearly double this. This number resulted from several countries' strong desire to send more participants than scheduled, particularly from Morocco, Haiti, and Benin. When the entire group assembled, the main classroom at the CFSC could barely accommodate them. This "population pressure" was also felt in individual class size. As a consequence,

no one rated the classes as too small, and a very substantial share rated them as too large. The fact that a majority rated them as just right is a tribute to their tolerance and amiability. The participants knew that the workshop planners had deliberately exceeded the CFSC's capacity in order to avoid turning away qualified persons who had sufficient funds to attend; they were perhaps less disturbed by excessive class size than were the instructors.

Physical Facilities

Table 25. "The facilities provided for this course were:"

| Rating                        | Course |     |     |     |     |
|-------------------------------|--------|-----|-----|-----|-----|
|                               | 101    | 102 | 104 | 105 | 108 |
| Total . . . . .               | 100    | 100 | 100 | 100 | 100 |
| Extremely deficient . . . . . | 10     | 13  | 9   | --  | 9   |
| Deficient . . . . .           | 26     | 18  | 15  | 3   | 21  |
| Adequate. . . . .             | 48     | 51  | 44  | 48  | 48  |
| Good. . . . .                 | 14     | 15  | 29  | 36  | 20  |
| Excellent . . . . .           | 2      | 3   | 3   | 13  | 2   |

The crowding, due to oversized classes, affected the rating of the physical facilities for each class. The predominant rating of "adequate" with a substantial minority rating them as "poor" is probably quite accurate. The CFSC is housed in a very aged structure, with a minimum of space for the regular staff. The participants needed a study hall in which to work when not attending classes. This was conveniently available to them by walking one block to International House, but the lack of ample space in the CFSC itself and the austere decor of the structure could only have impressed them as barely adequate at best.

Technical Support

The CFSC gave technical support to each course in the form of teaching assistants and physical equipment. The participants' evaluation of this support is as follows.

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Table 26. "How would you rate the technical assistance given for this course by personnel of CFSC?"

| Rating              | Course     |            |            |            |            |
|---------------------|------------|------------|------------|------------|------------|
|                     | <u>101</u> | <u>102</u> | <u>104</u> | <u>105</u> | <u>108</u> |
| Total . . . . .     | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> | <u>100</u> |
| Very poor . . . . . | 5          | 5          | --         | --         | 5          |
| Poor. . . . .       | 2          | 11         | --         | --         | 9          |
| Adequate. . . . .   | 28         | 21         | 29         | 3          | 33         |
| Good. . . . .       | 47         | 45         | 44         | 50         | 30         |
| Excellent . . . . . | 18         | 18         | 27         | 47         | 23         |

Course 105 received very high ratings on this question. The CFSC is well equipped with audio, visual, cinematic, photographic, printing, and other equipment. Mr. Michael Hoff, the technical production supervisor, was available both during the days and the evenings to operate the equipment, along with student assistants on whom he could call. The instructors issued orders to the technicians in English. Thus, top quality technical aid was available for mass media production. The participants expressed their full appreciation of this unique facility.

For the other courses, the CFSC staff provided a steady stream of translating, typing, duplicating, manuscript, and library services. The audio and visual systems were used in the Person-to-Person Communication laboratory sessions of Course 104. Slide projectors and movie cameras that were available were used in all of the courses. The generally high rating given for the technical support in all of the courses reflects awareness that behind the scenes the CFSC staff was supporting the instructors.

Summary

Comparatively high ratings were given on all courses for the following items:

- Content of the course, and its usefulness to the participants' work
- Number of topics covered
- Amount of work required of the participants
- Level of technical difficulty of the course
- Readings and documentation
- Technical support provided by the CFSC staff to the instructors.

The weaknesses of the instruction were concentrated in Courses 101, 102, and 108, and appeared to lie in the following areas:

Too strong emphasis on theory or insufficient application of theory  
Teaching that was adequate but not outstanding  
Organization of the materials that was adequate but not excellent  
Over crowding of facilities.

Course 105 was comparatively free of these deficiencies, and hence received outstanding ratings. Course 104 was more subject to all of them, and hence received ratings intermediate between Course 105 and the least-approved courses.

All courses were rated as "adequate" or better by a sizable majority of participants. However, this was a disappointment to the CFSC in comparison with ratings given its previous English workshops. Nonetheless, the ratings given were honest and fair, and the deficiencies pointed out were genuine. Following are comments which amplify these criticisms.

#### PART C: VERBATIM COMMENTS ABOUT SPECIFIED COURSES

Following are verbatim comments given by the participants in response to the invitation for open-ended expressions of opinion.

##### Course 101. Principles of Communication

"No coherent use of time due to the absence of teaching objectives and a teaching method. Irrational schedule; I never knew what I was about to do or where I was about to go. Use of the working vocabulary was very poor. The class readings came too late. There was the appearance of improvisation, The academic aspect was lacking. The group was too large.

Recommendations: I propose: Reduction in the number of participants in

each group (20-25 maximum). Group exercises with more instructors (1 for each 20 participants). Determination of specific and general objectives for each class, with discussion of the tasks to be accomplished with the participants (this will prevent straying from the topic and improvisation). The class readings should always be distributed ahead of time so that they can be studied and reflected upon (as far as possible, well written in French). Use of time defined as a function of the work schedule. Location better adapted to group use and to large sessions. Don't use simultaneous translation if this is to be a training program in French."

"The groups were very important. Time was lost between classes and discussions. The professors were not allowed to lead their classes. The professors who dwelt precisely on the question asked were rare. Everyone talked at the same time. Next year, exercise more discipline."

"The proceedings were too informal: the impression was that everything was to come from the participants (with the exception of one or two times). Recommendations: Select instructors who have both theoretical and practical knowledge of the field. The course titles announced were quite different from the content of the course."

"I contend that there was not serious preparation. In the future for the success of this workshop, beware of assuming that courses can be taught by specialists in the subject matter rather than by people involved in the field. The meetings and group work sessions were good overall. Next year, as the Center holds workshops for developing countries, it would be better if the Center were well informed of the political, economic, and social realities in these countries so that these problems can be addressed and the workshop should take place in a developing country."

"The translation was not consistent most of the time. Good overall."

"The course needs to be a little better organized. The translation into French needs to be improved. The teacher made a good effort with this course. In the future, look critically and make more of an effort in the organization of the course."

"Valuable course. Lacking in-depth explanations. Translation a little weak. The lectures should be mimeographed the evening before or the day of the lecture."

"Well enough done. One could introduce a little practical work into the theory. It would be desirable to make it a little more practical in the future."

"Very animated. Did not have enough time. Impossible to discuss the problems posed. In the future, give sufficient time. The instructor needs to be up to date with the problems of the Third World to be able to direct discussion."

"Next year, the readings should be handed out before the class to allow the participants to take positions in the classes, and to understand the expositions of the professor."

"Insufficient. Low level. No readings. Recommendations: better documentation; better presentations."

"This course needs to be structured differently, i.e., make it more practical. The theoretical part needs to be more closed, more rigid. Avoid feeling your way. The course seemed to be an improvisation with insufficient preparation. The course provoked many debates. But the time given to them was too short. It is an important course, from which comes the necessity to give it plenty of attention. Too bad, it is as important as Course 105. Next year give the instructor more time. Trust the course to someone who has mastered the theories of communication. Distribute the syllabus in time, in order to make it useful to the participants."

"No new knowledge was acquired. A great deal of information on theories was presented. Next year, organize this course better; it is very important."

"Try to have professors who speak French better. Don't continue the method of letting the participants work without a preliminary experience. This course was very interesting and contributed much to the formation of the communicator. It would be good to regroup the same participants to share the application of theory and practice in their respective countries."

"Good course. Next year, prepare the readings in advance."

"Professor Bogue should have taken charge of this course from the beginning to the end. It wasn't that Mr. Buutap was not up to teaching the course, but the fact that we knew that the Professor of this course should be Professor Bogue eliminated some motivation. This very interesting course needs to be kept, but the presentation reworked."

