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PD-AAG-753-B1
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UNCLASSIFIED

INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

AGENCY FOR INTERNATIONAL DEVELOPMENT

Washington, D.C. 20523

MOROCCO: PROJECT 608-0157

SOCIAL SERVICES TRAINING

GRANT

ORIGINAL AND AMENDMENT ONE

1980, 1981

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1. TRANSACTION CODE: A (A = ADD, C = CHANGE, D = DELETE)

PP

2. DOCUMENT CODE: 3

3. COUNTRY/ENTITY: USAID/MOROCCO

4. DOCUMENT REVISION NUMBER:

5. PROJECT NUMBER (7 digits): 608-0157

6. BUREAU/OFFICE: A. SYMBOL: NE; B. CODE: 03

7. PROJECT TITLE (Maximum 40 characters): SOCIAL SERVICES TRAINING

8. ESTIMATED FY OF PROJECT COMPLETION: FY 84

9. ESTIMATED DATE OF OBLIGATION: A. INITIAL FY 80; B. QUARTER 3 (Enter 1, 2, 3, or 4); C. FINAL FY 83

10. ESTIMATED COSTS ($000 OR EQUIVALENT $1 –)

A. FUNDING SOURCE	FIRST FY 80			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	900	300	1200	2640	905	3545
(GRANT)	(900)	(300)	(1200)	(2640)	(905)	(3545)
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY				7	2400	2407
OTHER DONOR(S)						
TOTALS	900	300	1200	2647	3305	5952

11. PROPOSED BUDGET APPROPRIATED FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY 80		H. 2ND FY 81		K. 3RD FY 82	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EH	600	760		1200		300		1200	
(2)									
(3)									
(4)									
			TOTALS	1200		300		1200	

A. APPROPRIATION	N. 4TH FY 83		O. 5TH FY ___		LIFE OF PROJECT	
	O. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN
(1)	845				3545	
(2)						
(3)						
(4)						
TOTALS	845				3545	

12. IN-DEPTH EVALUATION SCHEDULED: MM 06 YY 82

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1 (1 = NO, 2 = YES)

14. ORIGINATING OFFICE CLEARANCE

SIGNATURE: Harold S. Fleming

TITLE: Director, USAID/Morocco

DATE SIGNED: MM 05 DD 29 YY 80

15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION: MM 06 DD 23 YY 80

AID 1330-4 (3-76)

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1. TRANSACTION CODE: A (A = ADD, C = CHANGE, D = DELETE)

PP

2. DOCUMENT CODE: 3

3. COUNTRY/ENTITY: USAID/MOROCCO

4. DOCUMENT REVISION NUMBER: 1

5. PROJECT NUMBER (7 digits): 608-0157

6. BUREAU/OFFICE: A. SYMBOL: NE; B. CODE: 03

7. PROJECT TITLE (Maximum 40 characters): SOCIAL SERVICES TRAINING

8. ESTIMATED FY OF PROJECT COMPLETION: FY 83

9. ESTIMATED DATE OF OBLIGATION: A. INITIAL FY 80; B. QUARTER 3; C. FINAL FY 83 (Enter 1, 2, 3, or 4)

10. ESTIMATED COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY 80 B. FX	C. L/C	D. TOTAL	LIFE OF PROJECT E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	900	300	1,200	2,700	1,345	4,045
(GRANT)	(900)	(300)	(1,200)	(2,700)	(1,345)	(4,045)
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY					3,220	3,220
OTHER DONOR(S)						
TOTALS	900	300	1,200	2,700	4,565	7,265

11. PROPOSED BUDGET APPROPRIATED FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE C. GRANT	D. LOAN	E. 1ST FY 80 F. GRANT	G. LOAN	H. 2ND FY 81 I. GRANT	J. LOAN	K. 3RD FY 82 L. GRANT	M. LOAN
(1) EH	600	760		1,200		800		1,245	
(2)									
(3)									
(4)									
TOTALS				1,200		800		1,245	

A. APPROPRIATION	N. 4TH FY 83 O. GRANT	P. LOAN	O. 5TH FY ___ R. GRANT	S. LOAN	LIFE OF PROJECT T. GRANT	U. LOAN
(1)	800				4,045	
(2)						
(3)						
(4)						
TOTALS	800				4,045	

12. IN-DEPTH EVALUATION SCHEDULED: MM 06 YY 82

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET. 1 (1 = NO, 2 = YES)

14. ORIGINATING OFFICE CLEARANCE

SIGNATURE: [signature]

TITLE: Director, USAID/Morocco

DATE SIGNED: MM 02 DD 18 YY 81

15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION: Final Revision Received MM 04 DD 06 YY 81

AID 1330-4 (3-78)

SOCIAL SERVICES TRAINING PROJECT PAPER

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II. DETAILED DESCRIPTION OF THE PROJECT

The purpose of this project is to improve the quality and range of skill training opportunities for low income Moroccan youth and thereby increase their employability. This will be accomplished through the three activities described below:

1. Improve the administrative and management capability of the Ministry of Social Affairs and Handicrafts (MASA): A training institute will be established (in Tangier) to train new and existing mid-level MASA personnel to administer and manage social action and non-formal education programs.

2. Up-grade and extend skill training capabilities of MASA instructors ((called moniteurs (males)/monitrices (females)), in social action, non-formal education and skill training programs. This will be accomplished primarily through in-service training activities at the Tangier institute.

3. Establish pilot skill training centers: These will offer two-year courses of instruction for (largely) poor teenage girls in non-traditional skills.

This project will have a major impact on both the quality of non-formal education and employment opportunities for large numbers of poor Moroccan youth who, for various reasons, remain outside the formal education system. At the same time, the MASA will develop a professional training and management system affecting all levels of its 6,000 member cadre.

A complementary USAID-supported project, administered through an OPG* to Catholic Relief Services, (CRS), with Peace Corps assistance, may be launched almost simultaneously. This will extend and improve the range of MASA's vocational education program for boys. Note that activity No. 3 above provides for similar activities primarily for girls. The OPG to CRS will enlarge MASA's potential for training boys in basic work skills, just as this project provides opportunities for training girls in innovative, non-traditional skills. The two projects are separate but clearly represent an integrated "package" in providing MASA with increased resources for basic, but non-traditional skills training. The projects complement each other further in that a number of MASA instructors or monitors benefitting from the CRS project also will receive short-term training (along with others in the MASA network) through the activities outlined under 1 and 2 above.

A PID describing the present project was submitted to AID/Washington initially in April, 1979. At the request of AID/Washington, further analysis, study and design were undertaken during the summer of 1979. A revised PID was submitted in late 1979. After further review and examination of the project (by AID/Washington, USAID/Morocco and the GOM), the revised PID was approved in January, 1980, and authority provided for

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* USAID received the application for this OPG formally in late April, 1980. It has since been forwarded to AID/Washington with USAID's recommendation for favorable consideration; action on that application, however, is not vital to the current project.

USAID/Morocco to review and approve this PP according to the criteria established under the Delegation of Authority currently in effect.

AID currently supports two somewhat similar non-formal education projects in Morocco[1/]. Though the formal education system is high on the Government of Morocco's priority list, as seen in the 1979 budget, it is through non-formal education and training that the Government hopes to improve most directly the lot of its poor and disadvantaged. This project in effect attests to the determination of the GOM to provide more responsive solutions to the high rate of (illiteracy and) unemployment among this group.[2/]

MASA, although a newly-created ministry, is an appropriate institution through which to develop such programs. Established as a separate ministry in 1977, MASA has been mandated to help the poor achieve greater social and economic self-sufficiency. Its staff is young and relatively inexperienced, with few formally trained workers at mid and lower levels.

