0698009 AID/OTR G-1743

PN-AAX-334
ISN 50458

FINAL REPORT

WORKSHOP FOR THE TRAINING OF RURAL WOMEN

FOR THE WELL BEING OF THE FAMILY

SOUSSE, TUNISIA MAY 7-12, 1979

A JOINT PROJECT OF

SAVE THE CHILDREN/LA FONDATION
POUR LE DEVELOPPEMFNT COMMUNAUTAIRE (TUNISIA)

UNION NATIONALE
DES FEMMES DE TUNISIE

July 31, 1979

FINAL REPORT

WORKSHOP FOR THE TRAINING OF RURAL WOMEN

FOR THE WELL BEING OF THE FAMILY

SOUSSE, TUNISIA MAY 7-12, 1979

A JOINT PROJECT OF

SAVE THE CHILDREN/LA FONDATION
POUR LE DEVELOPPEMENT COMMUNAUTAIRE (TUNISIA)

UNION NATIONALE
DES FEMMES DE TUNISIE

July 31, 1979

CONTENTS

Introduction.....1
Project Background.....1
Participants.....2
Goals of Workshop.....4
Agency Backgrounds.....4

Workshop Organization and Agenda.....6

Daily Summaries.....10
Follow-up.....23
Summary of Workshop.....24

Appendices
List of Participants Appendix A
Agenda of Workshop Appendix B
Evaluation Questions Appendix C
Evaluation of Workshop Report Appendix D
Recommendations Appendix E

INTRODUCTION

BACKGROUND

Training development workers to be more effective in helping rural families improve their lives is a common goal of Save the Children/ Federation Pour le Developpement Communautaire and the Union National des Femmes de Tunisie (UNFT). This topic was jointly explored and discussed with officers of the UNFT and Save the Children staff over a period of more than a year.

With the encouragement and support of the Subcommittee on Women in Development of the American Council of Voluntary Agencies for Foreign Service and planning assistance from the New TransCentury Foundation, this common training goal was translated into plans for a workshop. Since each organization has a strong commitment to increasing the capabilities of women and encouraging their participation in development activities, it was decided to direct a program toward the rural family, focussing on the sectors for which women are primarily responsible.

Save the Children staff met in Tunis in January to plan with the UNFT the workshop goals and agenda and the funding needs of such a joint undertaking. A Supportive Activities grant from PACT to Save the Children made the participation of a headquarters coordinator possible.

FUNDING

The funding of the workshop was to be divided between the two agencies, each seeking support for its particular share. The UNFT developed a proposal to be submitted to the United Nations Fund for Population Activities; Save the Children, in collaboration with New TransCentury, submitted a proposal to the Agency for International Development. The UNFT asked funding for lodging and transportation costs for their participants and those from Tunisian agencies and government offices; rental of the workshop facilities, costs and stipends for workshop leaders, certain secretariat and logistical expenditures.

Save the Children requested funds for the workshop coordinators, including travel from the United States; for the secretariat costs preceding and during the workshop, costs of the final report, its translation and distribution.

For both agencies, there were serious delays in the funding approval which postponed some preparation activities that ought to have been undertaken earlier.

PARTICIPANTS

The original goal of the workshop was to invite 18 provincial delegates from the UNFT, involved in working with rural families, and 18 supervisors or rural field workers from each of Tunisia's gouvernorats, or provinces. The government delegates both men, and women, represent the

various rural services such as agriculture, social affairs, family planning, public health, etc. Save the Children participants would include the Tunisia field staff, field coordinators from its programs in Lebanon and Yemen, and a headquarters coordinator. In addition, representatives of CARE, Catholic Relief Services, International Planned Parenthood Federation, The United Nations Fund for Population Activities, Development Programme and Food and Agriculture Organization were invited as observers.

It had been the firm decision of the conference planners that the participants should be those who were actively engaged in rural development work. The Tunisian participants, at the strong insistence of the UNFT, were either "animatrice" and "animateurs" working at the village level, or their supervisors. Together with Save the Children field staff from Siliana province, the group was relatively homogenous. There were in all 40 trainees, 34 women and 6 men. In the opinion of the workshop leaders, the group was particularly well chosen, well motivated and compatible. Also, they represented a useful range of sectoral experience.