"It would be useful to organize trips to other centers than the CFSC."

"The problems were all language-problems. The professor tried hard."

"These two courses (101 and 102) need to be revised before next year if they are given at all. Their content is very weak. Choose professors who speak French correctly if the French workshop takes place next year. It was very hard for us to follow because of broken French of the professors and the poorly translated readings."

"This course was well given in general, the content was complete, there was a flow of ideas which were sufficiently clear, but the material should have been given out at the beginning of each meeting. It is necessary that the readings for the course be available to the participants before the beginning of each meeting."

"Participation by the students. Need to try to find teachers who speak French comfortably. Go over fewer subjects at one time, to give them more time."

"Indispensable. The teachers need to be more available. Was valuable only during the last week (with Bertrand and Bogue). We need to insist on behaviorism and take into account the influence of French-speaking psychologists. Important to keep this course."

"Introduce practical elements; increase the time for this course. This course was interesting for its content."

"This course was given by an interminable lecturer who put the entire room to sleep. This lecturer also had no explanation which could be of benefit to students. I can say without a second thought that Course 101 didn't benefit me at all. There were moments when I did not even know what the professors said. I propose that the next course be more dynamic than this one, with active participation of students, and arriving at concrete conclusions."

"The content of the course is in itself very interesting. All it needs is to be better presented. The accent must always be placed on what happens in our own countries in general, in order to be better acquainted with the problems and to look for the best solutions."

"The meetings need to have more elements of individual research. It would be more dynamic with more theoretical ideas presented."

"The ideas studied are of great interest. But we were not allowed to learn them in depth because of time limitations. This course should have more time devoted to it next time."

"I think that the course was not sufficiently prepared. It was necessary for the group to raise an argument before the professor would accept leadership of the class. The professor did quite well with the means which were at his disposal."

"The course itself was good but a correct translation of what is said needs to be made. The talk given by Dr. Bogue was the most interesting. Dr. Bogue would be shown in better light by this course if he knew French. The

simultaneous translation was very long."

"In view of the importance of the course, it would have been desirable to have the course taught by the full professor who regularly teaches it to avoid ambiguity. The transmission system improved the sound."

"Criticism: Didn't take enough of the course for this (I would like many meetings with the view that, for social development, we need a good starting place, principles and theories being one). Recommendations: Seeing that the workshop is on communication for social development, there need to be many sessions on theory."

"Recommendations: More theories taught in this important course. A professor more equal to the course."

Course 102. The Content of Messages for Social Development Communication Programs

"Experiences of different countries. It is necessary for the subject to be centered on communication and not on theory. Because the participants spoke only of program communication."

"Criticism: Nothing new was brought to the course by the instructors. The experiences of other countries were not probed, due to lack of time (too much going on at once). Favorable comments: Some discussions and presentations allowed us to discover other experiences, which came near to being useful. Recommendations: Limit the numbers of topics and presentations. Plan ahead for a discussion and comment time."

"Recommendations: More limited selection of topics, each covered in greater depth."

"This course, in itself, is not bad, but rather it is the conception which presided over the elaboration and execution of the course which was relatively poor. The technical level of the course was weak. The course

should be kept, but the structure, the form, and most of all the depth of the program should be modified. The course should be more didactic."

"The participants need to be forewarned of the eventual presentation that they will give on various subjects before leaving their country. The experiences of group members are very interesting. In the future, participants should be notified at least two months in advance so that they can prepare different and interesting materials, and bring the necessary documents with them."

"The subjects were not given in time. The panel didn't respect the rules. The interchange between participants was valuable. In the future, give opportunity for better preparation."

"The contribution of the CFSC was insignificant, the course consisting only of presentations of participants' experiences. The moderator must prepare the theoretical setting in which these possibilities for action in different fields are presented."

"Ask participants to bring documents from their countries. We saw only the posters of the Minister of Health, from Morocco. The other departments did not present their work at all because they did not know to bring documents ahead of time."

"The experiences of each region are good, but it is necessary to define exactly the problem area. All the problems can't be discussed. Limits are necessary. The shock of the experiences taught us to understand that we all agreed on the problems similarly. But the time given was too short. Thus, more time was needed. The course should be divided into two parts: the presentation of experiences with their synthesis, and the discussions for exchange of opinions."

"The instructors did not have possession of their material, and contented themselves with reading it without explanation. Even though he was not a

specialist in the field, the instructor tried to present the material clearly. The handouts allowed us to fill in the blanks. Next time, someone who knows the field well should be selected to teach the course."

"Excellent method, well developed course, but presented with a plan. It was of collective interest, and contributed largely to the formation of the Communicator by this workshop."

"Give more time to participants for comfortably developing the subjects for discussion."

"The course brings necessary exchanges and experiences to the other participants. The participants should be asked to prepare their talks a few days before they give them. The subjects to be discussed should be assigned or announced in advance, and the presentations should be typed in advance of the day of the talk."

"The participants who had presentations to make had much to present, and they were capable, but the time given to them was not sufficient. Their presentations should be available (in written form) to participants either before or at the time of the presentation. The contents of each presentation should be made available to the participants, and the speakers should have enough time for their presentation,"

"The content was too easy. This course did try to teach on the realities in Africa."

"Interesting enough, but a little academic. In need of revision."

"This course would be better if it was better prepared."

"The demonstration experiences deemed to be too theoretical. They need to reflect more practical aspects to avoid confused language. The participants should be asked to give more concrete information."

"The manner of presentation needs to be revised; make it into small groups with the whole group meeting at the end. Limit the presentations to the exact subject."

"It is preferable that practical demonstrations be given by the professor."

"It is interesting to exchange experiences, but you have to leave time for self expression and for asking questions. Next year, leave time for each participant briefly to present his activities, and give enough time for asking questions."

"The topics covered by the participants should be more limited and of interest to the entire group. They should avoid going into details of national routine, except in the case of an experience of a particular development. It was an enriching experience."

"Participation of the instructor more actively in the class."

"This course allowed us to gain experience with other countries--I liked them. However, it is necessary to give more time to this course, and more time to each participant."

"For one session, there were too many people. This course allowed us to know other organizations and different countries. Have presentations by them and then discussions after each presentation."

"Criticisms: It was good, the participants added their own experiences, only one didn't have time to make comments, and the speakers were too numerous at one particular session. Recommendations: Dedicate many sessions to this course. Have only 2 or 3 speakers at a single session, to allow for comments."

"Should be revised; the teaching should be improved."

Course 104. Community Development and Person-to-Person Communication for Social Development

"This course was, for me, very good, especially the practical exercises. Unfortunately, the instructors, with some exceptions, did not have mastery of French; this was disturbing to us. Overall, this course was good. I would say very good if professors had full fluency in French and if good documents

in French had been here. Next year, it would be desirable if workshops were organized in Africa in a place, naturally, with adequate facilities."

"The course was good, but the practicum was given by someone who had not mastered the material. Recommendations: Mr. Francois should be more flexible."

"The person who handled the practical exercises was not equal to the task. The professor - Clignet - made an interesting course, but inadequate. The course needs to have greater depth next year."

"Higher quality of teaching."

"The course in itself was good. It was well integrated with social development. There was neither too much theory or too much practical work. There should be more theories coordinated with practical work."

"Stimulating. Next year, go deeper."

"The practical exercises were good. The theoretical aspects were somewhat lacking. Next year, choose the teachers closely, and have the theoretical part more carefully planned."

"The course was not very clear. Discussions were sometimes dry. The level of the class was adequate. The professor's experiences were very interesting. The course should be put in mimeograph form ahead of time. The topic should be defined. The course needs more time."

"The practical exercises were insignificant. The translation of technical terms was not consistent. The course was in an area of interest, and the meetings with Prof. Clignet were interesting. In the future, a competent professor should be selected for the practical work, and account taken of the qualifications and experience of the participants."