This project will (a) help develop staff for the Ministry and (b) provide new work opportunities for MASA clients by:

1) provision of basic non-formal education and in-service training, or recyclage, for the lowest level staff, the MASA monitors who are charged with developing work and life skills for MASA clients;

2) provision of in-service training for mid-level MASA personnel, to enable them to supervise and improve the skills development fostered by MASA monitors, plus provision of professional social services staff training for MASA executives and similar professionals;

3) establishment of five skills training centers to teach selected new skills to groups of young, principally female, monitors. (These monitors will then serve as instructors for MASA clients who attend classes in MASA's alternative school/workshop complexes. MASA's female skill-training monitors teach in educational/work centers called Centres Educatifs du Travail (CETs) or, less formally, the Ouvroirs. Each of the five pilot skills-training centers will function as a "new" CET, dedicated to provision of skills in a non-traditional area, as detailed subsequently. CET monitors and clients will receive training in skills basic to income generation in fields which have not yet been offered by MASA but which appear to offer solid potential for employment or income generation. In addition, CET monitors receiving this instruction will be scrutinized during such training, to identify potential future "master" instructors for these innovative fields. As stated, a certain number (12-16) of boys or CFP classrooms may be expanded

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1/ Appendix A contains descriptions of the AID projects in this sector.

2/ Illiteracy is estimated to be around 80%, and unemployment 50% (among this group) in rural areas.

and improved through the complementary skills training program under the planned grant to CRS. It also is planned that at least some CFP monitors newly trained under that program will take part in this project as well, to help assure acquisition of both skills training and improved teaching (monitor) methodology;

4) provision of equipment and staff for a Social Services Institute in Tangier where the bulk of the training described will take place.

5) technical assistance for an Evaluation Unit within MASA's Social Action Division.

The thrust of this project is to strengthen the infrastructure of MASA's Social Action Division, and MASA itself, by enabling it to develop and undertake its mandate for providing alternative social, educational and economic choices for poor young clients, principally through encouraging new improved training and hence expanded employment opportunities for both men and women.

Project beneficiaries can be divided as follows:

Indirect

1) the 70,000 young women and, to some extent, the 6,000 young men who attend MASA CETs and CFPs, as well as future members of MASA-sponsored cooperatives for abandoned women, divorced women and women heads of household. These number nearly 10,000 currently and can be expected to increase. They are "graduates"of CET's and thus will benefit from this project also. Taking these people into consideration, the total of this category of beneficiaries approaches close to 100,000. The hoped for USAID support for a complementary OPG directly benefitting attendees of the CFPs has already been noted. It also has been noted that CFP attendees will benefit in part through this project as well, since CFP monitors will receive in-service training concerning improved methodology for monitors;

2) the 3,000 monitors who teach in CETs and CFPs;

3) mid-level Ministry staff who have had no previous formal training;

4) up to 150 long-term institute students and other Ministry staff.

Direct

All told, some 1992 beneficiaries will receive direct training

through the project. This training includes:

Participant Training in the United States or Third Countries:

	Number of Trainees
- Training for Moroccans to become Institute professors	5
- Short-term training for Moroccans in evaluation techniques	2
- Short-term training for mid-level staff in job counselling	5

In Country:

- Two year professional training at the Institute	150
- Mid level in-service courses	260
- In-service courses for monitors	1,000
- Vocational training for CET monitors in innovative skills	510
- Apprenticeship training for future monitors	10

II.A. BACKGROUND OF THE MINISTRY OF SOCIAL AFFAIRS AND HANDICRAFT

1. Organization

The MASA was created by decree on October 10, 1977. However, most of its component parts have been in existence since Moroccan independence or longer, evolving principally from the organization called Entraide Nationale (EN). Throughout their development, the role of MASA organizations has been and continues to be to provide to the rural and urban poor those services which are not available to them through other ministries. During recent years especially, local initiatives of prominent individuals and political leaders have resulted in creation of more than 900 locally-based vocational training, health-related and welfare centers, dispersed through the country. Overall, the number of direct beneficiaries which the Ministry reaches is approximately 600,000.

These are three principal divisions of the Ministry. These are:

1) the Training Division, which began in 1970 and which is intended to form the (new) Social Action Division of the Ministry;

2) the Welfare Division, which derives from Entraide Nationale and

3) Handicrafts, which has an autonomous training and market division.

These are fully explained in Annex 6. The relationship between the Divisions is illustrated in Annex 6, Chart I.

The proposed project will be implemented by the Social Action Division under whose aegis falls the CET and CFP programs.

2. Staff Levels

Because of the unplanned growth of this Ministry, particularly its Social Action Division, the staff currently is ill-equipped to manage and administer these large-scale programs, affecting some 100,000 poor Moroccans directly. Various informal training units, among them the CET's and the CFP's, have become the responsibility of the Ministry. While the Ministry has managed and continued to expand a number of these programs, it has been constrained by real manpower, budgetary and institutional problems and limitations which prevent it from improving its current undertakings.

The total staff of the Ministry (in all 3 divisions) presently numbers 6,000 . Present responsibilities are listed below:

- central or national-level administrators;
- regional or provincial delegates who administer all programs within their respective region;
- provincial directors who supervise the CET's-CFP's and other center-based programs, including nutrition education centers (Centres Socio-Educatifs);
- female monitors who teach in nutrition education centers (Centres Socio-Educatifs);
- female monitors who teach about 70,000 girls and women in the CET's and related work cooperatives;
- male monitors who carry out the CFP boys' program.

Of all levels, only the 40 or so Rabat-based MASA staff and the provincial directors who carry out the nutrition programs, have had

any formal training in their fields. Other professional level personnel, and all lower level personnel, are limited to their experience and on-the-job training in performing their duties.

On the lowest monitor level, the lack of training is most evident. None of the female monitors have received training in skills teaching, literacy or numeracy, nor have they had an orientation to MASA purposes or philosophy. Their average formal education is four years.

3. Present Skills Program

There are about 300 CET's (ouvroirs) and 18 boys' CFP's spread over the 35 provinces. For either program, clients must have the carte d'indigence (certification of welfare status) to be admitted. Membership (in both) is about evenly distributed between urban and rural areas. (See attendance figures and location, Annex 6, Chart 2. Boys' and girls' programs have separate management and locations. The skills program in the CET's (ouvroirs) include traditional embroidery, sewing and knitting. The course lasts two years. After completing the course, the girls can either seek employment or take orders at home. As noted, cooperatives have been organized which provide some (government-subsidized) working space for CET graduates.

The CET skills program is supplemented, in part, by occasional literacy or math training for girls. MASA's Division of Social Action has a small trained staff for such literacy teaching, and is receiving some limited support from the Ministry of Education for this activity as well. The CET curricula also covers Islamic history and civics. However, there is no uniform scheduling nor minimum requirement for such non-formal education classes.

The boys' CFPs presently have somewhat better equipment than most CET's. The CFP's stress training in construction fields and repair (See Annex II, Chart 2 for CFP attendance and locations). However, the CFP's number only 18, that is, less than 8% of the number of CET's (ouvroirs). (As noted earlier, the number and variety of CFP's are to be increased in the separate but linked OPG project. The operation of both the current and additional CFP's will be improved, as well, in part through the training for monitors and mid-level personnel under this project).