The total group included the 40 participants, the 6 conference coordinators (including 4 trainers), occasional observers from the UNFT and Save the Children, 7 presenters from government or other agencies, 2 observers from Catholic Relief Services and, on the last two days, several members of the press who joined the plenary sessions. (See Appendix A)

GOALS OF WORKSHOP

Agency Background

Union National Des Femmes de Tunisie

The UNFT is an organization that has approximately 360 sections, or chapters across Tunisia. It has a membership that includes women representing all ages, all milieu and all conditions and is dedicated to assisting them to understand and to assume effectively their responsibilities both in the family and in the social, economic and political life of the country.

Each section of the UNFT includes a cadre of two or three young women who have been trained in agriculture, health, hygiene, nutrition or family planning. Their role is to work with rural families in education and motivation, assisting them in the resolution of their problems, and in the improvement of their lives.

To achieve this end, the UNFT proposed to improve the quality of communication between the rural field worker and the rural population by introducing modern techniques for the transmission of information, and training in group leadership and motivation skills.

Save the Children

Save the Children is a nonprofit agency working in seventeen countries around the world and in the United States in community based integrated development. Its goal is to enable community people to identify their most pressing problems and develop the capacities, motivation and resources to resolve them.

In Tunisia, Save the Children/La Fondation Pour le Developpement Communautaire, has undertaken an integrated program in the Gouvernorat of Siliana. Since 1977, Save the Children staff has been helping local families to improve agriculture practices, build much needed wells and irrigation systems, develop small income producing projects (directed especially toward women and girls), undertake nutrition programs, home gardens and appropriate technology projects.

For Save the Children, improvement of its field staff capabilities in working with rural families and women was a primary interest. This enhanced capability would bring more families into self-help projects and increase the projects' effectiveness. In addition, the expansion of the program to other areas and the improved linkages with government agencies and services were important considerations.

JOINT AGENCY GOALS

Given the common interests of the UNFT and Save the Children, the agencies had determined that a workshop in communication would best serve its respective purposes. The language of the workshop would be Arabic, with informal translations into French or English if needed. The objectives of the workshop were described as:

1. To train the trainers of field workers from the UNFT, Save the Children, other voluntary agencies, and government bureaus in Tunisia in skills of motivation and communications related to family well-being.

2. To foster workshops for local rural workers in each of Tunisia's 18 Gouvernorats, to be led by this workshops's trainees.
3. To encourage the creation of a local network of people committed to women in development goals and to enhance their effectiveness.
4. To contribute to the development of a strategy for continuing women's development projects and activities that would place the workshop in a larger context.
5. To establish a coordinating group of representatives of voluntary agencies and government bureaus for programs and activities related to the well-being of families and the capacitation of women.

WORKSHOP ORGANIZATION AND AGENDA

The workshop was to be held for one week, May 5-12, 1979, in Sousse, Tunisia at the Ministry of Education Center. It would be organized around topics related to family well-being, which included education, agriculture, health, nutrition, hygiene, family planning and income producing activities. The underlying theme was the development of skills related to communicating information that rural women wish to know and motivating them to make use of it.

ORGANIZATION

A steering committee for the workshop was appointed by the two organizations that included representatives from each, a representative of New TransCentury and the workshop trainers. This basic group of six, augmented on occasion by others, formed the planning and evaluating group throughout the conference. The four trainers were selected by

the UNFT and Save the Children and were each responsible for portions of the program in addition to the overall conduct of the workshop.

The steering committee, because of funding delays, was not able to meet together prior to the workshop. This meant that preliminary discussions of process and logistics were delayed until the start of the conference, causing a certain confusion and lack of clarification. However, once underway, the steering committee worked creatively together and with a common purpose. Each evening during the workshop, the group met for several hours for an evaluation of the day's session and for a discussion of the following day's program. This was a very fruitful process, one that could resolve some of the snags in the program as they developed and could serve as a mechanism for keeping the workshop on its expressed course.

AGENDA

The agenda for the workshop (see Appendix B) had been drafted by the working group of representatives from the organizations at the planning meeting in Tunis in January. That agenda had been reviewed by the agencies and the trainers and was considered to be appropriate. It therefore underwent almost no changes from its original design. The planning group felt most comfortable with a format that combined both participatory and more traditional instruction. As a result, the day's agenda was divided into a session of formal presentation of a particular subject (one for each day: Communication; Health/Nutrition and Family Planning; Agriculture, Education, Lightening women's workload, and Community Development.)

These topics were presented to the group by the trainers, by invited representatives of government agencies, and by members of sponsoring agency's staff, using audiovisual materials.