"This course was very well chosen. It spoke well to my activities, and gave me a push and a taste for community action. I found that interpersonal communication was one of the most important courses I have seen in this field. I would recommend that plans be made for the continuation of this type of

workshop not only at this high level but equally at a beginning level."

"More practical work next year."

"A better connection between the professor and his assistant would be necessary for the coordination of their work. This was the only course adequately prepared by the presenters."

"The teacher was lacking in experience and didn't always succeed in leading the class. He did make a serious effort to prepare for classes. Next year, a teacher who has been seen in action before should be hired, someone capable of sustaining discussion."

"The group work was very good."

"University-level professors needed."

"The choice of subject matter is more or less good, but the level is very low. This was due to (1) a low level of professors, and (2) a level lower than the abilities of the majority of the participants. The teachers had a good attitude in spite of handicaps. Considerable effort was made by administrative personnel. Next year choose the subject well, and call on competent teachers."

"This is an important course for our work--it needs to contain more information. Make a synthesis of the work in the groups, and add it to the written course by the professor. This course, basically in interpersonal communication, should be kept."

"No criticisms. Very good course, of great usefulness. Should be kept next year."

"Very interesting course. More documents should be prepared in advance. Next year, develop the work groups more."

"This course, given by Professor Clignet, was excellent. Mr. Clignet is very cultured, fine, and adept; he caught the attention of all. This course was very interesting and rich. Next year, call on Professor Clignet for the entire duration of the workshop if the French workshop is held next year."

"Revise the program and the teachers. More precise subjects should be covered."

"I really don't have any criticisms to make of this course, except that it needs a longer time to touch on all parts of the program."

"This course was very well presented. To make it more interesting, it is necessary to insist on concrete examples from African countries."

"The course should be more interesting. More time should be given to these courses which are based on interesting material."

"Well structured."

"A little oriented to central planning; good in the overall view; should be kept."

Course 105. Use of Mass Media and Audiovisual Techniques for Social Development

"Criticism: Too informal at the beginning, but well prepared afterwards. Here too, there was not enough time. Favorable comments: We learned much about the use and management of mass media. Recommendations: The course should be kept, and well scheduled."

"Have more time for this course. The people responsible for the course made a laudable effort. It needs to have fewer participants to make things more interesting."

"More time for practical work."

"Excellent, and should be taught again."

"The course was too theoretical for people who were not in the field, and too simple for those who were."

"Stimulating. Next year, go deeper."

"The objectives should be made more precise in advance. The work groups were too large. There should be group leaders sufficient for the number of

students. This course taught me exceptional techniques and permitted me to attempt a noteworthy work. Next year, the number of instructors should be increased, the number of participants should be reduced (4 per work group), and better organize the hours of working."

"The professor conducted the course quite clearly. As to the content of the course, it will allow us to organize for ourselves, methodically, mass media communications."

"It was excellent; Mike was friendly, and M. Langlois was very dynamic."

"This was the course I found most interesting. But there wasn't enough time for practical exercises. It was good anyway. Next year, allow more time for practicum."

"Too technical. The content was interesting."

"Not enough contact with professional technicians. Give more importance and time, and organize visits in the studio."

"The course should detail the techniques of production much more. The few group exercises were of benefit for all. The practical work of the group should be augmented in the area of production (spots, transmission, etc.)."

"Good impressions. To be kept for next year."

"The practical exercises were given insufficient time; the technical information given needed to be a little more elaborated. The course was very acceptable in the overall picture. Next year, explain better and take a little more time with the practical exercises."

"Fewer people and fewer groups should be allowed, to permit the instructor to assist participants better. The instructors were devoted to the work, which helped me to better understand the subject. Next year, reduce the number of participants."

"Not enough practical work, and not enough continuity or linkage between the classes. Very useful course, to be kept. Next time, allow a little more

time for practical work, and allow participants to consult the teachers before meetings."

"This course would be better if we had a little time to orient to the materials. The professors gave their best. The participants next year should be given a little more time to adapt to the materials."

"Give more practical experience."

"Excellent course, interesting. Keep the same teacher who taught this year."

"Nothing to say; an excellent way of teaching. Added to practical development immensely. To be kept."

"This course is very important for communicators, but as it has many side-topics, it needs more time to be clear. The teachers of this course were capable of meeting the demands made on them. The readings for the course should be distributed before the demonstrations, and enough time should be allowed for all to see clearly."

"Given the very special nature of a workshop which is more a type of professional training than those workshops which we are accustomed to in Africa, I think it is in the end the group of professionals which learned to adapt itself. The course should be kept, perhaps with more material worked on ahead of time."

"The material and the time were limited. The Center did not have a lot of equipment available. Therefore, the number of participants should be limited also. It was a course which taught many things, even to the teachers. We learned technical secrets which we can use. Next year, reduce the number of participants to allow each to be trained with the equipment."

"Allow more time for the manipulation of the production apparatus. The information presented allows me to start to think of creating a production center in my own country. It would be desirable to accent the formation of

future participants in the technical areas in order to master the workings of A.V. equipment."

"Lacked visits to mass-media stations and audiovisual stations. Both time and the possibility of participation was limited. This course was a great help, especially for those participants not familiar with the techniques taught. The instructors of this course made considerable efforts to speak to the group, made more difficult by the lack of homogeneity in the group. Next year, the course would be helped by taking into account the differences in technical experience and background."

Course 108. The Planning and Management of Communication and Education Programs

"The outside meetings seemed to be different from the subjects in class, and did not match with them. Questions were sometimes poorly formulated, etc. Favorable comments: I did not personally gain anything new from the course, although I had hoped for much. Recommendations: Have a schedule of classes."

"More practical work next year."

"I understood nothing of the objectives and content of the Message which constituted Course 108. Dr. Plot did increase the liveliness of the course. Next year, define the objectives, both general and specific, of this course."

"Stimulating. Next year, go deeper."

"This course would have gone better if the teacher had been convinced of what he taught. In spite of this, he piqued my curiosity. In the future, look for a teacher who possesses a depth of knowledge on this question."

"The unavailability of the teachers; not using proper management terminology. The teaching method was dynamic, and encouraged students. Next year, establish a schedule and keep to it."

"The center should offer the course again only if a full-time instructor is available. It is useless to have a teacher come for only a few hours--especially

when the participants come so far."

"Contrary to Course 102, the technical level of the framework of this course was by far the best overall of the workshop. But here again the participants' level of previous experience was underestimated. This should be avoided next time."

"Very confused course. The goal of the course was never very clear. Next time, present the course in another form, more acceptable."

"It is very unfortunate that this course was ruined because planning by objectives is very important for social programs. Sufficient time should be allowed for this course, and the instructor should be asked to present the theoretical base in depth before moving on to practical exercises."

"The different teachers who followed each other were of unequal levels. The topics were often treated at a superficial level. The teachers did live up to the 'critical spirit' in accepting comments, and addressed themselves to the points made by the participants. Next year, choose a center of interest common to all the teachers and ask them to prepare seriously ahead of time the lectures they will give."

"The course was too interrupted; the teachers came only for a few days. A formative course in the highest degree. We learned techniques which we can use in our own countries. Next year, give this course to a specialist who can teach it from beginning to end."

"It would be desirable if the moving spirits in charge of the formation of this course gave outlines before speaking with participants. This course allowed me to have new ideas on organization, from discussion with the participants from other countries."

"The documents should be reproduced to help all the participants understand."

"Give this course a little more time. It had a good system and active

participation of the workshops. Next year, it should have much more time."

"The lecturer wasn't very effective because of time limitations. The course would be more interesting if the instructor gave more examples of his own experiences. Next year, more time should be given to this course."

"To be hurried a bit; was very good and should be taught again!"

"This course should be completely overhauled."

"Develop the group sessions."

"Also had language problems."

"Needs to be revised. Limit it to fundamental points of organization. The revision of this course should take into account the qualifications of the participants."

"The lectures were too long to allow discussion. The course should be kept, but more time should be allotted to it. The lecturers need to have enough time."

"Recommendation: More theories and a higher quality of instruction."

