

Trust in Moroccan Institutions: Creating a Visual Narrative

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The report represents work of WPI undergraduate students submitted to the faculty as evidence of a degree requirement. WPI routinely publishes these reports on its website without editorial or peer review. For more information about the projects program at WPI, please see <http://www.wpi.edu/academics/ugradstudies/projects-learning.html>

Abstract

This project worked with the Moroccan Institute for Policy Analysis to create a video on the Trust in Institutions Index. This Index presents the different levels of trust Moroccan's have in social, political, and institutional groups. The widespread lack of trust is believed to be responsible for low civic engagement in Morocco. Through this video, the Trust Index will be presented to Moroccans who may not get the information otherwise, with the goal of increasing civic conversation and involvement. We produced one video on institutional trust with easy-to-understand animations and voiceovers to help make the content accessible for more Moroccans. We also scripted and storyboarded two more. While the video was in English, MIPA plans to translate it to Arabic in order to further its reach.

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Executive Summary

The Situation

Following a constitutional reform in 2011, the Kingdom of Morocco became a growing democracy. However, Moroccans still refrain from engaging in civics for a number of reasons including: a pervasive sense of mistrust, a lack of interest, and an inability to access political information. The challenge becomes getting Moroccans to participate in their new government.

Our sponsor, the Moroccan Institute for Policy Analysis (MIPA), researches and creates policy analysis reports. As a research institution, MIPA aims to create reports that further public knowledge on civics. However, these reports are for scholars and are not accessible to all of the Moroccan population. Many Moroccan citizens lack the level of formal education needed to read their technical reports. We worked with our sponsor to make their work more accessible to Moroccan citizens by creating videos explaining the content of the Trust in Institutions Index.

Goals and Objectives

Civic education is a key element in increasing civic participation within a community. Awareness and comprehension of social and political issues are key to any democracy. However without knowledge of both the political system and its issues, the public is left excluded from the political processes and democracy no longer represents them. In order to alleviate this problem, information about politics must be conveyed to the population clearly and without bias.

The goal of this project was to help MIPA create videos to visualize their research and reach a wider audience. To accomplish this goal we read reports written by MIPA to thoroughly understand their work, gather information on our target audience, and produce an informative yet engaging video. By reading these articles, we were able to understand MIPA's work as well as successful examples of civic engagement in Morocco. One of the reports had been turned into a video which we watched to learn why it did not gain the desired traction, and how we could create a more successful video.

In our preparatory term we researched media use and political involvement among our target audience - namely university aged Moroccans. Understanding where this demographic receives its civic information as well as which forms of social media it frequents were taken into account when creating and sharing the finalized video.

To create the videos, we first brainstormed with our sponsor to decide the content from their work to focus on. We decided to create the videos on the Trust in Institutions Index. The Trust Index is an ongoing research project by MIPA examining Moroccan's trust in various political and social institutions. We then drafted scripts and storyboards for each video. To create the end product, we learned to use both Adobe Illustrator and Inkscape for creating images, Adobe After Effects for animation, and Adobe Premiere Pro for editing. This process began for the second and third videos in the series, but due to time constraints they were left in progress.

The internet provides easy access to information creating a strong tool to combat the failures of traditional communication. The widespread use of various media platforms, especially Facebook, in Morocco allowed for much of the country's political debate and activism to move online. Because of this, our videos were shared on YouTube and MIPA's Facebook page in order to most effectively reach a large population.

Deliverables

Our project yielded one completed video that used visual and audio storytelling components to reproduce MIPA's preliminary findings on the Trust in Institutions Index in Morocco. We provided our sponsor with finalized storyboards and scripts for the two remaining types of trust covered in the Trust Index: social and Parliamentary. Unfortunately due to time constraints, we were unable to produce a finalized video for these two additional topics. We provided our sponsor with materials such as the scripts, storyboards, and completed animations to make the future production of the videos series possible.

We chose every element of the video strategically to reach the less educated population in Morocco to increase civic awareness among citizens. For example, we chose to use the Knovva

Academy video titled “If the World Was Only 100 People” as an inspiration for the theme of our video. We felt this was an engaging way to represent the group of 1,000 Moroccans surveyed by MIPA during research for the Trust in Institutions Index. The simplified, smaller numbers would help viewers who did not have access to formal education be able to understand the significance of the findings in MIPA’s report. The belief that Moroccans are more personable and family oriented also lead to this decision as smaller groups of people would likely resonate more with the audience. This belief was stated by Dr. Abdellatif Bencharifa when we interviewed him during our preparatory term.

Additionally, our video’s aesthetics were carefully designed by our team and sponsor. The colors and logos seen in the videos were chosen to increase visual appeal, but also represent MIPA and their beliefs as an institution. In an initial draft, one scene in particular had displayed a political opinion that many people unfamiliar with Moroccan politics would not know: the map of Morocco did not include the disputed border with Western Sahara. MIPA is an institution that creates unbiased reports on government happenings. The Institute stands with the Moroccan government’s stance on political and social issues. Due to this, Western Sahara was included in the map of Morocco and did not include a dotted border line to signify to the dispute. If the border were included in the map or if Western Sahara was not included in Morocco the political stance of MIPA would have been misrepresented.

Conclusions

Properly utilizing new forms of media is key when spreading information in our ever evolving and increasingly connected world. Expert interviews with Moroccans, such as Dr. Bencherifa, taught us that distributing our completed video on Facebook and YouTube would be the most effective way to increase Moroccan access to information on policy (see Appendix A for interview questions and notes). MIPA hopes to increase civic engagement within Morocco by allowing those whose education level previously prevented them from learning about civics to see and listen to the information on a platform they are familiar with.

Table of Authorship

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2.2 The Lack of Transparency and Freedom	Sidon Kwon Kayleigh Campbell	Sarah Ewart Kayleigh Campbell
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2.4 The Internet's Role	Kayleigh Campbell	Sarah Ewart Kayleigh Campbell
2.5 Conclusion	Kayleigh Campbell	All
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1. Introduction

Historically, Moroccans adopted a “don’t know, don’t care” mentality towards politics and many citizens refrained from participating in elections. Corruption, constant turmoil, and censorship from the previous regime hindered public engagement despite having a more democratic constitution in effect. There is a distinct class divide between the wealthy and impoverished such that only the affluent may attend a private university. Public education is often overlooked and the standards for education are lower with minimal civic curriculum. However, with increased access to the internet, younger generations are able to gather more information than ever before.

The Moroccan Institute for Policy Analysis (MIPA) conducts research on Moroccan policy. This institute helps prepare young researchers for work in thorough, objective, and detailed policy analysis (Figure 1). Understanding the laws and policies governing society is crucial to democracy. Unfortunately, many Moroccans do not have the level of formal education needed to read and comprehend MIPA’s analytical reports on topics relevant to their lives, such as the expulsion of Uber from the country.



Figure 1: The Moroccan Institute for Policy Analysis logo. (From mipa.institute, 2019)

We worked to present the information in MIPA’s content to a broader audience through a series of short videos that could be shared online. Through these videos, our sponsor seeks to increase the political awareness of Moroccans by disseminating their research findings to a wider population with access to Facebook and other social media platforms. We gathered information

from college students and the authors of research papers so that our videos would not only convey the important information, but also be engaging.

Our project was to increase civic participation and awareness through creating videos on a policy report written by MIPA on perception of trust in the country called the Trust Index. Being an abstract idea, finding a way to create simple visuals and concepts when presenting the Trust Index as was a large focus of our project. Through our project, we expanded the outreach of our sponsor in order to reinvigorate the Moroccan public. We hope to have our video increase conversation around political events, policies, and trust within the country. The next section of this paper will present our background research on the Moroccan government and social media use to help to justify our methods.

2. Literature Review

2.1 Moroccan Government and History

The ideal democracy protects peoples' interests and prevents discrimination by providing citizens rights and a place within its system (Dahl, 2019). It creates a system of checks and balances that controls power distribution and prevents an absolute ruler from oppressing the people while reaping the benefits (United Nations, n.d.). The Kingdom of Morocco recently transitioned into a constitutional monarchy, reforming its traditional monarchy structure into a democratic institution to better serve the people.

The change to a constitutional monarchy came in 2011 as a result of protests in several North African and Middle Eastern countries, called the Arab Spring. The King of Morocco feared this movement might fuel a rebellion and as a preventative measure, announced the creation of sweeping constitutional reforms. These reforms took power away from the King and increased the power of the Head of the Government, the democratically elected leader of Morocco's Parliament.