MASA's Social Action Division recognizes the need to diversify and to experiment with more remunerative skills, especially in the CET's, given the number of their clients. It therefore seeks through this project, to teach CET monitors "new" skills currently in demand in Morocco.

II. B. INSTITUTE COMPONENT

The success of this project relies to a great extent on an integrated, multi-level approach. The in-service training component alone will have little effect, without concurrent development of an Institute to assure that higher level personnel possess professional capability for the administration, management and supervision of present and future centers.

The discussion in this paper outlines the steps in development of each component. While that discussion separately details implementation actions for each component, one must realize that all components relate to each other. Thus the development of the Institute at Tangier obviously is a key element for all other components. The Institute will be the site for the bulk of training under this project. This includes, specifically: (a) in-service training for monitors, (b) short-term intensive courses for mid-level personnel and (c) long-term (2 year) schooling for social service professionals. The only other training (aside from participants funded by this project) will be the innovative vocational skills training, which will take place in five pilot skills centers.[1/] (The latter is described in a subsequent section). The description which follows (of the institutional component) thus reflects integration of the three types of training to be presented at the Tangier Institute. The general, phased development of the Institute is discussed first, to provide a global outlook of anticipated progress.

The curriculum for each type of training provided at the Institute is then described, in considerable detail. The in-service (recyclage) training for monitors is commented upon initially. Next is the mid-level and professional training. In each instance the anticipated curricula, staff needs and evaluation plans are discussed. A final portion of this section summarizes the outputs expected from utilization of the Institute.

After that, the next section (II.C.), outlines the training component concerned with development of innovative skills (essentially for women) to be provided through the five skills training centers.

II. B.(1) Phases of Institute Development

The first phase of the project provides for equipment purchase and installation in the existing Institute building in Tangier. The building will be outfitted to accommodate up to 176 live-in students, including cafeteria and living quarters. Minor modifications of the building will provide sufficient space, simultaneously, for long-term students, for mid-level staff to attend month-long in-service training and for male and female monitors to attend month-long recyclage courses.

1/ USAID's anticipated support of similar complementary vocational training for boys through an OPG to CRS has already been noted.

During the same phase, curricula for the first (short-term) courses will be planned in detail and required teaching materials obtained. In view of Morocco's academic year calendar, the first courses taught will be mid-level, in-service training, for 4-6 weeks. These courses will continue throughout the life of the project.

Concurrently, curricula experts will develop a preliminary outline for a two-year professional course in social work. The curriculum for this will be refined by Institute staff once they become fully available. To expedite this first phase (particularly the equipment purchase and development of the short-term courses) AID will employ short-term consultants, through the IQC mechanism. A local contractor will be hired, under MASA auspices, to install the equipment.

At present there are 5 Moroccans from MASA being trained as social service professionals in France. This training will continue during this first phase. On return, these individuals will begin to work with contract Institute staff, to (eventually) teach and help manage components of the project. During this phase, 7 other Moroccans will also begin similar training, including, for two of them, special training in evaluation methodology.

Lastly, during this phase, technical assistance will be provided to newly-appointed MASA Social Action Division staff to develop a planned Evaluation Unit within that Division. A preliminary plan will be developed which will recommend methodology and schedules for monitoring and data collection. The plan will lay the ground work for the first overall evaluation scheduled for June, 1982 (See Evaluation Plan, p. 34).

The second phase of the project will initiate long-term training at the Institute, using contract staff, initially, both to plan two year curricula and to teach courses. As noted, at present there are no opportunities for administrative staff to receive specialized training in social service. Nor does Morocco have a school of social work. The two year courses at the Institute thus will prepare students to be future social service administrators and managers, whether for the MASA or for other Ministries. The Government of Morocco will select candidates for training (at this level) who possess the baccalaureat[1/]. They will enter the Institute in the fall of the second year of the project (1981).

During this phase long-term institutional contract staff will teach the short-term courses (whose curricula was planned earlier), and at the same time will work with MASA staff to plan the curricula and order materials for the two year professional course.

1/ Baccalaureat: French system - terminal examination after secondary school, equivalent to the American first year university level.

This phase of the project also is tied directly to low-level recyclage and vocational skills training for the CET monitrices, especially through action-oriented "internships" of Institute students during the second year of the training. At staggered periods, Institute students will teach 4-week recyclage courses. Planning such courses, including curricula and methodology, will form a part of the second year work for Institute students holding professional internships.

At the end of each semester, Institute staff will work with the MASA Evaluation Unit to revise and improve overall course content and methodology.

Periodic review will be an important feature of this second phase. Operation of the Institute and its training components will be refined and revised through this process. The MASA's Evaluation Unit will collect data, using a tracing system to follow students, and will determine recommended changes, in curricula or training design, while the project is still in early enough stages to be modified without drastically upsetting procedures. Such data collection and analysis will help form a nucleus for developmental research and documentation capability within the Ministry. The Institute will build on this in subsequent years.

A final feature of this second phase will be the return of the five Ministry staff from their two-year course in applied social work in France. They will be integrated into the Institute as staff replacements. Returning at that time -- midway through contractor team efforts -- these individuals will have ample assistance in gradually taking over teaching and supervision responsibilities during the following year.

II. B.(2) Institute Curricula

The curricula offered at the Institute will be of three types: (a) in-service (recyclage) training for monitors, (b) short-term mid-level training for provincial and regional-level personnel, and (c) social service training at the professional level. The in-service training -- as the backbone of this project -- is described in the paragraphs that follow. The other two types are described subsequently.

II. B.(2)(a) In-Service (Recyclage) Training for Monitors

One of the major aspects of training to be provided at the Institute is month-long, in-service training (recyclage) for male and female monitors working at MASA's local levels. This element involves Institute training directly in the new mandate of the Ministry to provide better social and economic opportunities for young men and women. For this portion of the project, Institute and Ministry personnel will organize six sessions of 4-6 weeks, as well as plan the basic

course curricula, ordering and utilizing teaching materials as necessary.

Each year approximately 500 male and female monitors will receive such training. The vast majority will be women, reflecting the large proportion of MASA centers for women. The month-long sessions will provide appropriate and relevant information on:

1) providing guidance for the CET (ouvroir) client;
2) improved teaching techniques;
3) Moroccan society and government.

Though the program will emphasize information and techniques of training, one of its underlying purposes obviously is also to raise the education level of the monitors. Thus curricula also will include some basic literacy and mathematics. These subjects will be taught primarily by staff from the MASA. These "interns" will gain practical experience by teaching some of the other material to Ministry clients. By the same token, the interns themselves will be made more sensitive to the needs of their ultimate clients.

Training needs

The CET (ouvroir) system rests on its use of monitors. The monitor/client ratio of about 1:35 is due to rapid growth in ouvroir enrollment. About one-half of the urban centers operate on split shifts. The Ministry has sought to obtain additional staff from the ranks of the CET clientele with no organized system of selection. The monitor staff averages 20 years of age, has minimal formal education and no background in the ministry goals, or client needs. Salaries are correspondingly low, about DH 250, well below the public civil service level. MASA's Social Action Division recognizes that the present staff needs training to make them far more aware of program goals and objectives of the Ministry mandate, as well as to heighten their awareness of the importance of their work. The MASA strategy for coping with this is three-fold:

1) upgrading and informing staff through non-formal education and training courses (by means of this project);
2) recruiting more qualified staff over the long term;
3) revising the budget to bring this level (eventually) more adequately in line with public service.