After each presentation, the participants broke up into small groups for a discussion of the subject and for an analysis of how the presented information could best be communicated to rural families. Also of paramount interest was how to encourage rural families to identify their problems and how to motivate them to take steps to address them. The trainers acted as facilitators for the small groups and also as rapporteurs when necessary.

The major change in the form of the agenda, was that all the participants came together for the last session of each day, after having been in their small groups. This plenary was used for reports from the small groups on their discussions, and as the forum for further discussion. The format seemed well accepted by all participants and had sufficient change of pace and movement to maintain an apparent high level of interest and participation.

SITE OF WORKSHOP

The Ministry of Education Center at Sousse was both the site for the daily meetings, the lodgings for the UNFT and government participants, and the dining hall for the entire group. It was well situated in the very attractive city of Sousse-out of the downtown area, but not

inaccessible. There was audiovisual equipment available making the frequent use of films and slides easy to manage. The rooms were adequate for the small groups, although a little cramped for the full group.

The lodgings were of initial concern to some of the participants, but adjustments were made so that they were acceptable. Several of the trainees and coordinators had hoped that the workshop might have been held in a rural setting where visits to rural programs would be convenient. This was considered a disadvantage by a group of the trainees, but the access to audiovisual equipment and materials was considered by others essential, in light of the theme of the workshop.

Workshop Process

The workshop followed the agenda as described (Appendix B) with the slight change of the added afternoon plenary session. It is interesting to follow the day by day development of the workshop to understand the final resolutions and recommendations that grew out of the discussions and the changes in perception of some of the workshop participants. A chronological account of the workshop follows.

May 7 - Opening Ceremonies

Opening ceremonies for the workshop were held at the Sousse Palace Hotel with an honor guard, a youth band and hundreds of spectators. The group was addressed by Dr. Dhaoui Hanablia, Minister of the Interior of Tunisia, Mme. Fathia Mzali, President of the UNFT, Joel Schlesinger, country director of Save the Children Tunisia, and the Governor of Sousse. Mme. Mzali emphasized the importance of having a workshop dedicated to development purposes and said that it came at the suggestion of La Fondation Pour Le Developpement Communautaire/Save the Children. The conference was the subject of four newspaper articles and a television program, with further articles appearing later. A lunch for all participants was given by the governor, after which the workshop got underway at the Center for Pedagogy in Sousse.

Workshop Commencement

In the first plenary session the conference topic was developed by a skilled trainer of the office of Population Education. Using films and

slides, she defined true communication and linked it directly to the work of the "animators", or field workers of the social agencies. "How does one listen?" was a subject of discussion. The participants were introduced to the process of small group meetings - a new process for many - and with some anticipation and awkwardness met separately, each with one of the four workshop trainers. The trainers acted as facilitators, although they played a more directive role at the outset.

Several of the roadblocks mentioned were the dispersion of the rural populations, their isolation - particularly the women - and their poverty. For a field worker to be a good listener also poses special problems. How long does one listen - especially to concerns outside what the field workers consider their special function? One could spend all one's day just listening. This topic caused particularly animated discussion. Different participants had vastly different experiences but the common issue was how to set limits in a positive and acceptable way.

Steering Committee Review

The steering committee met after the first plenary session of the workshop. A number of still unresolved problems was introduced. The most immediate and distressing was that the group of field workers who were lodged at the Ministry of Education Center were threatening to leave the conference because they were cold, had no keys to their rooms and were worried about security. Since they comprised the majority of conferees, and other lodgings were almost impossible to find, the problem was

critical. A visit to the center staff by a workshop organizer produced keys, blankets, and provision for the heat to be turned on. That seemed to answer the problem, and the group decided to stay.

Although members of the steering committee had talked individually before, this was the first meeting of the group together. It revealed the issues not yet resolved such as the need to clarify the roles of the workshop leaders, the tasks to be done, the responsibilities to be filled, and tone and style to be encouraged during the week.

There was a wide range of styles among the leaders, although in principle, all agreed on a workshop with ample opportunity for individual expression, development of consensus and an open discussion of actual field problems. It was reaffirmed that the common goal was to help field workers with the development of skills that would enable them to respond to the needs of rural families, be able to transfer their own knowledge, and motivate the people with whom they worked. In methods of attaining this goal, the steering group represented a range of approaches from didactic to participatory and the planning process was an education for all.

It was resolved to have a different workshop leader every day, dividing the responsibilities amoung the group. Rapporteurs for each session were designated and administrative and secretarial responsibilities more clearly defined.