The Moroccan monarchy's family line is known to be descendants of Islam's Prophet, Mohammed, and has ruled since the 1600's. The Parliament is led by the Head of the Government, a figure elected from the political party that won the majority of seats and acts similarly to a Prime Minister (Royaume du Maroc, 2019). Power in the country is split between these two branches. Despite the promise of change, it was soon found that the reforms were only instituted on paper, prompting additional, smaller protests which ultimately resulted in little change (Dow Jones Institutional News, 2011).

2.2 The Lack of Transparency and Freedom

Following the government's reformation, Morocco became the first Arab nation to establish the right to access information held by public administration. Although this is a historic step towards increased transparency and civil speech, the lack of additional policies allowed for

several loopholes (Almadhoun, 2015). For example, civilians may request access to information from a public servant or agency, yet access can be denied without repercussions. Even if a civilian reporter obtains information from a public servant, they cannot afford to report anything abrasive without risking their source and being cut off at any time. Media collectives also remain vulnerable to internet surveillance and could even be closed by authorities (Errazzouki, 2017).

A general mistrust of the government is widely pervasive among Moroccan citizens and as a result, the public is wary of participating in its own democracy. This is extremely apparent in lackluster voter turnout especially among younger Moroccans. For example, a 2017 study by Hattani found that only 40% of young citizens voted in the most recent election. The author found that people abstained from voting for several reasons, but an alarming 43% claimed they boycotted the elections due to mistrust in the officials. Despite this, over 70% of all respondents reported feeling that engagement in the government was important for all citizens (Hattani, 2017). The question then becomes, if civic engagement is so important, what can be done to get more people to participate?

2.3 What is Engagement?

Civic engagement is the participation in the democratic processes that allows everyday people to shape the government. Being an active citizen within both a community and a country allows democracy to thrive. Engagement is commonly associated with voting as seen in Figure 2, but it can also be done through volunteering, advocating for the legislature, and many other ways (youth.gov, n.d.). The foundation for civic engagement is based on three concepts: political knowledge, participation, and trust. Increasing political awareness and learning civics through formal civic education allows citizens to be actively engaged members of a community. Students who receive civic education learn about functional government practices and gain skills that encourage participation in the government, increasing the desire to share their voice on policy (Givens & Burch, 2014).



Figure 2: A Moroccan citizen exercises the right to vote. (From moroccoworldnews.com)

Increasing education on these topics provides students with the foundation needed to participate in the government. The best way to teach children about civic engagement is through basic political discussion during elementary school years when they are socially, emotionally, and intellectually developing. In the United States, elementary schools are legally mandated to teach civics, as officials found it to be the most effective time in a child's development to learn this topic. When civic education begins in high school, students have likely already developed which creates a citizen with inconsistent participation (Remy, Anderson, & Snyder, 1976). Beyond the classroom, community service events and clubs with a civic focus are two options found to increase civic understanding. However, within Morocco, formal civic education is not as prevalent as it is in other democratic countries, resulting in a need for alternative methods to increasing civic engagement.

When trying to solve the issue of engagement, researchers began looking to the internet and media. The internet is radically increasing worldwide access to information and has had an undeniable, irreversible effect on global society and culture as a whole. In fact, several studies found a correlation between the use of social media and increased civic engagement.

2.4 The Internet's Role

Increased internet usage continues to change how the world engages in politics. Use of the internet is becoming ingrained in modern society with close to 84% of the United States population using the internet on an average day in some way, shape, or form (Purdy, 2017). Despite the seemingly limitless uses of the internet, Purdy found that the number one reason young people utilize the internet is to gather information (Purdy, 2017). This trend extends beyond the United States and is very prevalent in Morocco as well. Media usage in Morocco increased local and international awareness of issues within the country. The abundance of information led 97% of young Moroccans to seek out their political and civic information online (Purdy, 2017).

The growing use of the internet is crucial in combating the “don’t know, don’t care” mentality many Moroccans have adopted in regards to their own country’s policies (Hattani, 2017). In the past, this attitude toward policy and government prevailed largely due to the lack of information and censorship within the nation. However, policy educators hope that the growing use of media and the internet will give young Moroccans space to access information, allowing them to form and voice their own political opinions (Hattani, 2017).

Governmental and non-governmental agencies alike took notice of the spreading internet usage and created several websites offering information on all sides of debates. For example, following a mandatory ceasefire from the United Nations, the conflict over the Western Sahara has largely moved from physical battles to battles online. The government put forth massive amounts of internet propaganda in order to reach a larger population (Hamdani, 2018). The internet is largely beneficial to people trying to learn more about a topic since they are able to compare varying opinions with facts in order to limit the bias they are exposed to.

With traditional methods of civic engagement failing, the internet offers a promising alternative (Hattani, 2017). Recent research found a correlation between internet usage and civic engagement which further solidified its status as a tool for democracy (Givens & Burch, 2014). The people who participated in online civic activities were found more likely to consider and even participate in physical civic activities like voting, and those who did not engage in online civic activities were less likely to participate physically (Purdy, 2017). Despite a lack of

participation, even those who did not participate in civic engagement found the internet useful in gathering information and staying up to date on news (Purdy, 2017). Due to this growing use, the internet will continue to be a crucial component of future policy education and campaigns.

2.5 Conclusion

Overall, democratic advances in Morocco have been, and will continue to be, unsuccessful because citizens continue to be unwilling to participate in it. A deeper look reveals the mistrust ingrained within Moroccan society following decades of censorship, corruption, and civil manipulation that—to some extent—still continues today. Because of this, Moroccans feel as though the system is set in stone and their voices are not heard.

Our sponsor, the Moroccan Institute for Policy Analysis (MIPA) seeks to increase awareness and education on civics through a new series of videos that can bring their research to a wider audience. They have several goals including contributing to the debate on policy, publishing analytical papers, promoting ethical research, critical thinking, and preparing the next generation of academics, among other things. In addition to their goals, MIPA values the depth and accuracy of its research, the timely consideration of issues, and the impact on policy makers and stakeholders.

Our project goal is to assist MIPA in increasing civic engagement and education in Morocco. To achieve this goal we researched effective media platforms and methods of outreach to best convey our sponsor's content to the population. The universal use of media and Facebook in Morocco will work to our advantage allowing people who do not have the level of education required to read in-depth political papers. This provides the opportunity for more citizens to understand the policy that governs them and how they can get involved in creating change. In the next sections we will introduce and discuss our methods for the project.

3. Methodology

Introduction

The goal of this project was to assist our sponsoring agency, the Moroccan Institute for Policy Analysis, in creating a visual for their new Trust Index research. During our preparatory term at WPI, the research done focused on Moroccan political history, effective media forms, and outreach materials. This allowed us to make recommendations regarding the best way to engage Moroccans on public policy. In order to accomplish this goal, our team identified three objectives detailed below.

3.1 Objective One - Understand MIPA's Research and Scope

To properly convey the information our sponsor seeks to share, our first objective was to develop a thorough understanding of past policy papers written by MIPA. To accomplish this, we reviewed many of MIPA's papers and projects including analyzing a previous video attempt in order to improve upon their format. We worked closely with MIPA, to ensure that our abridged version of the information accurately represents their work, and contains all the information that they feel is important to include.

Upon arriving in Rabat, Dr. Mohammed Masbah, the director of the Institute, presented us with several of MIPA's papers to learn more about the type of work they create. The first report we read was by Dr. Mohammed Masbah titled "'Let it Spoil!': Morocco's Boycott and the Empowerment of 'Regular' Citizen." This report discussed the power citizens have to create change when they are unhappy with unfair business practices. In 2018, a boycott movement swept across Morocco to change the prices of specific products such as bottled water. This was an important paper for us to read due to its focus on civic engagement. It gave our team an example of a specific instance when Moroccans were driven to protest and why they were able to create a movement. The second article was written by Francesco Colin titled "(Un)Participatory Democracy? The Limits of Institutional Petitions in Morocco." This paper discussed the difficulties surrounding national level petitions. It is harder in Morocco for citizens to be

politically engaged at a national level due to the effort needed to create change. At a local level, MIPA reported petitions were more impactful and effective. Less signatures were needed and citizens could easily participate.