The in-service (recyclage) training of monitors under this project represents the first step of this strategy.

Curricula

As noted, training curricula will include both a basic literacy course and a medley of social sciences courses aimed at the staff deficiencies. Over a four-week course, approximately 20 hours will be devoted to literacy and numeracy and about 60 hours on the following subjects:

1. practical aids to job counselling (in the Moroccan context) and methods of assisting MASA clients to adapt more productively to modern social/economic sectors;
2. methodology in teaching and simple planning;
3. the MASA, its role and structure;
4. Moroccan government;
5. Moroccan women in society.

The object of the last subject will not be to urge rejection of the traditional role of the woman as wife and mother, but rather to supplement that role by broadening the scope of a woman's understanding of usefulness to the community, the region, and the nation. It is important that this course not challenge the existing cultural milieu. It should, instead, examine successful female models from Moroccan history, contemporary Moroccan society and other Islamic societies.

The curricula (to be developed by Institute staff with participation of contract team members) will be focussed, then on three general facets: improving the monitors' teaching skills, providing them with better non-formal education courses in literacy/numeracy and, finally, helping them to understand and relate more adequately to the social and economic conditions of MASA clients.

Staff

Staff needs for this component require a total of three supervisors/planners and 150 "intern" instructors. The supervision will consist of two institutional contract team members and at least one GOM counterpart. They will hold overall planning and overseeing responsibilities for this component. Some 150 Institute interns will make up the bulk of instructors for the recyclage during the life of project. The institutional contract team will develop initial curricula, plan and schedule courses and will prepare Institute students to teach the in-service training courses. Later, when enough Moroccan participants have returned to take up responsibilities at the Institute, one of these will be directly responsible for assisting the contract team members with this task. Administration, arrangements for monitor selection, travel and other details will be the responsibility of the GOM counterpart. Short-term technical assistance will also be provided (under this

project) for initial curricula design, for curricula revision and for evaluation planning.

Evaluation

The MASA Evaluation unit will be responsible for developing a monitoring and evaluation plan for this component. Working directly with the recyclage staff, the unit will develop a system for "feedback" from each course, in addition to annual monitoring plans. Short-term technical assistance will be necessary for development of evaluation planning and/or implementation. Initial data gathered by the unit should help the staff to adapt curricula to student needs. Annual monitoring, designed by the unit, will be undertaken with Institute staff, to determine:

- effectiveness of intern instructors;
- if curricula is appropriate;
- if participants have other requests.

Since this is an experimental system, a detailed evaluation plan is necessary. This will include periodic data collection and should provide for revision of curricula, schedules or staff responsibilities.

II. B.(2) (b) and (c) Training for Mid-level and Professional Social Service Personnel

Training for mid-level and professional social service personnel constitutes another core of this project. The curricula to be offered at these levels, and the corresponding staff requirements are discussed in the following paragraphs.

Curricula for mid-level training:

Short-term (4 to 6 weeks) courses will be developed and taught which will focus on practical, problem-solving approaches to administrative and management procedures, as well as general sociology and study of the MASA mandate. Taking into account the practical needs and levels of MASA's clients, a small portion of social service theory will balance out the course offerings. For the first year, these short courses will represent a mix of instruction on (a) sound administrative practices, including budgetary planning and management, (b) methods for analyzing local resources and needs (from socio-economic viewpoints), and a review of MASA (and similar) programs and potentials. Later courses will include an in-depth study of at least one aspect of social services.

The actual subjects taught will be somewhat similar to those listed for long-term modules. However, there will be additional practical courses on such activities as cooperative formation and management.

Two year professional curricula

Training at the professional level will reflect the need for solid academic preparation, plus provision of practical experience for students. The two year course will include a "uniform" first year, providing obligatory courses for all students. The second year will be divided into modules offering options for concentration, plus one obligatory "internship", teaching an in-service course to monitors.

Curricula for the first year course will embrace several areas of applied social work, including social psychology, modernization and development (labor market, labor law, women in changing society), urban and rural development, child development, public program administration and management. Case work in Moroccan history, social structure and social problems will take up a part of the students' first year efforts.

Curricula for the second year will include optional modules in the following:

1) Community Development
2) Social Problems/Case Work
3) Child Development/Social Psychology
4) Management, Job Counselling, Placement
5) Program Planning and Monitoring
6) An optional in-service training and/or field work assignment where a student will be assigned to some program, project or activity that focuses on one area of concentration.

As also noted, each student will be required to undertake an internship consisting of teaching an in-service course to MASA monitors.

Staff requirements at the Institute

Overall, a fulltime professional staff of five consultants will be needed. Their specific responsibilities are described in Annex XII. During the first years of operation, this contract team, which will embrace a number of educational, technical and administrative skills, will serve as both planning and teaching staff. Staff diversification will be required for the Institute, i.e. one faculty member will provide administration supervision, another will supervise the recyclage program, and a third will devote time to management and coordination of the vocational training program. (See Annex XII, Description of Technicians, for detailed description of professional requirements.)

AID will also finance short-term technical assistance to help design and plan curricula, as well as to help organize and plan the Evaluation Unit and to teach selected courses as necessary.

5 Moroccans recruited prior to the project are now studying in France. These 5 will make up the core of Moroccan replacements who will gradually integrate into the staff, taking over planning, teaching and finally administration of the Institute. One of these will become the coordinator of the lower-level recyclage courses and internships. Another will assume responsibility for co-ordination of the vocational training program as it relates to Institute function. (See Annex XII for information on relationship with specific contract personnel.)

Evaluation

As noted earlier, at the conclusion of each semester, Institute staff, in collaboration with the MASA, will review and improve overall course content and methodology. The need for sound data collection and analysis in this process has already been stressed.

II. B.(2) (d) Summary of Institute Development:

In sum, the following actions will be accomplished in the first phase of the Institute component:

- order and install equipment for social service institute in Tangier, capable of housing up to 176 students;
- modify the building itself so as to be able to house up to 176 students;
- develop a curricula for (4 week) mid-level in-service training courses;
- based on discussion with Moroccan counterparts, recommend curricula materials needed and order such materials;
- develop an outline for a two-year professional social service course;
- establish, within MASA, an Evaluation Unit;
- prepare a monitoring and evaluation plan (by this unit) both for the project and its separate components, including an outline of methodology and timing;
- on-going participant training continues in France for 5 Moroccan staff; new training in the U.S. (or other country) initiated for 7 Moroccan staff in applied social work and administration;
- contract team for the Institute selected, contract negotiated, 5 members of team arrive and present first (4 week) mid-level courses at Institute.

Within the second phase, the following will have been achieved:

- development of a curricula for two year professional study (by the contract team and appropriate Moroccan staff), requisite materials delivered and scheduled planned;
- candidates selected, by the Government of Morocco, as 50 long-term Institute students each year;
- 5 Moroccan participants returned; working with contract staff at Institute;
- development of the in-service (recyclage) course for monitors,

including plan developed for using second year "internships" (by contract staff and Moroccan counterparts);

-- long-term curricula reviewed and revised as needed, by Evaluation Unit and Institute staff;

-- mid-level staff of MASA (260 men and women) trained in modern methods of planning and program management, emphasizing vocational training, job counseling, cooperative management;

-- 1,000 MASA monitors trained in improved non-formal education techniques responsive for MASA client needs;

-- 150 present and future professional staff of MASA trained in modern development and management of social service programs.