"The second half of the course was interesting. Plot missed too much of the course. Another teacher should be selected for the first half of the course."

"It was good in general. The teachers allowed a lively discussion between themselves and the participants. The topics covered should have a connection with the problems one encounters in developing countries."

"This course is very important for those of us who supervise many others. But it was not well organized. The course needs to be better organized, with a more in-depth set of readings and a more detailed plan of work. It needs, perhaps, more teachers, but the instructor could be helped by some of the more experienced participants."

"Lacking in new knowledge. Too much work in groups was asked of participants. This course did ask participants to share their personal experiences and

added to general knowledge. Next year, add more theoretical work to help participants in their daily work."

"The course in itself was good. Next year, the course should be given by one or two persons who work together, and enough time be given to them."

"Decrease readings. This course was interesting for those who chose it. Next year, only those who are officially registered should be invited."

"Part of this course was good and the other part not good. The end was interesting. Next year, the primary instructor of this course should say at the beginning what he knows of the question."

#### IV

#### EVALUATION BY THE FACULTY

Each faculty member was asked to submit a set of comments and recommendations. The documents reproduced below were selected because of their constructive yet critical nature, and contain a great deal of wisdom for planning future undertakings of this type. These documents consist of:

- A. Report by Burger and Langlois.
- B. Report by Maurice A. Piot.
- C. Report by François Nouthé.

# Burger & Langlois

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4399, AVENUE DE L'ESPLANADE, MONTRÉAL, QUÉBEC H2W 1T2 TÉLÉPHONE (514) 849-4305

October 25 1979

Dr. Donald J. Bogue  
The University of Chicago  
Community and Family Study Center  
1411 East 60th street  
Chicago, Illinois  
60637

Dear Dr. Bogue:

Now, I said I would send you my observations and impressions on the French-language communications workshop. And I may as well do it right now while I still can remember something because already the seminar seems very far away. I'm writing this in the first person but it's the distilled cogitation of both Jean-Claude Burger and myself.

On a personal basis, I enjoyed almost every aspect of the seminar: the challenge of teaching for the first time, the transplantation into Chicago, the Africans, the Americans, even the occasional crisis. I just wish I would have had more time to prepare my courses. Also I was quite satisfied with the way I was treated (accommodations, salary, etc.).

However, even though it seems that the seminar for Francophones in Chicago was a one shot affair, I would like to make the following comments. I'm sure you're aware of most of them.

1. I believe that by and large the level of competence of the participants was underestimated. I found that the majority of them were highly trained professionals in various administrative positions and much of the courses dealt in considerations that were elementary for them. In this respect, a stronger emphasis on the 108 course would have been welcomed. From the discussions I had with them, their concerns were more often than not administrative ones rather than theoretical ones or technological and creative ones.

2. There were too many participants from too many backgrounds to have a course as satisfactory as we would have wanted it. This applies specially to the workshops where the participants did'nt get to do all the things we had planned for them. Besides the obligation to limit the amount of attention per student, there was also the effort and specially the time it took to wield them into any kind of workable group. On the technological side, I have no real complaint about the equipment that was made available to us; let's just say I prefer being limited by the equipment rather than by my imagination.

3. I would have liked to have seen more teachers and professors ~~during the~~ during the first three weeks of the seminar. Having both attended and now taught seminars, I realize it's more tiring to listen to the stuff than to dish it out. I believe that a variety of teachers would alleviate the 'tedium' of the theoretical courses.

4. It would have been useful to have early on a visit or organized tour of the campus and also a bus tour of the city of Chicago so the participants could have a general idea of how they fit in the general scheme of things. I got the impression that they felt stranded on the campus.

5. Perhaps it would have been useful to have had a meeting of the whole teaching staff before the seminar actually got under way to determine the pedagogical objectives of the seminar and to give everybody an idea of what the other courses dealt with. Also, a very brief daily staff meeting to coordinate our efforts; I think a lot of time was lost in scheduling misunderstandings, confusion as to equipment utilisation. Maybe some of that could have been avoided.

6. I can understand it's not easy finding an adequate number of French-language translators, typists and proofreaders in Chicago. Still, the quality of many of the documents handed out was not up to standards in my opinion. It gave a bad impression. I'm not blaming the typists; they had a huge workload and it's very difficult to transcribe a semi-legible handwriting (such as mine) in<sup>o</sup> foreign language. Even if you had to import them from somewhere else a few extra French-language people would have made a difference.

7. I found the participants to be very curious about the United States. Any chance I got during a class, I would slip in some kind of pertinent fact, data, trivia or whatever about the U.S. I did'nt necessarily do it for the sake of comparison but sometimes as pure information value or even as examples of excess!

8. In retrospect and everything considered, I think four weeks was adequate time for this seminar. There is some sort of psychological threshold for people cooped up in that type of environment and I believe the participants had reached that threshold by the end of the last week.

That'a about it. I probably forgot something but the essential is there for what it's worth.

Of course, should the need for Jean-Claude Burger's or my services arise for future seminars, we certainly would be interested in participating providing we're not stuck with some project we can't leave. But even in those cases, something can always be arranged.

Again, thanks for everything and good luck with your Spanish workshop.

Sincerely,

  
Philippe Langlois

c.c. Bjorn Berndtson



# UNICEF

UNITED NATIONS CHILDREN'S FUND · FONDS DES NATIONS UNIES POUR L'ENFANCE

4 September 1979

Dear Professor Bogue,

Here are some impressions and afterthoughts on the Workshop:

I feel from the participants' response that the management theme was considered an important theme, despite their predominantly technical backgrounds and inclinations. It would be desirable to fit the contents to students' needs, by:

- i) setting jointly the workshop learning objectives, in a preparatory session entirely geared to the organization and execution of the workshop;
- ii) leaving (an) "open" session(s) towards the end for topics that pop up in the course of the learning process.

I believe the workshop's participatory format was appreciated by the "students". No doubt some elements in the learning situation could further enhance the participation, among others:

- iii) fully document the workshop philosophy and proceedings beforehand;
- iv) make the workshop an optional exercisé ;
- v) limit the membership to 25 participants;
- vi) have working groups no larger than 5 participants;

/...

Professor Donald Bogue  
Community Family Study Center  
1126 East 59th Street  
Chicago, IL. 60637



I think that given the participatory nature of the process, institutional support is critical in a variety of shapes, i.e., resource persons, physical facilities, secretarial back up, etc. It would be desirable to:

- vii) have one faculty resource person per working group, and one overall workshop co-ordinator;
- viii) arrange the available class room space for more efficient working group discussions (not seated in rows);
- ix) have access to more overhead projectors for plenary discussions;
- x) have one full time secretary for the workshop preparation and during the proceedings, to reproduce the documentation emanating from working groups and plenary discussions. (These are the visible-products of the workshop, which participants want documented for later reference);

A brief note about time and timing. It might prove useful, in planning workshop sessions in the context of a seminar or course:

- xi) to assign a minimum of 2 1/2 hrs. per period, at such time when there exists a possibility to drag on a bit if participants so desire (they often do, rather than feel frustrated by "inconclusive" discussions);
- xii) to either group two such sessions in one day or if only one per day or week to have it preferably at the same hour, say: 3 PM;
- xiii) to leave another 2-3 hrs. of unstructured time on the days preceding a workshop period for individual "housework" and exercises;

Finally a word on workshop evaluation by the participants. You may have seen the "evaluation sheet" which participants filled after the second session. This is extremely valuable feedback on the subject matter, the format, the process, the participation, the support and the timing aspects. To make the feedback fully effective, it would be desirable to:

- xiv) arrange for a faculty meeting after every workshop session to discuss the participants evaluation, and



supplement it with the resource persons' point of view;

- xv) take advantage of this faculty meeting to prepare the ensuing session, thus anticipating difficulties in conducting the business, traps and blind alleys in discussions, etc.