We carefully read through the reports and annotated the copies to identify key parts and ideas for possible visuals. Once we read all the papers, we met with Dr. Masbah to get his input and planned to reconvene again to brainstorm potential video styles that would be most effective for each article. Seeing as MIPA is a think-tank, this was also a very good way for us to better understand their work and research process. Figure 3 shows an example of MIPA’s work process and group idea generation. Ultimately, Dr. Masbah



Figure 3: A brainstorming session at the MIPA think-tank. (From twitter.com, 2019)

asked for the video series to be about the Trust in Institutions Index. The Institute conducted a detailed survey about Moroccan’s level of trust in various institutions and social groups.

Previously, MIPA created a video to inform the public about a recent policy regarding the use of Uber and other rideshare services within the country. We read this report and it was by



Figure 4: A clip from MIPA's old video on Uber. (From facebook.com, 2019)

Rachid Aourraz titled “Stalled Liberalization: How the Rentier Economy Ousted Uber from Morocco.” This report held importance to our project in that it acted as an example for our video. MIPA previously created a video on this report, but it was not as successful as they had hoped. We analyzed this video during our preparatory term when discussing the format for our video. MIPA’s video on Uber consisted of text overlaid onto a picture. We investigated ways to improve upon MIPA’s past videos to ensure our videos are more successful and engaging for viewers. Prior

to leaving WPI we analyzed this video which received around 13,000 views on Facebook. Despite getting significant traffic, the video only received six comments and 65 shares. The video was very simplistic with text over images and background music (Figure 4). As a result of the low feedback by viewers, the video was deemed unengaging and unsuccessful. The video lacked voiceover which isolated illiterate viewers.

3.2 Objective Two - Gather Information on our Target Audience

Our second objective was to gather information on our target audience. Our sponsor wanted us to target the younger generation for the video, as 42% of the Moroccan population is under twenty-five years old (Central Intelligence Agency, 2019). To do this, we conducted research during our preparatory term at WPI, and continued to do so while in Morocco. This research included statistics such as literacy rates, as well as the differences between urban and rural areas.

On top of understanding our audience, we also ensured our group understood the mediums for video production. In distributing our videos we needed to ensure a good first impression was made. Knowing what young Moroccans would think of our video and to find the best medium to distribute it were two important elements of our work. We spoke with our sponsor, as well as other Moroccans, to identify a widely used and trusted media platform until finally deciding on Facebook to distribute our final videos. Once we had a greater understanding of our audience and media uses in Morocco, we were able to implement video production methods that are most likely to be successful (Floreak, 1989).

The videos were shared online due to the ease of internet access and the relative simplicity of posting information online. However, we had a number of factors to consider when selecting which media platform to put our content on. We wanted our audience to trust that the videos and our message contains no bias, ulterior motive, or factual ambiguity. To prevent hampering our video from the beginning we were sure to put it on a website people find trustworthy. We also wanted our videos to reach as many people as possible, so the traffic a

website gets was also considered. This is why Facebook and YouTube were chosen as the main platforms to post our videos.

To learn more about civic education and media usage in Morocco we conducted many interviews. During our preparatory term we interviewed Dr. Bencherifa, a professor at the International University of Rabat and an expert in the field of Moroccan education (see Appendix A for interview questions and notes). He gave recommendations for conducting our research including encouraging us to use our target audience in a focus group. A focus group would provide a source of direct information and feedback on our videos. Creating a video that not only our sponsor approves of, but one that the public finds engaging and informative was crucial. We wanted to involve the target audience in the video creation process to get feedback allowing us to create videos the public will enjoy and share. We were able to conduct a focus group with American university students, not Moroccans, so the data may be skewed. We also interviewed Elaine Sanfilippo to learn about her suggestions and process when making informational, animated videos (see Appendix B for interview questions and notes).

3.3 Objective Three - Create an Easy-to-Understand Video

Our final objective was to create an easy to understand video that would help spread MIPA's findings from the Trust on Institutions Index to the Moroccan population. We met with our sponsor often to check in on progress and to generate more ideas. This also gave us the opportunity to tweak any incorrect preconceptions we had prior to arriving in the country. For example, when planning our methods at WPI, we anticipated making videos that were two minutes or less. However, Dr. Masbah (personal communication, January 20, 2020) encouraged us to create longer videos, between three and six minutes in length. This is because of a cultural difference between our use of media in the United States and that in Morocco. Appendix C explains that if a Moroccan citizen is interested, the length of the video will not prevent them from watching, which is not always the case in the United States. Learning this gave us more

freedom with the video length and allowed us to convey the necessary information while keeping the length short enough that the viewers' remained interested.

When we arrived in Rabat we began brainstorming ways to visualize the different statistics in the Trust Index data. Our group proposed a plan based on the Knovva Academy video called "If the World was Only 100 People," in order to scale down the larger numbers to be more relatable and comprehensive for average Moroccans. Once this was approved, we began work on an introduction to the videos that would further incorporate a "story" element to the videos that content viewers can relate to (Perlman, 2004). We then wrote the script and created a storyboard on Google Slides so that animations and transitions could be used to gain an idea of how the video and visuals would flow together. We then took these storyboards and created more detailed graphics and animations on Adobe Illustrator, Inkscape, and Adobe After Effects, which would help to keep consistency in the style of our videos. Since we were new to these softwares, we watched online tutorials such as those by Gareth David Studio on YouTube.

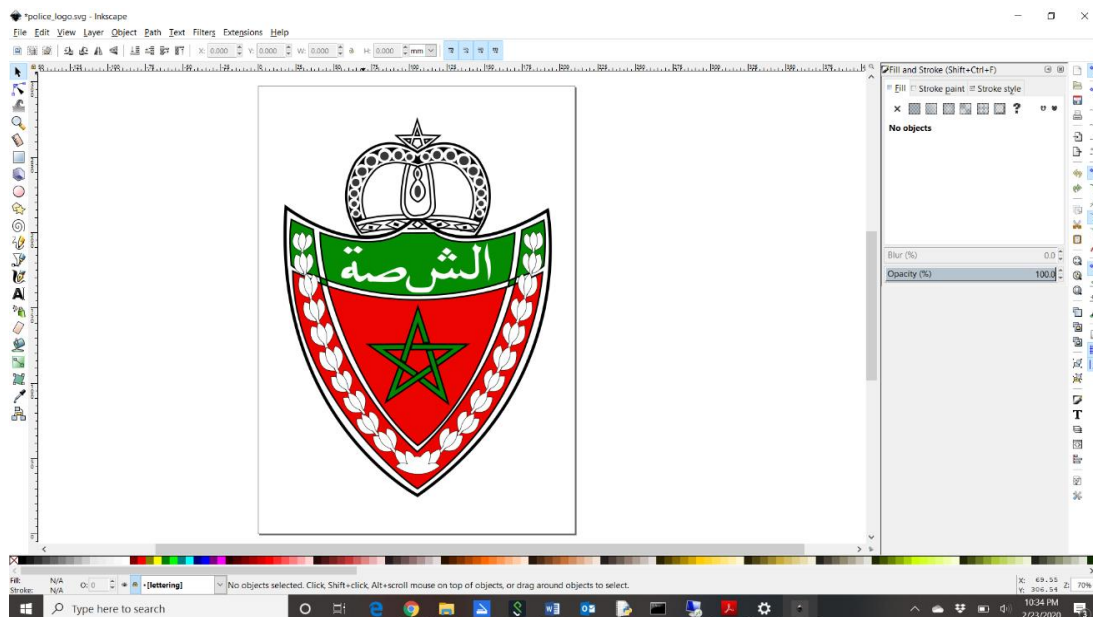


Figure 5: A vector image of the Moroccan Police created on Inkscape for our video.

The animations were supplemented with experts explaining why the lack is so pervasive. We recorded two interviews with the authors of the Trust Index. They explained why it was necessary to create the project and provided specific information such as why trust is higher in private sectors compared to their public counterparts. Finally, a credit scene was added to

properly acknowledge those who provided their time and effort during the production process. Credit was also given to the authors who created the content our video was based on, the Trust in Institutions Index. To compile all the graphics, visual recordings, and music we utilized Adobe Media Encoder and Premiere Pro to create our final video as seen in Figure 6.