II. C. CET (OUVROIR) MONITOR TRAINING COMPONENT

This major component of the project extends over a three-year period and will provide innovative training to lower level MASA personnel through several programs. These include:

1. participant training for 5 mid-level MASA staff, to study job counselling programs;
2. vocational training at 5 pilot centers for female (and possibly some male) monitors to learn to teach new, non-traditional skills.

Participant Training

Heretofore no MASA staff have been trained either to direct MASA clients to job opportunities or to convince private sector interests to hire CET or CFP graduates. Participant training under this project will include sending 5 mid-level MASA personnel to the U.S. (or other country) for up to one (1) year training in job counselling. On their return they will serve, as appropriate:

a) to give direction to provincial level directors;

b) to be assigned to specific provinces as requested;

c) to develop and coordinate Ministry plans for job counselling.

While few specifically-tailored courses of this type currently exist, there are a number of U.S. institutions with strong departments in Vocational Education which can design a program providing a combination of university coursework, coupled with visits to private sector and public secondary level vocational schools. This combination will afford

the participants opportunities to learn professional techniques in job development, effective follow-up, resource management, etc. While these participants are abroad, short-term technical assistance will be provided to the Institute staff for courses in job counselling and to help determine numbers and needs of regional or provincial job counselling advisors.

Vocational Skills Training in 5 Pilot Centers

This, the provision of training of trainers in innovative skills, is one of the most progressive elements in this project. Its implementation must be well articulated with felt needs. Needs felt concerning vocational training for young men attending MASA CFPs are linked to this project, as has been explained, but will be met through provision of the Operational Program Grant to CRS which has been discussed previously. The felt needs outlined below are those relating to girls attending the CETs (ouvroirs.) Project details for meeting those needs, through provision of skills training in innovative areas, are described below and in more detail in Annex XIII.

Five teaching units for specific skills will be planned. The skills indicated will be selected in final form, curriculum designed and equipment ordered and installed in the first nine months of this stage of the project.

Qualified candidates for the position of master skills instructors can be found in both the public and private sectors presently. They will be contacted and chosen by the Ministry and approved by the contract team.

Concurrently, curricula and teaching methodologies will be reviewed and approved by the contract team and the newly chosen instructors.

The first (female) monitors chosen by the Ministry to receive three to six month skills training will begin such training in the fall semester (1981). During the training period, ten of these women will be identified as candidates to become apprentices or assistants, to replace (ultimately) the local instructors as master instructors. These ten will remain at the pilot centers for further training. They should be selected on the basis of tested aptitudes and motivation, in addition to understanding project goals[1/].

Eight innovative skills training areas have been identified, specifically agricultural processing, poultry raising, marketing, typing/basic office skills, sewing/pattern making, cosmetology, carpentry and nursing assistance. (A detailed description of the potential for each of these is set forth in Annex XIII.) Five of these will be selected (by the MASA with the assistance of the contract team) as areas in which skills training will be offered. Sites for five pilot CETs wherein the respective skill will be presented will be determined at the same time. Site selection will be coordinated with similar efforts (under the anticipated OPG) affecting the

1/ USAID understands that a similar arrangement is contemplated in connection with the CRS OPG for skills training in the CFPs. While Peace Corps volunteers are teaching young men at the CFPs, they will also identify - from the ranks of their pupils - potential candidates for advanced training as master instructors in the CFPs.

boys' CFP's[1/]. Based on the economic activity within certain provinces, their rural and urban composition, transportation and available Ministry buildings, the following appear to be possible areas: Agadir, El-Kelaa, Safi, Tetouan, Meknes, Taounat, Beni-Mellal, Casablanca, El-Jadida and Rabat. Descriptions of these provinces are found in Annex VIII.

b) Curricula

Reflecting the need for practical technicians who also have had some coursework in pedagogy, curricula for this three-to-six month training will be developed focussing on both aspects. Based upon similar successful models, a standard curricula module for vocational instructor training should include 80 hours of practical laboratory work plus 20 hours of lecture, demonstration and education methodologies. The institutional contract team, relying on short-term assistance and following similar programs designed by the Ministry of Labor and others, will develop both the curricula and the final practical/ theoretical course schedules. Local staff (of the contract team) will be responsible for reviewing the relevance of training to local labor market needs.

In designing the curricula, the contract team will look to criteria-referenced, competency-based curricula, reflecting the state of the art in industrial/technical education. The advantages of such an approach, i.e. systematic development of practical paradigms and objective evaluations, is that it provides a feedback mechanism for instructors and students as well as assuring the production of graduates with polished practical skills.

c) Staff

As stated, one contract team member will be responsible for coordination of this component of the program. This individual will supervise five local team members chosen by the Ministry and approved by the contract staff[2/]. The GOM has assured USAID that competent vocational instructors can be found either from the ranks of appropriate ministries or from the private sector. In addition, at the end of the first year's training, 10 trainees, from among the initial classes, will be selected for further training with the local instructors, with a view toward eventually replacing such master instructors in each skill.

1/ The 5 pilot centers might be located in provinces where the boy's CFP program also may be financed in order to (1) allow the centers to learn from the personnel and experiences of the boys programs, and (2) to ensure acceptability of a girls' training program. Because the Moroccan culture gives overwhelming preference to the male labor force, an existing boys' program might deflect possible criticism regarding the technical training of women.

2/ This individual will also coordinate with CRS and the Peace Corps, regarding training of boys in the CFPs, under the proposed OPG.

Short-term technical assistance (about 7-8 months) will be required for the course/equipment selection and curricula development. 5 Moroccans will receive up to one year on-the-job training in job counselling and private sector job placement, tailored to benefit the eventual trainee/graduate of these centers.

d) Evaluation

The MASA Evaluation Unit will provide guidance (for monitoring) after each six month course, based upon the plans designed in the first stage of project. Furthermore, at the end of each year, the evaluation unit will perform an on-going evaluation of the effectiveness of the courses in preparing monitors to teach the skill.

Over the longer term, to ensure that the clients of this aspect of the MASA's training programs are adequately trained and securing employment in jobs for which they have been trained, a tracer system will be established specifically for this component. This tracer system also can contribute significantly to future research projects aimed at improving vocational guidance, career evaluation and curricula development.

Summary

By the end of the project, the following will be accomplished regarding innovative training for CET (ouvroir) monitors

Vocational training

-- Approximately 500 CET monitors* will be proficient in new skills, which they should have begun to teach in their own centers;

-- 5 local staff will have been selected as part of the contract team, will teach and will have trained 10 other monitors to take over roles as master instructors;

-- equipment for the 5 innovative skills-training centers will have been installed;

-- curricula will have been developed, and revised after each of the six month cycles;

-- up to 10 monitors will be trained as master instructors to continue once local contract team members leave the pilot centers;

-- ministry staff counterparts will have worked with Institute

* As noted several times, the innovative skills training for CET monitors under this project will be coordinated closely with skills training for CFP monitors to be provided through the complementary helped for OPG.

staff and local instructors, and will have taken over responsibility for continued operation of the program;

— at least two reviews of this project component will have occured, under the supervision of the Evaluation Unit. Relevant data will have been collected at the beginning and following training; a tracer system will have been established for ouvroir graduates.