May 8

A talk on nutrition education was followed by an excellent animated film. A particularly lively discussion ensued, with field workers agreeing that many families had little access to nutritious food and that customs are hard to change.

A difficult challenge was to create an awareness of nutritional needs. One participant noted that she could not introduce new ideas during the first few visits to a rural family. Sometimes it was easier to talk to the daughters and have them convince their mothers of the need to try new methods. The consensus was that when women developed a sense of trust of the field worker, they were receptive to change.

An issue that provoked excited debate was the effect of poverty on the potential for improvement. When nutritious foods are not available how then to persuade families to eat better? Some women must sell the eggs from their chickens to buy fuel rather than feed them to their families. Often women are not able to go to other villages where needed food is available. What can villagers do about supplementing their food supply?

The public health presentation examined the sensitive issue of cleanliness, and how difficult it was to deal with directly. One worker noted that it was not unusual to see a woman snatch up an infant who might be playing in the dirt and yet not consider that she should wash the fruit or vegetables which that same child would eat.

Perhaps teaching indirectly was more acceptable. It was suggested that a field worker might work alongside a woman in her house as she was preparing food; wash the vegetables and help to cook, setting an example without commenting adversely.

Family planning can be a controversial subject in particular respects. Field workers are generally well trained in family planning and tend to promote it to the occasional resentment of rural families. There were a number of technical questions about family planning methods asked of the presenter. The points made in later small group meetings were that supplies are not always available at the local level; medical personnel don't always treat poor women well; community leaders must be convinced of the importance of family planning before it is either possible or effective to approach the community. An important point made was that family planning workers often talk to women only about the positive aspects of family planning not the side effects or the need for follow up. It was agreed that earlier approaches to family planning that utilized incentives such as cash or prizes were not helpful in the long run since people then expected a reward if they accepted contraception.

Small groups discussed mutual problems and observations about their work in nutrition, health and family planning. In plenary they summarized their problems and noted particularly that in working with rural families, they had to take into account their lack of awareness, traditional

customs, isolation, uneasiness with strangers and lack of confidence, especially among the women. They also observed "we come to them (villagers) with predefined problems and solutions." They recommended the organization of "information days" in villages; meeting with both husband and wife at the same time; utilizing a woman's "instincts for motherhood" to learn ways to make life better for her children.

May 9

The subject for the day was agriculture and it began with a short talk and a film from the Department of Agriculture, showing a rural farm family who owned 7 hectares of land, had a pleasant house, well equipped kitchen, were nicely dressed, etc. The reaction of the field workers to the film was strong. "Who works with families like that?" "Millionnaires"! The participants felt the film was far from reality but the presenter suggested that the family shown exemplified what a rural family might aspire to in terms of orderliness and things well done.

During an earlier introductory period the participants had realized that there were only three among them with agricultural experience and yet this was a sector about which there were many questions in the villages. The presenter, a woman from the Department of Agriculture, emphasized the government's interest in increasing the knowledge and information of women about agricultural methods.

In small group discussions, the following points arose:

- Women work harder than men in the rural areas and are often engaged in agriculture;

- Agricultural training is for men;
- Men field workers cannot easily work with women or relate to them;
- Women field workers are asked questions about agriculture and don't know the answers;
- Men and women both need skills in communicating agricultural concepts and techniques in simple language.

There were suggestions that:

- there be village-wide agricultural "days" with exposition, demonstrations, exhibits related to farming issue;
- agricultural extension workers trained by the government be sent back to their home regions. This was felt to be particularly important.

The afternoon session introduced the first role playing exercise to the group and it proved to be one of the most successful of the training techniques. Two pair of field workers prepared and presented scenes in which one was a rural women and the other the field worker. Then each pair reversed roles and repeated the scene.

In the first role play the field worker asks how the family is faring. The rural woman's instinctive response (which many field workers said was typical) was "everything is fine - thank God - we have no problems." The further questions in this scene were directed toward the number of

children the family had and pointed questions about knowledge of family planning. This reflected the intensive training that field workers receive in the subject. Also expressed was the village woman's fear of contraception and her husband's probable disapproval.