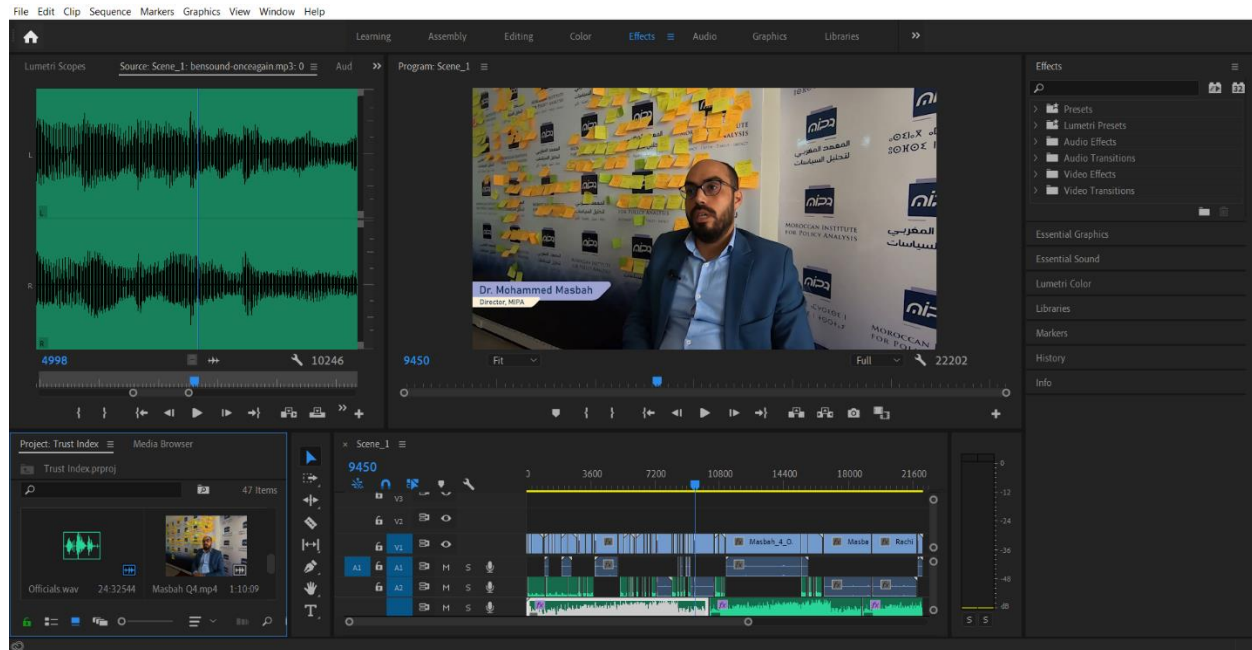


Figure 6: An Adobe Premiere still from the expert interview with Dr. Masbah featured in our video.

After completing the video on MIPA's Trust Index project, we conducted a focus group of our peers to hear their thoughts on various video aspects - both positive and negative (Shadpour, 2018). The hope had been to get a group of Moroccan students to interview, but due to scheduling issues, the alternative to have American students participate was accepted. We asked questions regarding the art and style, content, and media usage among the group in order to better understand what was most appealing and how to effectively connect with them online. The focus group questions and notes about our videos can be found in Appendix D and E respectively.

We followed a similar process when creating the elements of the second and third videos on social trust and trust in Parliament respectively. Due to time constraints, we were unable to tie all the pieces together on these, however the scripts, storyboards, and several graphics were prepared and passed on to MIPA.

3.4 Obstacles Faced

During the span of our project we encountered a few obstacles that come with working in a foreign nation and culture. Overcoming low engagement from citizens is a monumental task for any democracy. Despite an increase of civic education in the United States, a citizen may still opt out of voting based on “rational behavior” or “rational ignorance” (Somin, 2010); citizens believe that their contributions and engagement will have an insignificant impact. We were concerned that this lack of engagement among Moroccans would affect viewership.

Another obstacle was a taboo surrounding being recorded for documentation during interviews. Recording interviews would allow the team to collect qualitative data on both the interviewer and the interviewee

(Wilkie, 1963). Initially we planned to record all interviews with students and experts alike, securing consent from every party involved (Figure 7). After talking with our sponsor, we instead decided to overcome this obstacle by only recording the authors of the papers we were adapting into video since they had worked with MIPA before and approved the use of recordings in our



Figure 7: Our team working with the recording equipment.

videos. We also decided not to record our focus groups with students as they would not be in the video, but rather we took detailed notes on their thoughts and opinions surrounding our work.

The language barrier was another major roadblock we faced. We are not fluent speakers of the local language and as a result needed help at times. Fortunately, our sponsor offered to assist with translation of Trust Index presentations so we could understand the data we gathered. The first video was created in English due to none of the members of our group being able to speak Darija. In the future, MIPA’s videos will be in both English and Arabic which are the two languages MIPA publishes content in. A large population in Morocco is formally illiterate with 14% having only an elementary level of education and 13% being completely illiterate (MIPA,

Trust Index). This means they lack the level of formal education necessary to read in-depth research papers like the ones written by MIPA. However, being able to function in a modernizing society often means needing technology and social media to communicate. This was key to helping us spread the information in our videos to those who cannot read since they likely have a cell phone or Facebook page.

3.5 Ethical Considerations

Similar to how we considered possible roadblocks, we also ensured that we were being ethical and respectful while abroad. To help with this, we identified a few topics to be considerate of when completing our project. First of all, there are topics which are not only taboo, but illegal to discuss in Morocco. For example, it is illegal to criticize the monarchy or King. Also, many Moroccans feel uncomfortable talking about homosexuality and religion. We did not force anyone to discuss them, nor did we even pose questions that may begin to cross that line.

Tensions around the Western Sahara was another consideration to be made when discussing and presenting Morocco in videos. The official stance of Morocco is that Western Sahara is included in its country border. MIPA represents the people and the government of Morocco, so their stance follows the stance of the government. Western Sahara must be included when presenting a map of Morocco in our videos. As a result, we included Western Sahara in the country map of Morocco without a dotted line showing the border. A map of Morocco, including the debated border with Western Sahara, can be seen in Figure 8.



Figure 8: A map of Morocco with the disputed border. (From roughguides.com, 2020)

Other considerations include fear and anxiety that Moroccans experience when recorded and the issue of partisanship. Due to this, we also decided to record only MIPA employees and

partners involved in the Trust Index. We obtained consent prior to holding an interview. Also, we worked closely with our sponsor to ensure our videos remained nonpartisan and only presented the facts. When conducting the focus group we receive informed consent from participants to make sure people knew exactly what the information we gathered would be used for and were free to decide whether or not to take part. Lastly, to verify that our research was conducted ethically, we submitted our proposal to the WPI Institutional Review Board, or IRB, for approval of our methods.

4. Results

The outcome of our project was the first completed video in a series on MIPA’s Trust Index project, as well as preliminary components for the remaining two videos. Specifically, the completed video focuses on information regarding general institutional trust including trust in armed forces, public and private health, among others. The second video in the series will focus on social trust and the third will be about trust in Parliament. Various components for these videos, including the script, storyboard, and some graphics, were finalized, but not sequenced together during our time in Morocco. The video produced features MIPA’s brand aesthetics such as the logo, colors, and personnel that assisted with the Trust Index project as well.

The completed video on general institutional trust is a mix of animations and recorded expert interview sections. The animations help to visually illustrate the data found from the Trust Index survey, such as in Figure 9, and the interviews explain the meaning to be found from it.

The video begins with an introduction to expose the viewer to the data then provides an explanation on why trust is important. This is done through examples of what can occur when trust is missing. Information about the Trust Index survey and its sampling methods were then presented. To help

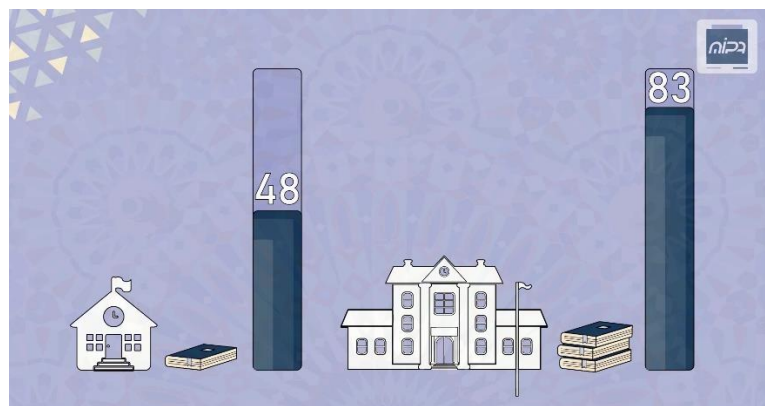


Figure 9: A scene from our video showing levels of trust in education.

the viewer understand who is represented, a “100 person” metaphor was used. The animations used emphasize the diversity in the population through basic demographic information including male versus female, geographic region, and age.