II. D. SUMMARY OF PROJECT OUTPUTS

1. 1,000 MASA CET and CFP monitors trained in improved non-formal education techniques designed to make them more responsive to their clients;

2. 500 MASA CET monitors trained to teach one new, non-traditional vocational skill to MASA clients;

3. Mid-level MASA staff (260 men and women) trained in better methods of planning and management of programs, with emphasis on vocational training, job counselling and cooperative formation. Additional mid-level MASA staff (5 people) trained in job counselling and placement techniques;

4. Professional staff of Ministry of Social Affairs, and eventually other ministries (150 people), trained in modern techniques of program management, social administration, management and planning of social services programs.

5. Social Service Institute receiving 100 long-term students and up to 50 short-term students, with equipment and installation for classrooms, library, administration, cafeteria and lodging, functioning in Tangier;

6. Five innovative skills training centers located in various provinces and equipped with facilities for demonstration and teaching, teach five of the following skills:

1. agricultural processing
2. animal husbandry
3. typing
4. office skills
5. sewing and pattern making
6. cosmetology
7. carpentry
8. nurse's aide

7. Appropriate Moroccan staff trained and operational program developed and functioning in the Institute for Social Service, Tangier;

8. Evaluation Unit within MASA's Division of Social Action monitoring on-going programs, with methodology and implementation plans for evaluating programs developed and in operation.

II. E. SUMMARY OF AID INPUTS

The inputs described below constitute AID's contributions to the project. (Annex XII, Description of Technicians, provides detailed descriptions of the requisite contract personnel). AID's inputs consist of:

1. Technical services of five experts: (a) one administrator/educator as team leader; (b) one vocational education or non-formal education expert as deputy; (c) three professors; and (d) six short-term consultants.

2. Long-term participant training for five Moroccans for up to 2 years study each. Three of these will return to teach at the Institute. Two others will form the administrative staff of the vocational or non-formal education programs on return.

3. Short-term participant training for up to 7 Moroccans for 6 months to one year, five of whom will return to direct and organize job counselling for girls and boys in the various training programs. Two will return to assume responsibilities in evaluation, monitoring and program planning.

4. In-country in-service training for 1,000 MASA monitors.

5. In-country training for up to 500 CET monitors to become instructors in one of five new vocational skills.

6. In-country short-term training for 260 mid-level MASA personnel.

7. In-country training for 150 personnel (from MASA and similar Ministries) to become social service professionals.

8. Equipment and installation for Social Service Institute and for five vocational skill centers. A condition precedent for ordering the equipment for the Institute and for each skill centers respectively, will be that plans for installing such equipment will, in each case, have been prepared, reviewed and approved, by the MASA.

III. PROJECT ANALYSIS

The sections that follow review the project from social soundness, economic, technical and administrative viewpoints. Basically; the conclusion of each such analysis is that the project appears feasible from that specific standpoint. The social soundness analysis finds that (a) cultural constraints should not inhibit the project's success, and (b) that there is a sound likelihood of favorably affecting the target audience, based in part on past experience of the "model" for this project. The economic analysis, while brief, reinforces previous analyses illustrating the economic feasibility of the project's purpose. The administrative analysis finds that reliance can be placed on MASA apparatus, reinforced by special arrangements with the institutional contractor. The technical analysis concludes that the project is "internally" sound, should look to the long-range commitment of a U.S. firm or academic institution for implementation, and that the building for the Institute can (with minor modifications) serve adequately as the main site for the training contemplated.

The analyses are detailed below.

III. A. SOCIAL SOUNDNESS ANALYSIS

The PID for this project and the numerous reports upon which it draws constitute a sizeable body of analysis focussing upon the social soundness of this project and its anticipated impact. There is no intention to repeat that material here, although at least one of those reports is attached, as Annex IX. It should suffice to say that the conclusion drawn from such documentation is that this project definitely is targeted on Morocco's poor majority, most directly on the poor young Moroccan men and women who are the present and future clients of MASA's educational and training centers. The project's ultimate goal is to help these groups achieve greater economic and social independence, through provision of increased and diversified chances for significant income generation. This will be accomplished by providing improved training for the MASA personnel who deals most immediately with those groups, in addition to encouraging innovative skills training among them.

The reports referred to have examined the entire question of whether the project as conceived is likely, from socio-anthropological standpoints, to achieve the desired end. They conclude that it is. Not only are there no cultural constraints toward proceeding with the project; there even are many cultural "plusses" for its success. Among the most prominent of these is the well-established inclination of Moroccan women (and young men) to attend centers offering the instruction which this project seeks to improve. In addition, as the reports and the subsequent PID have stressed, one of the MASA's strengths is the local involvement of its clientele in helping provide initiative for development of programs. In effect, the beneficiary question is one that requires little, if any, further analysis, since, as Annex IX states, concerning MASA programs:

> "local initiative ... combined with the assistance of foreign voluntary organizations ... has resulted in the creation of approximately 900 local vocational training, health-related and welfare centers dispersed throughout the country. The number of direct beneficiaries the MASA reaches is approximately 600,000[1/], each of whom is contributing support to a family which averages five-six members. The role of MASA through its various stages of development has been and continues to be to provide to the rural and urban poor those services which are not available to them through other ministries."

Perhaps the best illustration of the potential impact of this project, from a social soundness standpoint, is reflected in the recent "impact study" on the effect of the nutrition education project. Since, as has been explained a number of times, the operation of the training institute and the design of this project are modeled to a considerable extent on the MASA nutrition training school, it is quite appropriate to take into account the conclusions of that study in considering the social soundness of the current project. That study concluded that the nutrition school was extremely effective in providing trained monitors for MASA's nutrition centers, and that these in turn had a significant impact on improving the nutritional knowledge and practices of their clients. The "impact study" praised the effect of that project notably. Since in essence this current project deals with much the same sort of beneficiary audience, and since it is intended to operate in very similar ways (for the most part) in training monitors and supervisory personnel, the parallel can be advanced that, at least from a social soundness standpoint, the project should have a reasonable chance of success.

As for actual immediate beneficiaries, the detailed description notes that some 1,900 individuals will receive training directly through the project. However, during the life of this project, the overall impact of course will be much more wide-spread. The monitors (who receive in-service training) will number approximately 1,000. Assuming each of them passes on some aspect (of his/her improved knowledge) to at least one class or one group of students, of some aspect of work or life skills, there will be some 40,000 poor young Moroccans receiving at least some benefit as a result of this project in the immediate future. As that improved knowledge spreads gradually throughout the MASA CET and CFP systems, all attendees -- approximately 80,000 currently -- should benefit indirectly. While this may be very difficult to measure in economic terms, it does illustrate the potential breadth of social improvement inherent in this project.

1/ This figure of course includes numerous groups of MASA clients who are not targets of this project, such as the physically and mentally handicapped, the aged and infirm.