The second role play enacted a discussion about cleanliness between a field worker and a rural woman. The woman was protesting that the family could not afford soap while the field worker attempted to persuade her that she could probably buy a little. However, from these plays, some acute observations on the behavior of all the actors ensued. For example there were a series of recommendations:

1. Don't come into a house and say what's wrong.
2. Talk in easy words and be precise.
3. Make an immediate response to serious problems.
4. Stick to one topic during a visit.
5. Build up a sense of trust and continuity with villagers. (Many noted that this was particularly difficult in remote areas that are hard to visit regularly.)
6. Don't make promises you can't keep.
7. Don't impose your ideas and values.
8. Get rural women to participate in the solution of their own problems.

In the second scene, it was pointed out that neither woman playing the field worker could put herself in a rural setting. For example, each knocked on an imaginary door - but many rural houses have no doors.

Each pulled up a chair - often there are none or only benches. One consulted her watch and said she was late - it was observed that there is not the same concept of time.

It was the observation of several of the participants that all four actors found it easier to play the role of the rural roman, protesting change, than the much more difficult role of the persuasive and effective field worker.

May 10

The formal aspects of education for children and youth were presented in a film, and nonformal education was explored by two representatives from the Ministry of Education, one from the Bureau of Social Affairs, and the Director of Population Education.

It was pointed out that the Department of Education had added two years to schooling (7th and 8th grades) for those students who do not normally continue their education. These years are used for technical training in such skills as agriculture, carpentry and mechanics for boys, while girls were learning weaving, sewing, gardening and hairdressing. It was thought that farmers were learning much from their sons and families in general were gaining from the new skills of their sons and daughters. They were also benefitting from their children's increased capacity to earn income. It was suggested by the Director of Population Education

that there ought be no bias against boys or girls in selecting any particular course - all courses should be available to both.

An interesting technique used by the education presenters was to form a circle of questionners and responders - the four educators were joined in the circle by three field workers who had prepared questions to ask them. A useful outcome of this process was the identification of government education and training services at the local level. The difficulty in coordinating these services at the local level was discussed and the government agency representatives pledged to address this problem at all levels.

Small groups chose to explore the reasons why girls do not continue their education in the rural areas. This topic particularly interested the participants since the target of their field work efforts was primarily the rural woman and the acceptance by the daughter of new skills and attitudes could be a stepping stone in reaching the mother.

A case study, suggested by one of the participants, was used as the basis for the small group discussion. A farmer and his wife decide to take their daughter out of school because they do not like the idea that she must walk alone to reach the school house. However, the girl is sent alone into the hills for many hours of the day looking after the sheep. How can these attitudes be reconciled? Other more frequent

impediments to education for girls were: Family economic constraints; lack of transportation, lack of confidence of rural people in the benefits of education for girls; need for the girls' help in the home.

Participants and presenters joined in plenary session in suggesting possible solutions. Some of those were:

- Convince the mother first about the value of her daughter's education, and she will convince the father.
- Field workers should get the support of the local leaders, persuading them of the importance of education for girls.
- The point should be made to everyone that education of boys and girls will help the whole community to develop.

May 11

The scheduled subject for the morning had been the work load of the rural woman and how it could be lightened. The presenter for this subject was unable, at the last minute, to attend the session. The group thus had its least structured day. It was decided to continue with the topic of the day, but lacking a presentation, to explore the subject in a different way.

Each participant was asked to think about and then write what he or she considered a major problem for rural women in relation to their daily work.

Small groups were asked to review the problems written by each of its members, choose one area of particular difficulty, and decide on a means of communicating it to the rest of the participants. Three of the small groups chose role play. The fourth wished to have a group discussion and present a summary of conclusions.

The role play and the group discussion pointed to the same basic problems - most of them beyond the scope of most field workers to address. For example, a major difficulty for rural families is the remoteness of water and fuel and services of other kinds. Only an integrated development program might possibly effect so many different aspects of community life.

The afternoon presentation about community development was a useful extension of the earlier discussion. Save the Children field coordinators presented case studies of agency integrated projects in Lebanon and in Tunisia. The interrelationship of the different sectors of rural living - integrated naturally and inevitably in daily life but dealt with separately by governments and development agencies - was made graphically clear.

The agency encourages community people to articulate their priority needs, participate fully in determining possible solutions, commit their own support and efforts to implementing the solutions. This

process was described in the case studies which engendered a high interest among the participants and extensive questions. A number of the field workers asked if they could visit the Save the Children project in Makthar, to which they were welcomed.

The UNFT, with small groups of animatrice in each province, has an excellent program in Makthar in collaboration with several government agencies. They bring together groups of girls and young woman to teach them nutrition, kitchen gardening, basic health, sewing and personal development. This is an example of part of their national program which is expanding in numbers and influence.