After this introduction, the specific information on trust is presented through animations which show the amount of people who trust various institutions such as the armed forces, police, public and private health, and government among others. Between the animations are interviews explaining the statistics presented just prior, as well as the meaning behind them. The interviews are recorded clips of Dr. Masbah adding context to why this lack of trust exists and what needs to be done. The final aspect of the video is an interview wrapping up the video’s message. Then

credits are presented on the screen to give proper acknowledgment to the people, information, and work involved in making the video. The video will be shared on MIPA's Facebook page and YouTube channel. It can be found at <https://youtu.be/X6v6-hmAL1I>.

We also completed pre-production elements of the remaining two videos in the series. The second video focuses on Moroccan's social trust, that is, the trust between families, neighbors, and strangers. The third and final video in the series focuses on specific trust in Parliament. Both videos have finalized scripts, storyboards, and some graphics that were given to Dr. Masbah to aid in the production of these videos after our project has ended. These remaining videos will follow a similar format to the first, though they will likely be shorter and more condensed as they have more specific data than the first video. Each will begin with the same



Figure 10: The title slide of our video.

introduction as the first (Figure 10) but with altered examples to remain more on topic with its specific focus. For example, the social trust script begins with an example of what could go wrong if you don't trust your barber instead of the police like the previous video introduction. Following this introduction

structure, the videos vary in content. Each video presents its relevant data on the various forms of trust such as social trust and trust in Parliament.

5. Recommendations

Upon completing our project we have come up with recommendations in two categories: recommendations for the video production process efficiency and quality, as well as video content and aesthetics. These areas will contribute to the most engaging and effective videos MIPA could produce in the future.

5.1 Process Recommendations:

Recommendation 1: Using graphic designers or videographers with more experience to speed up the production process.

As this was our first time creating a video with animations, interviews, and more, we had a lot to learn from the experience and noted how to optimize the process. We enjoyed learning new skills, but spent much of our first two weeks, in addition to refreshers during the remainder of the time, learning how to use the complex software and tools needed to create the videos as seen in Figure 11. If experienced video makers were given the same seven week time frame but did not need to learn new skills, that would allow for two more full weeks of video production. That is a 40% increase of time, ultimately leading to greater content output for MIPA.

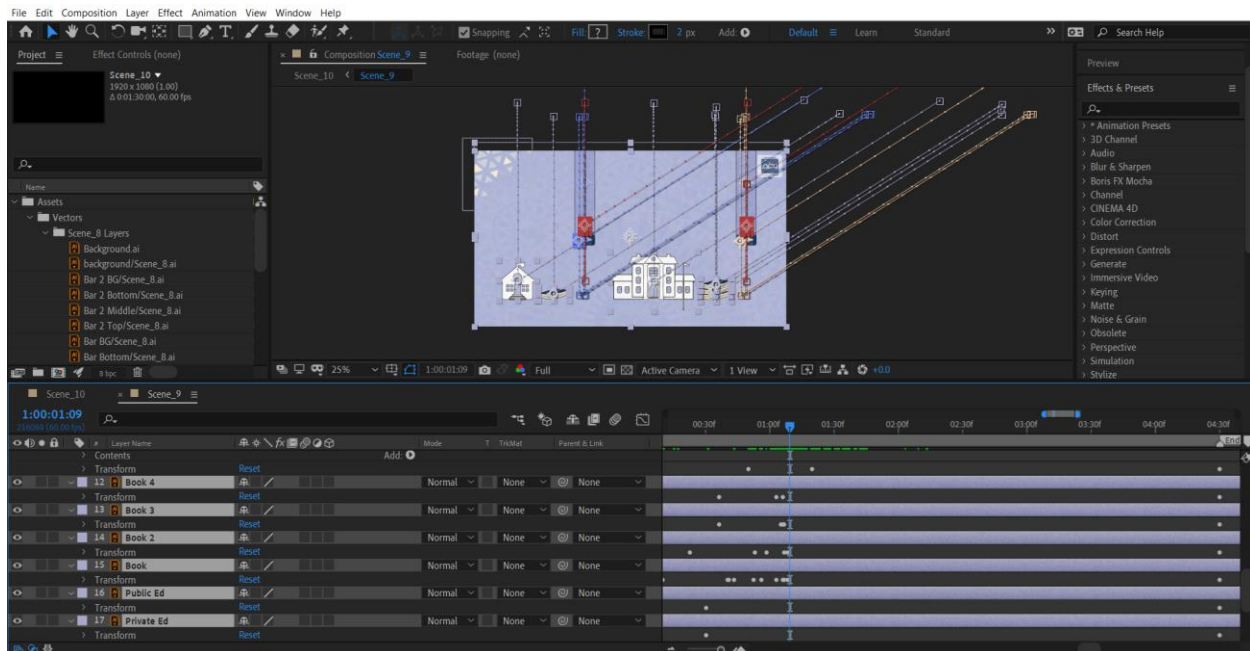


Figure 11: An example of a complex animation screen in Adobe After Effects.

Recommendation 2: Sharing videos on YouTube in addition to Facebook.

For spreading the videos post-production, sharing the videos on Facebook is an effective place for feedback due to the large volume of users on the platform in Morocco. This has been confirmed for us through interviews, focus groups, and discussions with our sponsor. In fact, according to the ANRT (Moroccan National Telecommunications Regulatory Agency), 74% of Moroccans access the internet from their phones, and 88.4% of those respondents frequently use Facebook (Eliason, 2019). However, sharing on YouTube as well will increase the amount of viewers due to the auto-play and viewing algorithms. This will allow for the videos to be seen by viewers not familiar with MIPA. Focus group respondents noted that many Moroccans do not set out to actively find policy information, but that if things get suggested on YouTube or other platforms they are more likely to be exposed to it. By employing these additional digital tools, MIPA can expand its mission to promote civic education and awareness of Moroccan policies to a wider audience.

Recommendation 3: Recording expert interviews in a uniform style to increase the overall quality and credibility of the videos.

Short clips of captioned reports offer an effective method of delivering concise information to the public. Recent examples include the various video reports of the protests in Hong Kong; The Guardian provides constant updates using this exact format to attract viewers without losing their attention (Kuo, 2019). It would also help to reiterate how these conclusions were reached (i.e. through qualitative interviews with Moroccans), as focus group viewers noted that the interviews at points were opinions rather than data-based conclusions. Having all the interviews recorded on the same equipment and in the same manner gives the video a more professional feel, lending credibility to MIPA. This also ensures that the necessary information is provided in the interview as they can be prepared in advance..

Recommendation 4: Increasing the information on MIPA’s Facebook “About” page.

While the people we interviewed all felt that Facebook as a whole was trustworthy, however it was even more important to have a trustworthy page. Currently MIPA’s “About” page (Figure 12) provides no further information on the Institute, so offering more insight into what the organization does and supports as well as links to some of its work to gain reader’s trust. Since so many respondents felt that the reliability of the account was just as important as the social media platform, MIPA should bolster their Facebook page to establish this credibility.

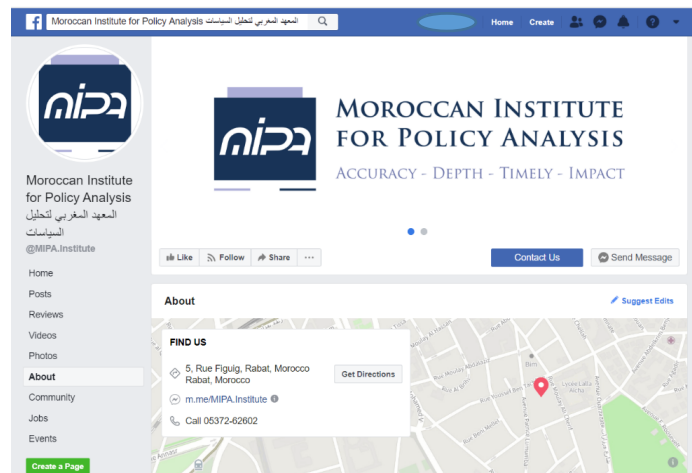


Figure 12: MIPA's "About" page (From facebook.com, 2020)

5.2 Content Recommendations:

Recommendation 5: Address the “so what?” question in videos.