I have taken the liberty to write a letter to the participants to apologize for my abrupt departure and to respond to their demand for reference materials. If you have no objection to this, would you ask Mrs. Garcia to reproduce the enclosed letter and reference materials and to issue them to each participant. I take this opportunity to thank Mrs. and Miss Garcia for their excellent support and assistance during the workshop.

If there should be further points you wish me to elaborate on, I would be very happy to expand on this brief note.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M. Piot', written over a horizontal line.

Maurice A. Piot

cc: Mr. Bjorn Berndston

Dr. Donald J. Bogue  
Director, Community and Family Study Center  
1411 East 60th Street  
Chicago, Illinois 60637

Dear Dr. Bogue:

Since many of the participants were top-ranking officials in their countries, and highly educated people with doctorates in medicine, agriculture, economics, and other areas, it was often difficult to satisfy their classroom demands. Many of the participants had previously covered topics similar to those in the CFSC workshop. Moreover, they had very high expectations of the instructor's abilities--concerning both academics and language fluency (any mistake in speaking French seemed to indicate to the participants that the teacher was incapable). However, most participants found that the workshop met their expectations, and they showed continuous interest in lectures and classroom activities.

Concerning topics taught at the workshop, many participants felt a need for more stress on leadership-development activities. This may reflect the fact that so many of the participants ranked highly in their governments. They felt that more insight into leadership development (such as how to handle group discussions) would enhance their own skills.

One additional criticism I have is that instructors need to be more involved in planning the workshop materials and topics. There was a tremendous amount of work to be translated, and most of my time before the workshop started was spent on these materials rather than preparing for classes. This problem made the first week particularly hectic, but the workshop operated smoother as it continued. Future workshops will not be quite as difficult since we now have so many materials prepared.

In conclusion, I would say that the first French-Speaking Workshop was successful well beyond our expectations. Although the participants were not used to the American way of working, they always attended classes whenever scheduled. They showed a tremendous amount of seriousness towards lectures and group work. Moreover, the teaching staff was extremely competent and did much to assist each other as well as aiding the students. Finally, all of the CFSC staff members did wonders in helping the students solve their problems and getting the materials prepared for distribution. Overall, it was the great cooperation among all parties which made the workshop a real success.

Sincerely,

François Nouthé

V  
 FINANCIAL STATEMENT: COST OF THE CHICAGO WORKSHOP

Despite the fact that the teachers, the participants, and the training materials all had to be imported from off-campus and primarily from outside the country, it is believed that the cost-per-participant was less in Chicago than it would have been had the workshop been held at any site in Africa. This is due in part to the high cost of food and hotels in Africa and the ready availability of the CFSC physical facilities and staff to administer a workshop. Following is an account of the cost of the Chicago French-Speaking Workshop. The cost of travel and stipends for all participants have been extrapolated from the known costs of the participants sponsored by CFSC stipends.

---

I. General

|   |               |
|---|---------------|
| Typists.....  | \$ 1,000.00   |
| Secretary.....  | 1,021.00      |
| Translator (Olotu).....                               | 300.00        |
| Rental of film "Ramparts of Clay".....                | 133.00        |
| Health Insurance (15 participants).....               | 92.50         |
| Long distance calls to Canada.....                    | 36.20         |
| Long distance calls to Zaire.....                     | 33.32         |
| Cables.....   | 526.28        |
| Xerox (at S.S.).....                                  | 2,711.48      |
| Xerox (at CFSC).....                                  | 300.00        |
| Books.....  | 374.58        |
| Supplies.....   | 500.00        |
| Postage (books to be sent to their<br>countries)..... | 488.00        |
| Wilbur Holmes (photographs).....                      | 128.00        |
| Closing Ceremony.....                                 | 836.94        |
| Diplomas.....   | 77.57         |
| Opening Ceremony and miscellaneous.....               | 730.12        |
| Transportation:                                       |               |
| Mini-bus rental, field trip to<br>Indiana.....        | 144.00        |
| Bus (Chicago area).....                               | <u>252.00</u> |

Subtotal.....\$ 9,684.99.....\$ 9,684.99

(continued from previous page)

I. General

Subtotal.....\$ 9,684.99.....\$ 9,684.99

II. Independent Contractors

(a) Lecturers

|                          |               |
|--------------------------|---------------|
| Jane Bertrand.....       | \$ 250.00     |
| Mary Eleanor Lennon..... | 150.00        |
| Maurice A. Piot.....     | 300.00        |
| Wilbur Wallace.....      | 150.00        |
| Melvyn Thorne.....       | <u>150.00</u> |

Subtotal.....\$ 1,000.00

(b) Teachers (non-academic)

|                         |                 |
|-------------------------|-----------------|
| Bjorn Berndtson.....    | \$ 2,250.00     |
| Philippe Langlois.....  | 3,450.00        |
| Jean-Claude Burger..... | 1,950.00        |
| Remi Clignet.....       | <u>1,820.00</u> |

Subtotal.....\$ 7,220.00

(c) Instructors

|                      |                 |
|----------------------|-----------------|
| Francois Nouthe..... | \$ 2,550.00     |
| Nguyen Buutap.....   | <u>2,535.00</u> |

Subtotal.....\$ 5,085.00

Subtotal.....\$13,305.00.....\$ 13,305.00

III. Travel Expenses for Lecturers, Teachers, and Instructors

|                           | <u>Tickets</u> | <u>Meals and<br/>Hotels</u> |
|---------------------------|----------------|-----------------------------|
| Jacques Renaud.....       | \$ 116.48      | \$ 40.50                    |
| Francois Nouthe.....      | 728.30         | 1,225.00                    |
| Jean-Claude Burger.....   | 216.72         | 719.00                      |
| Philippe Langlois.....    | 216.72         | 1,322.45                    |
| Jane Bertrand.....        | 240.00         | 113.35                      |
| Bjorn Berndtson.....(1st) | 291.15         | --                          |
| Bjorn Berndtson.....(2nd) | 370.00         | --                          |
| Mrs. Gaudros.....         | --             | 216.00 (I. House)           |
| Melvin Thorne.....        | 233.80         | --                          |
| Maurice Piot.....         | 241.00         | --                          |
| Mary Eleanor Lennon.....  | <u>246.01</u>  | <u>60.54</u>                |
| Subtotal.....             | \$2,900.18     | \$3,696.84.....\$6,597.02   |

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I. General

Subtotal.....\$ 9,684.99.....\$ 9,684.99

II. Independent Contractors

Subtotal.....\$13,305.00.....\$ 13,305.00

III. Travel Expenses for Lecturers, Teachers, and Instructors

Subtotal.....\$ 6,597.02.....\$ 6,597.02

IV. Travel Expenses and Stipends for Participants (sponsored by CFSC)

|                            | <u>Tickets</u> | <u>Stipends</u>                |
|----------------------------|----------------|--------------------------------|
| Cyrile Niameogo.....       | \$ 1,340.30    | \$ 850.00                      |
| Hyppolite de Silva.....    | 1,556.60       | 850.00                         |
| Ibrahima Beye.....         | 1,489.20       | 850.00                         |
| Edmond Ndjikeu.....        | 1,556.20       | 850.00                         |
| Celine Nkoussou.....       | 1,561.80       | 850.00                         |
| Quam Djodji Juakuvi.....   | 1,481.50       | 850.00                         |
| Oumy Camara Fall.....      | 1,489.20       | 850.00                         |
| Bernadette Bendahmane..... | 873.70         | 850.00                         |
| Germain Yapi Obin.....     | 1,536.20       | 850.00                         |
| Kalenda Mutelwa.....       | 1,570.70       | 850.00                         |
| Mr. Gabriel.....           | 2,495.00       | 637.50 (three weeks)           |
| Kapossa Mamadou.....       | 1,543.00       | 850.00                         |
| Henry Razasimbela.....     | --             | 637.00 (three weeks)           |
| Subtotal.....              | \$18,493.40    | + \$10,625.00.....\$ 29,118.40 |