May 12

The participants had been told that they would be given the opportunity to evaluate the workshop. The steering group had carefully worked out an evaluation form (Appendix C) which was presented the last morning to the field workers with explanations and time for questions. After filling in the questionnaire, the participants broke into small groups to review in a general way their responses and make group observations. Each group then made an oral summary to the plenary session. This provided an immediate feedback and an opportunity for them to share the opinions of their peers. A brief summary of the evaluation was that the participants had a highly favorable view of the workshop; the skills learned, the ideas introduced, information received from the presenters and the methods

used by the trainers. Two criticisms were that a workshop on rural families should have been held in a rural area and that field trips would have been useful. (Evaluation of Workshop Report - Appendix D)

The workshop participants gathered to do the last work of the session which was to bring together recommendations on the basis of their discussions and explorations of the week. Their recommendations were to be directed to two audiences - their own agencies and organizational superiors, and to themselves. The recommendations were more general than those made at each session but they represented to the group a summation of the week's work.

Of primary importance was the participants' interest in following up this workshop with workshops on the province (gouvernorat) level throughout Tunisia in which they, with enhanced training skills, would be part of the training team. This had been the hope, if not the intent, of the conference organizers. That so many of the participants shared that goal was a happy outcome of the week's activities.

Follow-up

Save the Children volunteered to sponsor and organize the first follow up workshop to be held in Makthar, Siliana province, the site of the Save the Children program in Tunisia. This was tentatively scheduled for late fall. Most importantly, the UNFT has expressed interest in helping to initiate and organize the proposed provincial workshops in which many government agencies will again participate.

During the workshop, the participants received from the presenters materials on each workshop topic, information about government and agency programs, including UNFT and Save the Children, daily summaries of the previous day's program, and information about where to obtain audiovisual materials.

A copy of this final report, translated into Arabic will also be sent to each participant and to other interested groups.

Summary of Workshop

Since the participants were so well chosen and well motivated, the workshop had a particularly good start and continued on a high level of interest and cooperation. The preparation ahead of time was somewhat faulty, and a last minute rush was needed to put things together. There was, however, a strong common interest in the goals of the workshop by all participants and a feeling at the end of accomplishment.

The involvement of representatives from government agencies was particularly useful since the participants could have an impact on them and they, in turn, could make known the resources and services of their agencies and offices.

The participants took well to the group process although the more reserved women did not speak often. The new training experiences such as role play were highly successful and there was an increased level of participation in all activities and discussions as the week progressed.

The field workers left the workshop with their own strong ideas on how future meetings could be conducted.

If the momentum continues, as it seems it will, that will be the best testimony to the success of this effort.

ندوة حول النهوض بالعائلات الريفية

SEMINAIRE SUR LE BIEN ETRE DE LA FAMILLE RURALE

SOUSSE 7 - 12 - 1979 سوسة

List of Participants

Asia El Arif	UNFT - Social Animatrice	Sousse
Hadba El Adrami	Jendouba team	Jendouba
Mabrouka El Ghazwani	Jendouba team - Social Monitrice	Jendouba
Amna El Khlifi	Family Planning	Gabes
Fawzia Najah	UNFT and Animatrice	Sfax
Khayria Akacha	Rep. from Family Planning	Siliana
Mungia Mimiun	Social Assistant	Siliana
Azry Fajra	Family Planning	Sidi Bouzid
Zohra Ben Aamar	Head section agriculture profession	Sidi Bouzid
Noura Daoud	Social Monitrice	Mahdia
Wided Ktari	French teacher, correspondent (newspapers)	Gafsa
Alya Ouni	Specialist in nutritional diseases	Gafsa
Zina El Yakoubi	Responsible for Center for Rural Growth	Lekef
Saida Troudi	Social Monitrice	So. Tunis
Habiba Boualleg	Head of Tunis team	No. and West Tunis
Muna Ben Amar	Social Worker	Sousse
Rachida Muslim	Animatrice Sociale	Sousse
Latifa Bel Larbi	UNFT - Sewing teacher	Kairoun
Majida Marzouki	UNFT	Kairoun
Saida Babsi	Social Animatrice	Mahdia
Douja Janani	UNFT Social Monitrice	Bizerte
Ben Amara, Najiba	UNFT Monitrice	Bizerte
Munia Antit	UNFR Teacher	Nabeul
Frej Bou Abid	Teacher in pedagogy	Sousse
Mufida Ben Arons	Head of N. Sousse section	Sousse
Aisha Wazan	Technical assistant in Ministry of Agriculture	Tunis
Mongia Sayari	Party - Committee Coordinator	Beja
Mounira Dakhli	Pre-school teacher UNFT	Beja
Saida Safta	UNFT Representative	Mehdia
Amina Razak	Family Planning	Nabeul
Radia Marzouk	Social Animatrice	Monastir
Mahmoud Azouzi	Social Monitor	Sousse