People coming across these videos will likely wonder why they should care about the content. What should they do with this new knowledge? If the videos do not address this

question, little or no change will come of the content. People will simply watch them and move on. Respondents from our focus group said that while they found the video's content informative, they did not know what to do next. A suggestion offered from a participant was to include how to access further information or to offer a solution to the problem. Featuring a message or suggestion on how things can change and what the viewer can do will help address this issue. In our case, this could fit nicely towards the end of the video as a conclusion, or as links for further reading both on MIPA's website and elsewhere. This would also bring more web traffic to the organization.

Recommendation 6: Focusing on a smaller problem or piece of legislation rather than something as large and widespread institutional mistrust.

Our interview with Elaine Sanfillipo revealed that the misunderstanding of a minor, regional political problem prompted her to create informative videos explaining the issue. This type of a subject gains more attention since current issues interest the public more than a long standing problem. It would also make answering "so what?" questions easier when addressing a smaller, more tangible issue.

Recommendation 7: Incorporate a story element into videos.

In order for viewers to relate to and be interested in the content, a storyline would be very beneficial. We attempted to do this in the introduction of each Trust Index video, but if time permitted, it could be effective later in the video as well to bring any viewers whose mind wandered back into the content.

Recommendation 8: Pace videos better by removing excessive examples or interviews.

From our focus group data we determined a few elements of the art style or aesthetic that were successful and should be kept, as well as some things that could be altered in future videos. The overall color scheme and animations were widely popular with viewers and found to be very appropriate for the content. However, the speed of the video was felt to be too quick as respondents wished they had more time between transitions to absorb the graphics. To fix this,

some of the early examples in the video introduction could be cut down, or interviews could be made more condensed.

Recommendation 9: Utilize artists to limit discrepancies between animations and scenes.

Consistency between animations and graphics is also an important aspect to review before producing anymore videos. For example, some of the trust statistics in the video were presented in the “100 person” metaphor and others were shown as percentages. Some viewers found this to be distracting and wished things were more uniform. To see specific focus group responses, see Appendix D. Additionally, we had multiple people acting as animators for the graphics for our video, and since we had varying levels of experience, viewers in the focus group noted a discrepancy between some scenes. As mentioned earlier, we recommend employing artists who can more closely imitate a style together to limit this issue in addition to creating more content.

Note: It is important to note that the focus group we conducted consisted of American university students, which could lead to skewed results. However, due to time constraints and the focus on completing the video, the feedback was informative nonetheless. In the future, we recommend MIPA interview Moroccan students in order to make sure content is more in line with our actual target audience’s preferences.

6. Conclusion

Social media is an increasingly important form of communication. Because of this, creating online videos is a useful way to share information on policy and government. Our project was to create videos sharing MIPA's content with a wider audience and to help spread their information on policy. We created the first video on Moroccan's level of trust in their institutions and began the process of drafting additional videos. This video is based on MIPA's Trust in Institutions Index. We hope this video will spark political activism and interest in citizens who were previously unaware.

We recommend that MIPA works with people experienced in graphic design or videography when creating future videos. This would allow for content to be more efficiently and uniformly produced rather than use students who needed several weeks to learn the skills. We also recommend bolstering their videos with information on what can be done to fix the issue at hand. Answering the "so what?" question will be crucial in inspiring change and furthering MIPA's mission.

We learned that many people care about the credibility of the accounting posting information. Our focus group taught us that the reliability of the account posting content matters more than the platform a video is posted on. This is why we recommend for MIPA to add information to their "About" pages on Facebook and YouTube allowing viewers to see their mission statement, upcoming events, and research areas. Not only would this create credibility for the Institute, but it would also provide a springboard for online users to view more of their content, further spreading their research.

Overall, an animated video was found to be an effective way to spread policy information to those who typically would not or were unable to access this content. A democratic system can only thrive when it is truly for-the-people, by-the-people. Unfortunately many Moroccans do not learn about civic engagement or the ways in which they can create change. Taking our experience and recommendations into account, MIPA could further its reach significantly and expose more Moroccans to the policies affecting their everyday lives.

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Appendix A: Expert Interview with Dr. Abdellatif Bencherifa

Attendees: Dr. Abdellatif Bencherifa, Kayleigh Campbell, Sarah Ewart, Sidon Kwon, John Mileti

Facilitators: John Mileti, Kayleigh Campbell

Scribe: Sarah Ewart

Technology/audio: Sidon Kwon

- Meeting called to order at 3:05 PM on 11/18/2019
- Sidon asked and received verbal consent from Dr. Abdellatif Bencherifa to take an audio recording of the meeting
- Do you enjoy working in higher education?
 - Dr. Bencherifa did not provide a response
- How was it being a Wali compared to a university professor?
 - These are two very different careers. Higher education is what you choose to do while being a Wali, or high profile governor in Morocco, is completing an assignment you did not choose to do.
 - Being a high profile governor is operational. As a Wali, you are working to enforce the law
- We discussed our project and what we aim to do while in Morocco
- How does he suggest we reach out to people who do not have internet or cell access? How can we get our information to the largest population possible?
 - He asked what we believe will be civic engagement in regards to our project? Is our project just a research paper?
 - Dr. Bencherifa thought our target audience was scholars, so we better explained our project to get back on track
 - Dr. Bencherifa gave a disclaimer that his advice may not match our sponsor's expectations. He may question underlying assumptions that we have such as that Moroccan's are not in a position to understand the government. He believes Moroccan's know exactly what is happening in the government as they have access to social media. The best way for us to reach a large audience is to develop a story and make it worthwhile to tell people
- Morocco shares borders with other countries and is in close proximity to Spain. How does this impact Morocco?
 - This statement is applicable in history books, rather than actually seen or felt within communities across Morocco.
 - For distinctions look at rural vs. urban rather than other country's' influence. This comparison is far more practical within Morocco. Rural areas face lower living conditions and are lagging behind in development. There is a huge variance based on income, education, home location, where you vacation, hobbies, etc.
 - The Berber compared to Arabic speaking populations also do not have significant differences within the country.
 - When studying diversity within Morocco, look into different areas within the country

- What is the Moroccan identity? Are there common values Moroccans share?
 - The people praise the exceptionalism of Morocco. This belief runs deeper among citizens than we would think. The Moroccan people are exceptional because in parts of history the countries around Morocco were not
 - The state has been there for more than 1300 years. It has changed, but the fundamentals have remained the same
 - The spread of Islam is the basis of the power within Morocco
 - There is no single instance of ethnic fighting or an ethnic war in Morocco
 - There are no true shared values as there will not be 100% consensus. However, some shared values are:
 - The people are Muslim
 - The country is attached to the monarchy as its system of government
 - Political parties may have different perceptions of what they want from a monarchy and how they expect it to run the country
 - The citizens are attentive to their monarchy
- Dr. Bencherifa asked us why the questions we have asked are relevant to our project
 - We believe these values may impact how a participant will be involved with their government. We wanted to anticipate how the Monarchy and the regime could sway public perception
- Dr. Bencherifa asked what are two expectations for our project?
 - We will provide technical inputs that are needed by our Sponsor
 - We will extract the concepts and content from our sponsor to create our videos
- We need to know what topics we can and cannot do while completing this project
 - We cannot take a prejudiced position. The values across the whole country are not fundamentally the same. Moroccans are diverse and there are differences within the country.
- Can he talk further on the importance of word of mouth?
 - Word of Mouth is how traditional societies exist and talk. The people socialize by talking which creates word of mouth communication
 - We mentioned asking Hamman group to share a source on word of mouth communication in Morocco and how it affects the way news gets spread
 - Word of mouth communication has a powerful impact as it is a common medium. This method has always been a powerful news method
- It would be no problem for the students at the University he works at to speak with us
 - IUR is similar to WPI since a large population of the school is engineering majors. The students are also well informed on political science
 - Humanities and literature students are more prepared to engage in politics than someone who is not engaged or knowledgeable in these topics
 - IUR is a private university and consists of well rounded students
- How does a new policy get passed?
 - Morocco has a constitution that dates back to 2011 and was praised for being one of the most advanced constitutions. The King was given power in religion, country's security, army, and other areas. Anything not specified to be the King's responsibility was subject to political gain within parties.
 - Parties were given strong control of the government