III. B. ECONOMIC ANALYSIS

This section of the PP will be far briefer than normal. The reason is simply that in the case of this project, USAID Morocco, while in the process of preparing the final version of the PID at the request and with the cooperation of AID Washington, performed as exhaustive an analysis as possible regarding the economic feasibility of this project. That study was undertaken to determine whether there was sufficient economic likelihood that the type of training to be provided through this project will result in opportunities for increased income generation for MASA clients. The conclusion of that analysis was positive. The data and rationales leading to this conclusion were explored as profoundly as possible in the approved version of the PID[1/]. They will not be repeated here. USAID recognizes that there is, as AID Washington has suggested (see Annex V), a need for further surveys to help determine more definitively demands for specific skills resulting from that training. However, a considerable amount of such additional information is being generated by studies now underway in other USAID-funded projects[2/]. This will be shared with MASA. The MASA Evaluation Unit will analyze this and similar data obtained as the project progresses and will make appropriate recommendations based thereon.

The sole remaining question for economic analysis at this time relates to the issue of cost effectiveness. The cost of providing training for the different levels of MASA personnel to be trained under this project may, at first glance, seem relatively high. The project life is 4 years; a total of approximately 5.9 million dollars (total project cost) will be spent during that time. Some 1,900 individuals will receive training. In gross terms, the per pupil cost is approximately $3,000. The bulk of this is accounted for by the high cost of training at both professional and monitor levels and by the cost involved in assuring development of institutional capability to provide such training. However, when weighing the true cost effectiveness of the project, one of the items which should be remembered is that the Institute is planned for at least a 20 year life. If that is taken into account, it can be estimated that several thousand more Moroccan social service personnel will receive training in part supported through the initial efforts of this project. Consequently, it can be stated that the high project costs, in part, represent start-up costs. The cost-effectiveness ratio is much more favorable (in terms of per-pupil costs) when one takes into consideration the total number of personnel who eventually will receive training in large part stimulated by this project. Still more impressive is the fact that the personnel being trained are, in one way or another, trainers themselves. They are expected to pass their improved knowledge and ability to the MASA clients. The economic benefit, in effect, will be felt by the more than 80,000 clients of the MASA CET and CFP training system. From that standpoint, the cost-effectiveness dimension is indeed favorable.

1/ Much of the information upon which the analysis in the PID was based is contained in the report of the consultants attached as Annex IX, although the PID itself is more comprehensive in this regard.

2/ A nation-wide survey on potential employment of women is being undertaken through project 0147, Industrial/Commercial Job Training. A lower-level, but similar study is to be conducted under 0139, Non-Formal Education for Women.

One other economic query should be reviewed: Does the project, as planned, represent the most economically viable way in which to provide the training contemplated? USAID has examined several alternatives. The most feasible was the possibility of creating a series of "mini-centers" throughout the country to provide in-service training for MASA monitors, coupled with the possibility of sending sizeable numbers of MASA staff abroad for professional training. (Some of these alternatives were examined in the PID.) However, development of a national system for monitor training is likely to involve over 9,000 individuals. It would entail relatively large scale building (or rental) costs, equipment costs, and possibly training of trainers on sizeable scales. Training the requisite number of people abroad would involve at least 50 participants. Overall, this alternative was estimated to involve an expenditure of at least $10 million. It would, of course, relieve the need for the institutional development component of this project. Overall, however, it is believed that the additional expense would not justify consideration of that alternative. Furthermore, USAID believes that the institutional development component of this project will be beneficial overall. In sum, USAID is not prepared to support such an undertaking, even though it is the most feasible alternative to the current project. In USAID's judgement, the project outlined in this PP is the most cost-effective way of obtaining the desired results.

III. C. ADMINISTRATIVE ANALYSIS

It is recognized that a portion of this project is expected to improve the administrative capability of the MASA. Being able to call upon a cadre more adequately trained -- in both professional and semi-professional senses -- in analysis and administration of social services, should improve both the quality and diversification of the services MASA provides. However, judgement needs to be made at this time as to whether MASA currently is capable of administering this project and if so, whether any additional support is required for it in that regard.

The response to the former query would seem to be a qualified yes. As described earlier, MASA already administers a wide variety of programs. One of the most effective clearly is the distribution of Title II foodstuffs. MASA, with the cooperation of Catholic Relief Services, has developed a highly efficient nutritional outreach. MASA has the potential for efficient administration of outlying systems.

However, in terms of overall social service administration, MASA itself recognizes it needs many, many more well trained qualified, administrators. (This obviously is one of the rationales for this project). MASA's executive personnel display a variety of backgrounds, but for the most part do not possess much in the way of previous general administrative experience. However, the same personnel appear committed (to the MASA program) and to some extent at least are making efforts to develop greater administrative capability. Recently, for

example, with the cooperation of AID, one of the key MASA executives attended a seminar in the U.S. dealing with certain aspects of social service administration. The same individual later arranged to send five MASA employees for long-term training at the Social Service Institute in Paris, France, where they will receive basic grounding in administration of social service programs.

One of the more important factors assuring internal attention to MASA's administration of this project is the personal interest of the MASA Minister in the project. The Minister is a dynamic individual, who has wide-ranging experience in directing organizations involved in social service. (He served as Minister of Youth and Sports prior to his present position). He has repeatedly emphasized his personal conviction that this project is vital to the future of his Ministry. This man is a particularly "active" Minister. He makes it a point to be personally involved in supervision of programs with which his Ministry is charged. His often-declared interest in this project augurs well for helping assure effective internal administration by MASA.

The MASA is planning to "house" immediate supervision of this project in its Division of Social Action. This is a relatively new division. The director of that division will be the individual primarily responsible for backstopping the project overall. (He is the same man who recently visited the U.S.). He is a relatively seasoned executive within the MASA ranks and a special confidant of the Minister. He is well-known to AID and CRS personnel; his general supervisory capability has proven adequate for normal project "requirements" of the two organizations. Finally, as has been noted, the Entraide Nationale organization which now is part of the MASA, repeatedly has shown itself capable of managing large-scale programs, including the nutrition education school in Marrakech, which forms something of a model for the planned Tangier Institute operation.

Overall, then, there is sound reason to anticipate that the MASA should be able to develop the administrative backstopping necessary for this project. However, it must be recognized that the MASA is a quite new Ministry as such. There is a distinct gap in its administration, as a Ministry, of new and/or innovative programs. In part this is what this project is intended to address. What the immediate administrative situation seems to urge, therefore, is reliance on ministerial potential for administration, but with added support in the form of personnel able to assess and help plan responses to the Ministry's administrative needs related to this project. Consequently, a key member of the contract team -- in fact, the chief of party -- will be looked to to help cover this responsibility. That individual thus must possess a strong background of experience in educational (and practical, public) administration. It will be his responsibility -- in part and seconded by other team members -- to help support and develop the necessary (but currently weak) MASA capabilities for administering this

project internally. This is not seen as an overwhelming task, given the potentials noted above, but must be underscored from the outset.

It of course is expected that the administrative capability of the MASA will improve as the project progresses, especially as some of the newly-trained professionals enter MASA executive positions.

USAID believes that utilization of host country contracting capacity also will be a positive factor for this Ministry. Consequently that mode will be utilized for selection and negotiation of a contract for the long-term institutional components of this project. Based on its knowledge and experience with MASA, USAID believes that MASA's current administrative competence-although needing improvement overall - is adequate to negotiate and administer a host country contract, in accord with AID guidelines. (It will not be used for such items as the modification of plans and specifications, as well as equipment purchase, which are to take place prior to opening the Institute and hence require almost immediate action.) USAID/Morocco has experience with host country contracting and is prepared to assist the process.