Union Nationale des Femmes de Tunisie
56, Avenue Bab Bénat — TUNIS

Fondation pour le Développement Communautaire
Avenue Habib Bourguiba — MAKTHAR

ندوة حول النهوض بالعائلات الريفية

SEMINAIRE SUR LE BIEN ETRE DE LA FAMILLE RURALE

SOUSSE 7 - 12 - 1979 ، سوسة

Participants cont.

Save the Children

Fatima Ben Salem	Social Monitrice	Makthar
Mouldi Gharbi	Animateur	Makthar
Salem Hadj Salem	Animateur	Makthar
K. Gammer	Administrator	Makthar
Habib Laatar	Economic Dev. Consultant	Makthar
Amal Watfa	Social Dev. Coordinator	Lebanon
Fethi Ben Messaoud	Social Dev. Consultant	Tunis
Joel Schlesinger	Country Director, S/C	Tunis
Marion Fennelly Levy	Women's Program Consultant	U.S.A.

Catholic Relief Service

Alice Clayton		
Samia Belgasmi	Nutrition	

New TransCentury Foundation

May Rihani	Consultant	Washington, DC

Speakers and Trainers

Mourad Gachem	Dir., Div. of Ed., National Family Planning Office
Abdel Aziz Mohsen	Dir. of Program, National Ministry of Education
Mme. Mahfoud Chouchane	Dir. of Service - Agriculture - Nat. Min. Ed. UNFT
Mohamed Fayeta	Regional Delegate - Nat. Min. Ed.
Mme. E. Masmoudi	Dir., office of Pop. Ed., Member of Cabinet, Min. of Education, UNFT
Nayima Kochtane	Min. of Ed., office of Population Education
Mme. Fathia Mezhoud	Chief of Div. of Food Planning, Nat. Inst. Nutrit. UNFT
Mohamed Elfassi	Dir. of Service, Ministry of Social Affairs
Sadok Kouniali	Min. of Ed., Specialist on Sanitary Education

Programme of the National Seminar on the Well-Being of the Rural Family

Sousse, May 7-12, 1979

Union Nationale des Femmes de Tunisie
56, Avenue Bab Benat -- Tunis

Fondation pour le Developpement Communautaire
Avenue Habib Bourguiba -- Makthar

Monday, May 7

8:30-10:30 a.m.	Registration
10:30-1:00 p.m.	Official opening by the Minister of the Interior, Welcoming Speeches by Mme. Mzali, President, UNFT, and Mr. Schlesinger, Director, CDF
1:00-3:00 p.m.	Lunch
3:00-4:00 p.m.	1st session: "New Communication Techniques" followed by group discussion
4:00-4:30 p.m.	Coffee break
4:30-5:30 p.m.	Discussion

Tuesday, May 8

9:00-10:30 a.m.	2nd session: "Health, Family Planning and Nutrition"
10:30-11:00 a.m.	Coffee break
11:00-1:00 p.m.	Group discussion
1:00-3:00 p.m.	Lunch
3:00-4:00 p.m.	2nd session cont.
4:00-4:30 p.m.	Coffee break
4:30-5:30 p.m.	Group Discussion

Wednesday, May 9

9:00-10:30 a.m.	3rd session: "Agriculture"
10:30-11:00 a.m.	Coffee break
11:00-1:00 p.m.	Group discussion
1:00-3:00 p.m.	Lunch
3:00-4:00 p.m.	3rd session cont.
4:00-4:30 p.m.	Coffee break
4:30-5:30 p.m.	Group discussion

Thursday, May 10

9:00-10:30 a.m.	4th session: "Formal and Non-formal Education"
10:30-11:00 a.m.	Coffee break
11:00-1:00 p.m.	Group discussion
1:00-3:00 p.m.	Lunch
3:00-4:00 p.m.	4th Session cont.
4:00-4:30 p.m.	Coffee break
4:30-5:30 p.m.	Group discussion