- When there is a new project, also known as a law proposal, someone with power brings, writes, and submits the document to executive and parliament powers
- The executive power typically advances the process and policies
- The process for new laws to go through parliament is tedious and slow
- On behalf of executive power, Dr. Bencherifa was in charge of the department of local governments. There he was in communes where he created the local elected councils
 - Layers in the government
 - Commune (a city is one)
 - Provinces (set of communes)
 - Regionas (twelve of these)
- He wrote a law and presented it in a meeting on behalf of his commune. The law was then sent to parliament where it took 7-8 months until getting passed and published
- Once a law is published, it has to be implemented
- Laws may stay in parliament for any time between 6 months and 3 years
- Parliament cannot always stall to prevent law from being passed between political powers
- Laws must remain urgent business even after being there for 6 months
- How does Morocco reach their government officials and give their voice?
 - A representative has his constituents and that's who the people reach out to
 - The government has been a participative democracy since 2011. Citizens may participate in making and evaluating policies
 - The system is working today as civil citizens have the rights to participate and help create laws
 - In the government there is access to different regions, communes, and provinces
 - Constitutional court is where a law gets changed if it is against the constitution
 - They are extremely advanced in morocco about laws, but operationally the implementation process of the work is difficult and not effective
- Do you have any advice for us?
 - You will be in a very politically sensitive area. You need to be careful while completing the project
 - We need to ask ourselves: ultimately, what is the purpose of our product? Are we defining government policies?
- Meeting adjourned at 3:55 PM

Appendix B: Expert Interview with Elaine Sanfilippo

Attendees: Elaine Sanfilippo, Kayleigh Campbell, Sarah Ewart, Sidon Kwon, John Mileti

Facilitators: Kayleigh Campbell, John Mileti

Scribe: Sarah Ewart

Technology/audio: Sidon Kwon

- The meeting was called to order at 10:00 AM on 11/18/2019
- Sidon asked and received verbal consent from Elaine Sanfillipo to take an audio recording of the meeting
- We discussed our project and what we specifically will be doing in Morocco
- Had a conversation regarding how the media spreads in the United States and the anticipated differences we expect to see in Morocco
- Elaine described her work and the problem that sparked their solution
 - The videos arose as a solution to a very complicated problem. The founders of this organization knew their voices were not being represented so they began advocating
 - Large numbers of people needed to be involved to have a successful campaign
 - They did interviews and realized no one understood the issues. Education was one of the weak points. The subject matter is complicated and boring, so they found a way to explain the topics in an engaging way through the videos
 - Criteria for videos: short, on demand, and easy enough to access it
 - Have a subject matter expert and a tech person
 - Used doodly.com for making the videos and someone to distil it down to create a powerpoint of what they wanted to say. Then the audio was recorded and inserted into the software
 - They improved the videos through the feedback received after each video was published
- What is the ideal length of time you have found?
 - Three minutes initially was their time frame for an effective video
 - They later found that a minute to minute and a half length video was perfect
 - If you needed someone to know something specific, a longer video was needed
 - If, for example, you want someone to call the governor and tell them to do something, then they don't need to know as much about the topic. A shorter video can work in that situation just to engage the viewer and spark interest to create change
 - For us, we need to feel like we're over generalizing while creating our videos
 - We will need to stay away from partisan opinions. Focus on asking people to do something and have it be specific. We will have a position, but will need to prevent showing it
- How did you decide which topics fit best with each video style?
 - For Facebook, having captioning and no audio is effective because most people don't have audio playing while scrolling through their feed
 - Doodly has a timed feature which helps fit time constraints

- We should ask our advisors how Moroccans use videos while scrolling through social media platforms like Facebook
 - Having both visuals and captions is good. Some people will watch the captions then will click to turn audio on if they are interested
- How do we simplify the information?
 - First, put everything down on paper. Write how would you describe the topic in conversation
 - Then whittle the information down to what order should it be told in. Use this to create a logical order for the information
 - Ask yourself, so what? Why do they need to know this? Every question asked needs to validate information and change the order in order for the video to make sense
 - After going through these questions, cut it down even more. Debate if the story makes sense without including certain pieces of information
 - If we are concerned that information is being misrepresented, ask MIPA or other experts if we are changing the meaning
 - Write information on slides and move around to create an order that makes sense
 - Always ask yourself: why am I showing this? Do I need this? So what? Can I incorporate this into a different slide/piece? Why should someone care about this?
 - Don't put too much information at the beginning so the real content can be said without running out of time
- When did you consider the videos a success? When did you know you were reaching the right audience?
 - Surveys could not measure their success or provide feedback
 - Social media gives instant feedback. They have a facebook group they share work in to see how the video did. They found from the reaction on facebook that the videos could be shared with other people by talking to city council, friends, or facebook.
 - A video got retweeted by the Massachusetts school committee board's twitter. This was a successful event for the video
 - The videos were posted on school district web pages and parents were reaching out to the people making the videos
 - The major feedback was that people were excited to finally understand what was happening and have the issue explained
 - Seeing change and receiving greater reimbursements were the greatest successes
- Elaine advised us to look into the League of Women Voters as they might have a similar mission and goal to MIPA
- She also advised that we start with a non-controversial topic
- We can't teach an old dog new tricks, so our sponsor wants a younger age demographic targeted. What did you expect your audience to be?
 - They hoped people who would actually send an email and share a video
 - They targeted school committee members, superintendents, and parents who will speak up and advocate for the messages in their videos
 - Their audience was people who were already civically engaged. The goal was for them to act on something they had no idea about, but were able to learn about through a video

- She likes the idea of us skewing our messages towards the younger population. She believes they will be open to our medium
 - Trends start in younger generations and grow upwards to older populations
- Do you have any suggestions on what worked and what didn't for interviewing or surveying?
 - They relied on personal experience
 - We should draw from the people working with us and ask them questions
 - Surveys that are longer are not as accurate as short surveys. The people who tend to speak their voice are the first ones who will click and sign up to take a survey. Keep they survey short and simple for the people who don't know much or care about the topic
 - 10 questions is too many
- Stopping a person on the street causes a response to shut it down and move on. While on IQP, it was even difficult for Elaine's group to get survey results while asking people in a museum in London. The people in the museum were interested in the topic, but did not want to answer surveys furthering this point
- What were some programs you used to edit?
 - They first googled animation look videos to begin, but many programs didn't have capabilities create different types of videos
 - Animation drawing videos had caught their eyes in the past as the pictures kept their eyes focused and engaged in the message
 - Doodly is a free program where you insert clip art and the program dissects it to then redraw it. All they had to do was make a presentation slide and insert the clip art into the program
 - Elaine used the voice memo feature on her Iphone to record audio which was then timed to match up with images
 - Robert Rich, the labor secretary, creates great animation videos and we should view those
 - We will need to figure out what we can do based on the resources we will have in Morocco
 - Creating videos in the most efficient way is ideal
 - For Elaine, the process was much simpler because all she had to do was to record the audio. From her experience, we will have to make changes to the audio prior to posting even when the animations are complete. We will need a simple format that we can complete quickly in order to complete multiple videos
 - This is especially the case if we are making versions in multiple languages
 - Meeting adjourned at 10:55 AM

Appendix C: Expert Meeting with Dr. Mohammed Masbah

Minutes:

- Meeting began at 11 AM on 1/20/2020
- Our sponsor is looking to reach different audiences through this video. To shift from targeting the highly educated to the average citizen
 - How will we translate the papers to videos?
- MIPA wants to create a visual outlet for policy papers. They want to create a narrative with visual support
- The length of videos should not exceed 10 minutes. The videos will be ideally between three to six minutes
- Elaine Sanfillippo advised no more than three minutes
 - This varies from country to country. In Morocco, people have more free time to watch videos. If we can catch their interest in a video, they will likely watch the full length video
- How do we plan to distribute the information?
 - Their papers are already concise, but they can be condensed even further
- Video formatting ideas:
 - Make footage more “human”
 - Including wide shots of live public spaces
 - Create a narrative or scenario of a person encountering the problem addressed in the paper
 - We are not supposed to promote a company or organization, such as Uber. Avoid giving companies free advertising. We can do this by naming similar companies to uber in the video
 - An alternative video format is to create an interview style video with the author of a paper
 - Create in story format
 - Use expert interview recordings in the video
- How will we receive feedback on the video?
 - Add a section at the end with MIPA’s contact information. This will allow for interested viewers to learn more
 - The ultimate goal is to inspire citizens to become engaged
- Language Barrier. The end product should be in Arabic, and possibly Amazian (Berber).
 - We should look into using the translator from IES.
- What media platforms to use?
 - Post videos first to YouTube, then share content onto Facebook
- What will the topics of our videos be?
 - The two main videos will be on uber and the Trust Index. Dr. Masbah would like us to work on the Trust Index first
- The Trust Index is MIPA’s ongoing research project
 - Trust Index research should be associated with MIPA. It is a more abstract concept so we need to construct a narrative
 - Preliminary data of their work is uploaded to the MIPA website
- Meeting adjourned at 11:30 AM

Appendix D: Focus Group Questions for Video

Preamble:

We are a group of students from Worcester Polytechnic Institute (WPI). We are conducting research among young Moroccan adults to learn more about creating a successful video campaign about civic engagement. We strongly believe this kind of research will ultimately benefit Moroccan citizens by increasing their awareness of civics and policy. Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers will remain confidential, unless you give us your express consent to share your name. No names will appear on any of the project reports or publications. This is an independent research project brought to us by the Moroccan Institute for Policy Analysis and WPI; your participation is greatly appreciated. If interested, a copy of our research/results can be provided at the conclusion of the study.