TOTAL.....\$ 58,705.41

V. Travel Expenses for 48 Participants (sponsored by organizations other than CFSC)

Subtotal.....\$ 53,319.00

VI. Living Expenses for 48 Participants at \$1,200 Each (sponsored by organizations other than CFSC)

Subtotal.....\$ 57,600.00

Total--All Items:

|      |   |              |
|------|---|--------------|
| I.   | General.....  | \$ 9,684.99  |
| II.  | Independent Contractors.....  | \$ 13,305.00 |
| III. | Travel Expenses for Lecturers,<br>Teachers, and Instructors.....                            | \$ 6,597.02  |
| IV.  | Travel Expenses and Stipends for<br>Participants (sponsored by CFSC).....                   | \$ 29,118.40 |
| V.   | Travel Expenses for 48 Participants<br>(sponsored by organizations other<br>than CFSC)..... | \$ 53,319.00 |
| VI.  | Living Expenses for 48 Participants<br>(sponsored by organizations other<br>than CFSC)..... | \$ 57,600.00 |
|      | TOTAL.....  | \$169,624.41 |

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VI  
FUTURE WORKSHOPS

Given the mixed outcome of the Chicago French-Speaking Workshop, the question of what should be done in the future must be thoroughly examined. This question can be addressed from three approaches:

- A. Opinions of the Participants
- B. Opinions of the Teaching Faculty
- C. Assessment of the Need, Options, and Resources.

Each of these is discussed separately below.

A. Opinions of the Participants

1. Should there be future workshops? Despite their reservations about the quality of the Chicago Workshop, there was absolutely no doubt that the participants regarded it as a good idea that must be repeated in future years. They were asked "Do you think there is need to hold a workshop like this next year?"

Table 27. Need for the Workshop Next Year.

| <u>Response</u>  | <u>Percent</u> |
|--|----------------|
| Total. . . . .   | 100            |
| Absolutely essential to have another<br>workshop next year . . . . . | 66             |
| Moderately important to have another<br>workshop next year . . . . . | 10             |
| Useful to have another workshop,<br>but not important. . . . .       | 20             |
| Absolutely no need to hold another<br>workshop of this type. . . . . | 4              |

Only 2 of the 53 saw no need for another workshop, and 3 out of 4 saw it as a matter of importance that another one be held.

2. Type of workshop and future sites. Those who expressed a desire for another workshop were asked, "In your opinion, what should be the nature of this workshop?"

Table 28. Location of Future Workshop.

| <u>Response</u>  | <u>Percent</u> |
|--|----------------|
| Total . . . . .  | <u>100</u>     |
| National (in-country) workshop. . . . .  | 19             |
| Regional (group of countries) workshop. . . . .                                  | 19             |
| French-speaking workshop (international) in developing African country . . . . . | 33             |
| French-speaking workshop (international) in any French-speaking country. . . . . | 4              |
| Another French-speaking workshop in Chicago. . . . .                             | 19             |
| No response . . . . .  | 6              |

The multitude of responses leads to several conclusions. First, there is little enthusiasm for a country-by-country approach to future workshops. Instead, participants strongly favor another French-speaking workshop, or at the very least a regional workshop with a group of neighboring countries meeting together. Moreover, there is little enthusiasm for another workshop in Chicago. Nor is there any enthusiasm for a site outside Africa (Canada or France, for example). By far the preferred site for future workshops is somewhere in Africa.

Nature of future workshops. In order to clarify the results of the above question, the participants were also asked, "Some people think that even if there is a need to continue holding an international workshop each year for high-level professionals, there is also an urgent need to hold shorter work-

shops in each country, and to hold less theoretical technical seminars for persons of intermediate or lower training and rank. What is your opinion?"

Table 29. The Nature of Future Workshops.

| <u>Response</u>   | <u>Percent</u> |
|---|----------------|
| Total . . . . .   | <u>100</u>     |
| There is no need for any more seminars of any kind . . . . .          | 6              |
| There is no need for national seminars. . . . .                       | 9              |
| There is need for both national and international workshops . . . . . | 70             |
| There is need for international workshops only. . . . .               | 11             |
| No opinion. . . . .   | 4              |

Thus, in voting for holding international French-speaking workshops in future years, the participants did not regard them as a substitute for holding in-country workshops for intermediate level personnel. In fact, they clearly see the need for both approaches to future training.

Length of future workshops. The following distribution of responses was received to the question, "How many weeks should a future workshop run?"

Table 30. Duration of Future Workshops.

| <u>Number of Weeks</u> | <u>Percent</u> |
|------------------------|----------------|
| Total . . . . .        | <u>100</u>     |
| 2 . . . . .            | 11             |
| 3 . . . . .            | 17             |
| 4 . . . . .            | 30             |
| 5 . . . . .            | 2              |
| 6 . . . . .            | 11             |
| 7 . . . . .            | 2              |
| 8 . . . . .            | 13             |
| 9 or more . . . . .    | 8              |
| No response . . . . .  | 6              |

Although only 30 percent voted for the four-week duration of the Chicago workshop, as many voted for a longer time as voted for a shorter. Four or five weeks would be the best compromise among these options.

Teaching staff. The participants were reminded that at the Chicago workshop a majority of the teaching was done by non-Africans. They were asked how important it was that the instructors at future workshops should be taught by professionals of African citizenship. On this issue, they were about equally divided:

Table 31. Nature of the Teaching Staff.

| <u>Response</u>   | <u>Percent</u> |
|---|----------------|
| Total . . . . .   | <u>100</u>     |
| At least some courses should be taught<br>by native professionals . . . . . | 43             |
| Does not make any difference if the<br>teacher is good . . . . .            | 45             |
| No opinion expressed . . . . .  | 12             |

Advanced planning vs. participant-planning. The participants were reminded that the program of the Chicago workshop was fixed in advance, and that there was only limited opportunity to change the curriculum after they arrived and instruction began. They were asked whether this system of advanced fixing of the curriculum should be continued, or whether it should be more loosely organized and the participants should help decide the content and organization of the courses after their arrival. There was a slight preference for the advance-planning, but nearly one half of the participants voted that they should have a chance to help determine both the selection of courses to be offered and the content of each course.

Table 32. Planning of Workshop Content.

| <u>Response</u>   | <u>Percent</u> |
|---|----------------|
| Total . . . . .   | <u>100</u>     |
| Continue with prepared courses, as<br>this year . . . . . | 55             |
| Let the participants decide the<br>content . . . . .      | 45             |

Administration of future workshops. Even though they gave their highest ratings to the administrative staff of the Chicago workshop, the participants voted that, in the future workshops, the administrators should be assisted by a committee appointed by the participants. They were polled on the following question: "This year, each participant made known his or her problems to the administrative staff of the Center. Another solution would have been to establish a committee for the participants which would meet weekly with them and then with CFSC staff to bring the participants' problems and grievances to their attention. Which would you recommend for the future?"

Table 33. Need for a Consultative Committee.

| <u>Response</u>  | <u>Percent</u> |
|--|----------------|
| Total . . . . .  | <u>100</u>     |
| There should be a consultative<br>committee . . . . .    | 66             |
| The consultative committee is not<br>necessary . . . . . | 34             |

Clearly, future workshops should establish such a consultative committee promptly, and use it as an avenue to deal with individual problems and grievances.

Sponsorship: Involvement of CFSC in future workshops. Despite the reservations concerning the Chicago workshop, the participants made it very clear

that they wanted the CFSC to be involved in future workshops wherever they are held. They were asked: "Next year, who should sponsor, organize, and direct the workshop?"

Table 34. Sponsorship of Future Workshops.

| <u>Response</u>                        | <u>Percent</u> |
|--|----------------|
| Total . . . . .                        | <u>100</u>     |
| UNESCO . . . . .                       | 2              |
| UNICEF . . . . .                       | 0              |
| International Planned Parenthood Fed.. | 0              |
| USAID . . . . .                        | 4              |
| Combination of the above agencies . .  | 16             |
| CFSC alone . . . . .                   | 8              |
| CFSC in combination with others . . .  | 66             |
| No opinion . . . . .                   | 4              |

This expression of confidence in CFSC appears to reflect the participants' positive comments about the selection of courses, determination of daily session topics, selection of reading and study materials, and general academic "flavor." Implicit in such a vote is the trust that CFSC would remedy the weaknesses that were observed in the present one before holding future workshops. The idea of sponsorship by a university with international standing is also probably an important element in this expressed desire.