Friday, May 11

9:00-10:30 a.m.	5th session: "How to Lighten the Rural Women's Work"
10:30-11:00 a.m.	Coffee break
11:00-1:00 p.m.	Group discussion
1:00-3:00 p.m.	Lunch
3:00-4:00 p.m.	6th session: "Community Development: the Experiences of Lebanon and Tunisia"
4:30-5:30 p.m.	Group discussion

Saturday, May 12

9:00-10:30 a.m.	Seminar evaluation
10:30-11:00 a.m.	Coffee break
11:00-1:00 p.m.	Recommendations and closing
1:00 p.m.	Lunch

Appendix C

Evaluation Questions

Cite a positive point and a negative point concerning the following aspects of the workshop:

1. Have you learned something new?
2. How did you feel about:
    a. the participation of individuals, or groups
    b. methods of training - which methods did you prefer and why?
    c. the general atmosphere
    d. the workshop in general.
3. In your opinion, what elements most contributed to the success of the workshop?
4. If you were to participate in another workshop of this kind, what changes would you make?
5. Has participation in this workshop led you to think of changing your manner of working in any way? How?
6. What subjects would you suggest for subsequent workshops?
7. Do you have other impressions or comments?

Evaluation of Workshop Report

1. Have you learned something new?

   33 responses - all wrote "yes"

2. How did you feel about:

   a. participation of: individuals "good"

      groups - "group discussion is best because working in groups helps in clearing up certain points that one cannot as easily clear up alone."

   b. Methods of training - which methods did you prefer and why? (in order of preference.)

      1. The sectoral presentations.
      2. Small groups. "It gave us the opportunity to learn the opinions of each participant and to find the better solutions."
      3. Role Play. "The sketches gave a true picture of rural life and captured everyone's full attention."
      4. The films. "They were well done and gave good examples."

   c. The general atmosphere: "Overall, a nice ambiance because there is a good rapport and understanding between all the participants."

   d. The workshop in general? "Well done and useful."

3. In your opinion, what elements contributed most to the success of the workshop? The presentations, small groups, the films and the discussions.

4. If you were to participate in another workshop of this kind, what changes would you make? "The program was too full". "It would be better to have more than a week's time". "The workshop might be better in a rural area." "One might make field trips."

5. Has participation in this workshop led you to think of changing your manner of working in any way? Why? Responses - 4 "no"
33 "yes"

Examples: "I will give more training in the community."
"I have improved knowledge about methods of communication."
"I will make more supervisory visits."

6. What subjects would you suggest for subsequent workshops?

Agriculture

Continuing education

Community Development

The Rural Woman

Self-Help

Sanitary education

The Handicapped

Family Planning

Emigration

7. Do you have other impression or comments?

Another conference with visitors from other countries.

Conferences of this kind in the center of each gouvernorat in order to exchange ideas.

Cultural and recreation activities in the rural areas.

Increase in the number of field workers.

Practical exercises for field workers in the rural areas.

Appendix E

ندوة حول النهوض بالعائلات الريفية

SEMINAIRE SUR LE BIEN ETRE DE LA FAMILLE RURALE

SOUSSE 7 - 12 - 1979 · سوسة

Recommendations of the Workshop

A. For Government Officials

1. Prepare a calendar of different seminars for each gouvernorat, increase the number of such seminars, and provide a good selection of speakers.

2. Integrate education , health, agriculture services in rural communities.

3. Include practical exercises in the gouvernorat seminars.

4. Involve concerned government agencies in the preparation and supervision of seminars.

5. Make available facilities and transportaion for the rural workers and citizens at the seminars.

6. Promote the execution ofthe recommendations.

7. Inform other concerned and responsible government and non-government agencies of the recommendations.

8. Make available in rural areas, the trained and needed personnel, especially those with executive responsibilities.

9. Share experiences between personnel in different areas.

10. Provide continuous training of rural workers.

11. Improve coordination between officials and rural workers.

12. Make more use of audio-visual aids in rural areas.

B. For Participants

1. Consider personality of social worker (behaviour, etc.).

2. More emphasis on community work and development.

3. Send a report of the seminar and its recommendations to the participants and other interested people.

4. Continuation of such efforts.

5. Orient communities with the concept of self-help

Union Nationale des Femmes de Tunisie
56, Avenue Bab Bénat — TUNIS

Fondation pour le Développement Communautaire
Avenue Habib Bourguiba — MAKTHAR