If you would like additional information, please feel free to contact us at gr-mipateam@wpi.edu. You can also reach out to our faculty advisors, Laura Roberts (lroberts@wpi.edu) and Mohammed El Hamzaoui (melhamzaoui@wpi.edu) or our sponsor, Dr. Mohammed Masbah (m.masbah@mipa.institute).

Video related

1. What are some of your first impressions of the video?
2. Was the animation/art style appealing?
3. What would you change about the animation/art style?
4. Was the animation/art style fitting for the content? If not, what would work better?
5. What did you think about the voiceover?
6. How was the pace and tone of the video?

Content/Policy related

1. Have you heard about the Trust Index before this video?
2. Did the video spark any curiosity in the Trust Index?
3. Would you show this to anyone, if so who and why?
4. Would you like to see more videos like this?
5. Have you read policy papers before?
6. If you don't tend to seek information on policy, why don't you?
7. Would you be more likely to learn about policy if it was easier to access/understand?
8. Any other comments or questions?

Media related:

1. What forms of media do you gather most of your news from?
2. What social media platforms do you use the most?
3. What news/media platforms do you find trustworthy?
4. What do you use Facebook for?
5. What makes you more likely to share something on social media?

Appendix E: Focus Group Minutes

Facilitators: Kayleigh Cambell, John Mileti, Sidon Kwon
Scribe: Sarah Ewart

Focus Group Minutes:

- Sarah read the Informed Consent Preamble. Participants were allowed to leave the room if uncomfortable participating and reminded they could leave at any time. Participants consented to participate and we began the focus group at 11:45 AM on 2/21/2020.
 - “We are a group of students from Worcester Polytechnic Institute (WPI). We are conducting research among young Moroccan adults to learn more about creating a successful video campaign about civic engagement. We strongly believe this kind of research will ultimately benefit Moroccan citizens by increasing their awareness of civics and policy. Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers will remain confidential, unless you give us your express consent to share your name. No names will appear on any of the project reports or publications. This is an independent research project brought to us by the Moroccan Institute for Policy Analysis and WPI; your participation is greatly appreciated. If interested, a copy of our research/results can be provided at the conclusion of the study.
If you would like additional information, please feel free to contact us at gr-mipateam@wpi.edu. You can also reach out to our faculty advisors, Laura Roberts (lroberts@wpi.edu) and Mohammed El Hamzaoui (melhamzaoui@wpi.edu) or our sponsor, Dr. Mohammed Masbah (m.masbah@mipa.institute).”
- We presented the Institutional Trust video to our focus group of 22 attendees. Technical issues caused the audio to be quieter than preferred. Participant opinions may be affected by the low audio volume while presenting.
- After showing the video we asked the following questions to gain feedback:
- What are some of your first impressions of the video?
 - A participant liked the color scheme, animations, and transitions of ideas presented in the video
 - Another participant really enjoyed the animations and the style of the video. However they felt overwhelmed by the animation speed and the voice in the background. I wish it could be a little slower.
 - A participant expressed confusion on percentages in the video. When the percentages were displayed, the numbers for certain sections did not add up to 100. The scene in question focused on the health care statistics. Our group explained that of those surveyed, 25% of people had trust in the public health sector and 73% had trust in the private health sector. These percentages did not add up to 100% because they are independent of the other. These were separate questions in the survey conducted by MIPA. A further explanation was given that the numbers presented in the video are within the context of our simplified 100 person population. The data comes from the percentages found in the 1,000 person survey, but we chose to present the information in a simplified manner.
 - Our group recognizes this as a potential source of confusion for viewers
 - Multiple participants agreed they loved the video
- Please raise your hands if you found the animation and art style to be appealing

- A large percentage of the room raised their hands
- To those who did not raise their hands, what would you improve to make the animation and art style more appealing?
 - One participant felt the army and military percentage felt out of place from the rest of the animations.
 - Our group acknowledged we had two different animators and that the style varied. We will try to make the animation style more consistent throughout the video
 - A participant felt the aesthetic of the video was fitting to its content, but that it will work better when viewers can hear the audio
- What would you change about the animation/art style?
 - Loved the video, but one was a circular percentage and the contrast was low. They contrast was low in the circle and it was difficult to see
- Was the animation/art style fitting for the content? If not, what would work better?
 - Participants agreed that the animation and art style was fitting for the content, but unanimously found it would be better with proper audio volume. The participants had difficulty hearing the content which impacted their viewing experience.
- What did you think about the voiceover?
 - Participants agreed the voice in the voiceover was a pleasant tone
 - Unanimous agreement that viewers liked the voiceover, but that it was fast
- How was the pace and tone of the video?
 - The speed of the video was very fast, but participants agreed that the tone fit the video well
- Did the video spark any curiosity in the Trust Index?
 - Participants were in unanimous agreement that their interests were sparked by the video and all participants had minimal prior knowledge on Moroccan trust.
- Would you find this video trustworthy if it were published on Youtube? Do you find the platform to be trustworthy?
 - The participants unanimously agreed that the account posting the content on Youtube determines if a video is trustworthy
 - If a video is posted by a reputable organization or author, then a video is considered trustworthy
 - Video credibility depends on the author not the platform
- Would you find this video trustworthy if it were published on Facebook? Do you find the platform to be trustworthy?
 - Credibility depends on the organization or page that posts the content. Similarly, an organization's description on their facebook page can determine credibility
 - The participants asked questions about MIPA. We explained that MIPA is funded by grants.
 - Participants expressed concern about the credibility of our video when it gets posted. Our video highlights the lack of trust in parts of the Moroccan government, but if MIPA receives government funded grants then their information could be biased to support the government.
 - A participant found MIPA's facebook page and informed the group that there was no description of the organization. The participants agreed they

- would view MIPA as a less credible organization due to the lack of information.
 - Multiple participants felt the expert interviews were based on opinion rather than fact. Participants felt there was a lack of factual evidence in the explanations on why trust is low.
 - Upon searching the *Trust in Institutions Index*, a participant noted to the group that multiple Moroccan news sources seen as credible to the citizens had published information on MIPA's trust findings
- Would you be more likely to learn about policy if it was easier to access/understand?
 - Participants asked for clarification on what we meant by policy. We explained that MIPA creates papers explaining government policy.
 - A participant said that in their experience they gain their state's policy information on the specific state run government website. They described the state run website to be a credible place to find policy information. However, they would prefer to watch a credible video on complicated issues such as health care reforms rather than read policy
 - Other participants agreed that videos are helpful tools to understand a complicated issue. A well made video helps viewers learn complicated information in an easier way than reading policy.
 - A participant explained that given the choice to read a paragraph of policy material or watch a 10 minute video on policy, that they would prefer to read the paragraph. However, given the option to read 10 pages of policy or watch a short video, that they would choose to watch the short video.
- Are there any sections of the video you had trouble understanding the audio?
 - Participants suggested we add subtitles to the expert interview sections. There were no subtitles for the Darija section when we showed the video, but we plan to add those. The participants discussed that it would be helpful to have subtitles for the expert interviews recorded in english due to accents and difficulty understanding
- Do you have any final questions or comments?
 - A participant made the suggestion to add a section to the video that contained more information. They felt that this would help viewers who were interested in the video be able to learn more.
 - A participant discussed that in the context of Morocco this is a successful video format. The format works because Moroccans generally would prefer to watch a video rather than reading a policy paper. They also remarked that more citizens would see the video if we shared it on facebook. Many Moroccans are not looking for this information, but would watch it if they came across it on facebook
- The focus group concluded at 12:02 PM