B. Opinions of the Teaching Faculty

Every member of the teaching faculty expressed the confident opinion that conducting workshops on communication for social development in French for Francophone countries was a most important innovation, and that the Community and Family Study Center was to be commended for pioneering in the effort. They also unanimously voiced the opinion and hope that more workshops of this type

would be held. However, like the participants, they all had criticisms to make of the Chicago effort and recommendations for the future. These have been presented in Section IV, above. If the weaknesses that were uncovered in the Chicago workshop are remedied in future efforts, every member of the teaching staff would enthusiastically participate again.

C. Assessment of the Need, Options, and Resources

The following comments are the philosophical opinions and observations of Donald J. Bogue, the behind-the-scene sponsor of the workshop; as such, perhaps they have less credibility than the collective views expressed above, but are nonetheless useful for gaining an overall perspective of the workshop's effectiveness.

In defense of the Chicago Workshop. Although it may be rationalization and a defense reaction, it is believed that the dissatisfaction expressed with the Chicago Workshop was much more verbal than real. The trip to the United States was simultaneously a thrilling experience and a trauma for almost all of the participants. They came from countries which are largely critical of the United States, suspicious of the motives of all white-dominated foreign organizations, and defensive about being citizens of the smaller, less powerful, and poorer nations of the earth. For the first time in their lives they entered a society in which they were the racial minority, and many were fearful of how they would be treated by such a society, known to be racist. To be consistent with their preconceptions, they almost certainly approached the experience with apprehension and anticipation of negative experiences.

Their situation was aggravated by other difficulties. The air service from Africa is among the world's poorest, and many suffered lost luggage, cancelled flights, and long delays. Most had money problems immediately because of government regulations in their countries concerning conversion of local cur-

rency to dollars. Moreover, many of the participants were able to be awarded financing only at the very last minute, through heroic efforts of AID/Washington and other sponsoring organizations. Because these arrangements were being made almost at the time the recipients were boarding the plane, their stipend checks could not be delivered to Chicago until the workshop was nearly half over. Furthermore, because the participants were funded from a number of sources, the amount of per diem living expenses being paid was unequal; some received \$40 per day and others received \$35 per day. This led to massive discontent and feelings of relative deprivation. Even though they understood how the situation arose (it was carefully and fully explained), the participants resented it deeply and it colored the attitudes of a few toward their studies.

Although the advance publicity clearly stated that the workshop was a normal graduate school situation, and that the participants would be expected to live and be treated like students, many came expecting to arrive in a conference situation, in which they would live in a modern hotel and enjoy some of the luxury for which America is famous. The austerity of International House, the long hours of work expected, and the paucity of organized recreation was a major disappointment. Many took it as a denigration of their high status as government officials.

The group was heterogeneous, especially with regard to the mixture of participants from North Africa and participants from sub-Saharan Africa. The level of discontent and criticism was much higher among the latter group than among the former.

The financial resources available to the University of Chicago to spend on this workshop were limited. Because of inflation, the CFSC was fighting a steep uphill battle to keep expenditures within available funds. Hence, it was not possible to employ as many people, to adjust stipend differences, or to

take other actions that might have eased some of the problems,

Nor does the CFSC wish to apologize too profusely for its selection of teaching staff. Perhaps the young teachers were "hazed" a bit because of their youth and lack of self-assured aplomb, but overall they were a very competent team of instructors.

For some of the participants, the above factors snowballed into a super-critical spirit of discontent which made them very sensitive to minor errors and inconveniences that otherwise would have gone almost unnoticed. This hyper-critical behavior was noticed by many participants, who appeared ashamed of the behavior of a few and who went out of their way to assure the CFSC staff that they did not share the negative opinions of the highly vocal critics.

While recognizing the full value and validity of the comments and criticisms submitted by the participants, the workshop organizers are of the opinion that for all but a few participants, the Chicago Workshop was one of the most intellectually stimulating experiences of their lives. Moreover, since the workshop was held in the United States, in an academic rather than a festive setting, it was also an invaluable educational experience.

Finally, holding this workshop in Chicago was an absolutely necessary prelude to holding similar workshops in Africa. Someone needed to assume sponsorship and responsibility to show that it could be done, and make an effort that could be criticized, improved upon, and refined. Despite the workshop's defects and shortcomings, the Community and Family Study Center regards it as one of its most worthwhile and useful contributions to social development communication. Through the workshop, the participants gained new insights, saw their problems from a broader perspective, and gained technical competence and skills from which they will profit for the rest of their lives.

The need for future workshops is great and urgent. This need is documented by the responses of the participants, the teaching staff, and from an assessment of the present situation.

The resources for holding future workshops are still limited, and the options are restricted. Morocco is capable of planning, organizing, and conducting a workshop for Moroccans with only minor or moderate assistance from foreign specialists, and the CFSC is planning to provide this supplementary help if requested. Despite the expressed need and desire for other future workshops, no organization in sub-Saharan Africa except UNICEF has volunteered to take responsibility for future workshops. The CFSC remains a leading organization with the desire, the staff, and the technical resources for planning, organizing, and guiding such workshops. By pooling CFSC resources as co-sponsor with UNICEF in the Ivory Coast, a workshop can be held in Abidjan in 1980. If this fails, there is little prospect of holding a French-speaking workshop in sub-Saharan Africa in 1980 at the level of sophistication and depth of the Chicago Workshop (made even better by correcting the known weaknesses). The number of sites at which the physical facilities, the teaching staff, the administrative muscle, and the sustained planning and advanced preparation can be made are still extremely limited.

Conclusion. The resources of the CFSC should be focussed upon facilitating the holding of two top-quality workshops in French-speaking Africa in 1980. One would be in Morocco and would be planned, organized, and conducted primarily by Moroccans. The other would be held in Abidjan with UNICEF as primary sponsor and CFSC as co-sponsor. A trip to negotiate this arrangement will be taken in late November. If this arrangement fails, the CFSC is prepared to recommend that a second workshop be organized and announced immediately, to be held in Chicago. By announcing it earlier than

before, making more elaborate plans, searching for more experienced teachers, and reducing as much as possible the sources of tension and criticism of the first workshop, it is believed that a second workshop in Chicago would be far more desirable than not holding a workshop at all. With a little luck and work, a second Chicago workshop might get ratings of the level that has characterized CFSC workshops in English and Spanish.

**APPENDIX A  
LIST OF PARTICIPANTS**

|     | <b>NAME</b>              | <b>POSITION AND ORGANIZATION</b>   | <b>COUNTRY</b>       |
|-----|--------------------------|--|----------------------|
| 1.  | Bernadette Nadia Bigot   | Productrice, RTA   | Algeria              |
| 2.  | Abdelkrim Soukehal       | Chef du Service Education Sanitaire<br>Institut National de Sante Publique   | Algeria              |
| 3.  | Celine Akele             | Assistante Sociale Directrice c.s.<br>St. Michel, Ministere Justice et Affaires<br>Sociales  | Benin                |
| 4.  | Oscar De Souza           | Sociologue-Planificateur<br>Ministere de l'Enseignement  | Benin                |
| 5.  | Hippolyte Da Silva       | Responsable du Departement IEC<br>CNBPF  | Benin                |
| 6.  | Sourou Aquilas Doumatey  | Attache d'Administration Hospitaliere<br>Universitaire Directeur Adjoint Service<br>Education Sanitaire, Ministere de la<br>Sante Publique | Benin                |
| 7.  | Edmond Ndjikeu           | Chef de Service Adjoint de l'Education<br>Sanitaire, Ministere de la Sante Publique  | Cameroon             |
| 8.  | Emillenne Ngo-Basse      | Directeur du Developpement Social<br>Ministere des Affaires Sociales   | Cameroon             |
| 9.  | Dieudonne Kpossa Mamadou | Directeur General<br>Ministere Sante Publique  | Empire Centrafricain |
| 10. | Celine Nkoussou          | Chef de la Division d'Education pour la<br>Sante, Ministere de la Sante  | Congo                |
| 11. | Franck Desir             | Agronome<br>Catholic Relief Services   | Haiti                |
| 12. | Jules Albert Moleon      | Assistant-Recherche<br>Division d'Hygiene Familiale  | Haiti                |
| 13. | Monique Souvenir         | Assistante Sociale-Educatrice Sanitaire<br>Responsable de l'audio-visuel a la Section<br>d'Education Sanitaire                             | Haiti                |
| 14. | Clairemene Marcelin      | Infirmiere<br>Catholic Relief Services   | Haiti                |

| <b>NAME</b>                                | <b>POSITION AND ORGANIZATION</b>  | <b>COUNTRY</b> |
|--|---|----------------|
| 15. Robert Neree                           | Officier Sanitaire<br>Region Sanitaire du NORD  | Haiti          |
| 16. Luc Faustin                            | Chef Service Education Sanitaire<br>Division Hygiene Publique   | Haiti          |
| 17. Pierre C. Deshommes                    | Directeur-Adjoint<br>SAWS/Haiti   | Haiti          |
| 18. Arthur Achio                           | Directeur Adjoint du Plan<br>Ministere Economie Finance et Plan   | Ivory Coast    |
| 19. Yapi Germain Obin                      | Sous-Directeur de l'Education Nutritionnelle<br>Ministere de l'Enseignement Primaire                              | Ivory Coast    |
| 20. Anne-Maria Guadras                     | Assistante en Information-PSC<br>UNICEF, Bureau Regional d'Abidjan  | Ivory Coast    |
| 21. Kouame Jean Baptiste<br>Kouassi        | Charge d'Etudes<br>Ministere de l'Economie de Finances et du Plan   | Ivory Coast    |
| 22. Gabriel                                | Chef de Service de la Formation et de la Pedagogie<br>Institut National de Formation Fokonolona<br>et Ideologique | Madagascar     |
| 23. Henri Benjamin Razafimbelo             | Ingenieva des Travaux Publics<br>Ministere de la Population et Condition Social                                   | Madagascar     |
| 24. Ismaila Traore                         | Coordinateur National du Projet<br>DNFAR-Projet Rural Works   | Mali           |
| 25. Mahamane Djitai                        | Directeur des Etudes du CNDC<br>Ministere de la Sante et des Affaires<br>Sociales                                 | Mali           |
| 26. Yacouba Rouamba                        | Chef Section Education pour la Sante<br>Ministere de la Sante Publique  | Mali           |
| 27. N'Tji Idriss Mariko                    | Directeur General<br>Direction Nationale des Affaires Sociales  | Mali           |
| 28. Mohamed Mahmoud Ould El<br>Hadj Brahim | Directeur-Adjoint<br>Institut Pedagogique National  | Mauritania     |
| 29. Amadou Racine Ba                       | Professor<br>Ecole Normale Superieure   | Mauritania     |
| 30. N'Dary Diagne                          | Planificateur<br>Ministere Education Nationale  | Mauritania     |

| NAME                              | POSITION AND ORGANIZATION   | COUNTRY |
|-----------------------------------|---|---------|
| 31. Mohammed Graigaa              | Responsable de la Communication et de l'Education, Association Marocaine de Planification Familiale                                 | Morocco |
| 32. Ahmed Ben l'Houcine Zouine    | Animateur Provincial de l'Education Sanitaire Sante Publique  | Morocco |
| 33. Fatima Dahbi                  | Responsable Nationale des Volontaires et du Controle des Etablissements de la Promotion Feminine                                    | Morocco |
| 34. Zhor Laazirj                  | Chef de Service d'Education pour la Sante<br>Ministere de la Sante Publique   | Morocco |
| 35. Said El Amiri                 | Directeur Ecole d'Etat d'Infirmiers(es)<br>Ministere de la Sante Publique   | Morocco |
| 36. Abdallah El Madhi             | Directeur de Programme de Formation<br>Ministere de la Sante  | Morocco |
| 37. Abdellatif Driouche El Matoki | Administrateur, Association Marocaine de Planification Familiale  | Morocco |
| 38. Afifa Lamghari                | Directrice de l'Ecole d'infirmiers Brevets de Beni Mellal, Ministere de la Sante Publique   | Morocco |
| 39. Mohammed Jebbor               | Chef du Bureau Audio-Visuel<br>Direction de la Mise en Valeur   | Morocco |
| 40. Abdallah Ghailane             | Directeur de l'Ecole d'Infirmiers<br>Ministere de la Sante Publique   | Morocco |
| 41. Fath Allah El Honsali         | Chef de Cabinet du Ministre<br>Ministere de l'Education Nationale   | Morocco |
| 42. Mohamed Boulasri              | Directeur, Ministere des Affaires Sociales et Artisanat   | Morocco |
| 43. Mohamed Aniba                 | Major du Service de l'Infrastructure et d'Actions Ambulatoires de la Province Medicale de Marrakech, Ministere de la Sante Publique | Morocco |
| 44. Vincent de Paul Nsabyera      | Assistant Medical<br>Ministere de la Sante Publique   | Rwanda  |
| 45. Dominique Makeli              | Journaliste-Producteur a Radio Rwanda<br>ORINFOR (Office Rwandais d'Infonnation)  | Rwanda  |

| NAME                                      | POSITION AND ORGANIZATION   | COUNTRY     |
|---|---|-------------|
| 46. Josepha Kanamugire<br>Nyirankundabera | Fonctionnaire, Ministère des Affaires<br>Sociales et du Mouvement Cooperatif                            | Rwanda      |
| 47. Marie Madeleine Bagoyi<br>Kabayundo   | Fonctionnaire, Ministère des Affaires<br>Sociales et du Mouvement Cooperatif                            | Rwanda      |
| 48. Ibrahima Beye                         | Chef de la Division de l'Education Sanitaire<br>Ministere Sante Publique                                | Senegal     |
| 49. Seynabou Diallo/Ka                    | Directrice de l'Ecole Nationale des Educateurs<br>Prescolaires, Education Nationale                     | Senegal     |
| 50. Oumy Camara Fall                      | Conseiller Technique, Condition Feminine<br>CFSC  | Senegal     |
| 51. Quam Sodji Kuakuvi                    | Chef Division Animation Rurale<br>Ministere du Developpement Rural                                      | Togo        |
| 52. Quam Sodji                            | Coordinateur National, Association<br>Togolaise pour le Bien-Etre Familial                              | Togo        |
| 53. Rabah Jadjj-Ben Hamda                 | Educateur Sanitaire, Ministère de la<br>Sante Publique  | Tunisia     |
| 54. Mourad Ghachem                        | Chef de la Division de la Communication<br>et de la Population, Office National du<br>Planning Familial | Tunisia     |
| 55. Habiba Ben Romdane Ezzahi             | Medecin, Ministère de la Sante  | Tunisia     |
| 56. Miriam Konate                         | Responsable des Actions Feminines<br>Cap Matou-kou  | Upper Volta |
| 57. Cytille Niarfiegô                     | Directeur des Affaires Sociales<br>Ministere des Affaires Sociales et de la<br>Condition Feminine       | Upper Volta |
| 58. Zida, Frederick Meussaj               |   | Upper Volta |
| 59. Kone Fatoumata Ouedraogo              | Maitresse d'Economie Familiale<br>Ministere du Developpement Rural                                      | Upper Volta |
| 60. Wa Kalenga Muleka Ditoka              | Conseiller Technique Charge de l'Information<br>Departement du Developpement Rural                      | Zaire       |
| 61. Mutelwa Kalenda                       | Chef de Division-Responsable Radio & TV<br>Educatives, Dept. de l'Enseignement<br>Prim & Second         | Zaire       |