Planned administration of the Tangier institute itself, from the Moroccan standpoint, appears satisfactory. The MASA will supply a director of the center. This individual will work directly with the Chief of Party of the institutional development team. Logistic support staff (such as cooks, etc) will also be supplied by the GOM. As repeatedly mentioned, the MASA has considerable experience in running a wide variety of centers. Little difficulty should be experienced in obtaining the "right" individuals for these jobs. Naturally, one of the criteria for selection of the U.S. institutional team will be the administrative experience of the team leader, as noted above. This will help assure the adequate administration of the institute itself during early, critical years.

A U.S. institution will be looked to for provision of the required long-term and short-term technical services. (These are described at length in Annex XII.) The institution eventually selected (by the MASA) to provide such services may be a university, a professional contractor specializing in social services, or an organization such as a PVO, or possibly a combination of such institutions. In any event, from the standpoint of administration, a critical element will be the evident dedication of such institution(s) to the concept of this project. Both USAID and the MASA are convinced that an institutional commitment is vital for adequate development of this project. Institutional commitment will be one of the criteria for the GOM selection of the (eventual) contractor.

From AID standpoints, administration of this project is not expected to place an unreasonable burden on USAID Morocco. The project will be administered by USAID's Human Resources Division, which already administers somewhat similar programs (most of which have been described in Appendix A.) It is not anticipated that

any additional direct hire U.S. personnel will be needed, although one more national employee may be added to that division once this project moves further down the implementation trail. It also should be noted that while few if any additional personnel will be required, it is anticipated that numerous site visits to the institute in Tangier will be required, since that institute itself will be the focus of nearly all major activity under the project, at least in early phases.

III. D. TECHNICAL FEASIBILITY

The principal instrument upon which the project relies to improve the MASA's potential for developing diversified income generating capacity among its audience obviously is training for MASA personnel at different levels. The linkage between provision of this training and the improved MASA services is, of course, a technical one. (It was explored considerably in the PID). Given the expressed intention of the MASA to foster improved work and life skills for its clients -- through quantum increase of professional knowledge among its own workers at three critical levels -- the conclusion can be advanced that this project offers a thoroughly practical way to foster that improvement. The MASA has given its assurance that personnel who undergo such training -- at local (monitor), regional and national levels -- will receive additional remuneration on returning to their jobs. In other words, there will be added direct stimulus for such key personnel to undertake this training. This expectation strengthens the "internal" technical feasibility of the project considerably.

Another question regarding technical feasibility of the project is whether a U.S. institution -- or indeed any Western institution -- is or can become sufficiently versed in and committed to the type of social affairs training which is the core of this project. It would be erroneous, for example, to assume that the training encouraged under this project relates to welfare activity. Yet many U.S. institutions conceive of "social service" as concentrating on those aspects. As has been emphasized repeatedly, that is not the case regarding the training contemplated in this project. At the same time, as has also been stressed, the training is not to be limited to developing high-level sociological analytic capacity although aspects of that will be offered in certain dimensions of the project, as has been noted. Technical feasibility requires that the contracting institution appreciates the need for the various combinations, that is, for developing both professional and extremely practical, "hands-on" socio-economic capabilities for dealing with MASA clients, to assure the success of this project. Fortunately, there have been successful instances of U.S. organizations involved

in development of several social service training institutions, in, for example, Egypt and Jordan. Past experience illustrates the wisdom of seeking the involvement of appropriate organizations in the process early on. Also fortunately, there are a number of U.S. institutions[1/] which have concentrated on developing a capability as training institutions for varied aspects of vocational and/or non-formal education, both of which touch on the type of development foreseen in the different sorts of training to be provided through this project. The proven existence of such capability adds further credence to technical feasibility for project success through the means proposed.

Since much of the activity of this project will center around the Tangier Institute itself, one of the technical questions considered at the outset of project planning was whether that building could serve adequately as the type of training facility envisaged under this project. It was clear that at the time the building was taken over by the MASA, it would not serve automatically as such facility. There are a certain amount of minor modifications which are required to utilize the building for the training center as planned. To help assess this need, USAID enlisted the help of its regional engineer, to determine the amount of modification required as well as the amount and type of equipment needed, and the feasibility of providing these inputs. The regional engineer determined that minimal modifications to the building would be necessary. He recommended that plans and specifications of the building be modified (by the original architect if at all possible) to reflect the changes recommended. The engineering and design analysis is attached as Annex VII, and includes satisfaction of Section 611 (A).

One of the early steps in project implementation -- once the project agreement is signed -- will be to secure the services of the original architect to prepare the plans and specifications for such minor modifications. USAID will finance the purchase of such plans and specifications through a small purchase order. The amount of time required to prepare these is estimated at approximately three weeks. Technically, there appears to be no reason why such modifications cannot proceed fairly quickly once this is done. Since the equipment called for is non-specialized, and relates principally to preparing the Institute to serve as a live-in training institution, no major technical difficulty is foreseen in this regard. An illustrative list of such equipment is attached as Annex X.

As noted above and as detailed further in the financial plan, USAID will finance a certain amount of local costs in this project. Local costs will include (a) procurement of certain commodities -- such as beds, tables, desks, etc -- readily, and much less expensively, available locally, and (b) scholarships or support for MASA staff, mid-level personnel and monitors attending or taking part in the various types of training programs. Payment of these costs is necessary to assure timely and successful implementation of the project. USAID

1/ Among these are Ohio State University, Michigan State, and the University of Massachussetts.

has made a determination to that effect and is including a waiver of section 612(b) to authorize payment of local costs, estimated at $1,068,000, as part of the Project Authorization and Amendment documents.

Given, then, the (a) apparent "internal" technical feasibility for realizing the planned effects of the project, (b) the assurance of long-range commitment from a U.S.(academic) institution, and (c) apparent adequacy of the facility for its planned purpose, it can be concluded that the principal dimensions of technical feasibility are covered adequately.

IV. FINANCIAL PLAN (Revised)

The total project cost is $7,265,000 million. Of this amount, AID will contribute $4,045,000, and the GOM $3,220,000 million.

AID financing will be broken out into two major parts, namely, $1,118,000 million to be expended directly by AID, and $2,927,000 to be expended by a U.S. contractor.

Under AID direct financing, approximately $1,068,000 will be utilized in order to meet local architectural, participant training, construction, and equipment costs. The remaining $50,000 will finance the foreign exchange requirements for short-term consultant services. Local expenditures will make it possible to undertake the training in an articulated and timely fashion. There is no satisfactory alternate solution for guaranteeing the provision of locally available services, equipment required for starting the Social Services Institute in Tangier, and the thirteen vocational training centers, as well as assuring adequate financing for attendance by MASA personnel at the specific indicated training courses. USAID has determined that a waiver of Section 612(b) is necessary and justified in order to provide for such local costs. This waiver is set forth in the PAF.

Under U.S. contract expenditures, it is anticipated that $2,927,000 will finance foreign exchange requirements to meet technical assistance, participant training, commodities, and overhead costs.

The summary costs and planned expenditure levels for AID funds are set forth in the tables below:

PLANNED EXPENDITURES OF
AID FUNDS BY FISCAL YEAR
(U.S. $ 000)

A.I.D. DIRECT

	FY 80	81	82	83	ALL YEARS
Technical Services		68			68
Training	60	15			75
Construction		300			300
Commodities		375	200	100	675
TOTALS	60	758	200	100	$1,118

CONTRACT FINANCED

	FY 80	81	82	83	ALL YEARS
Technical Services		600	600	600	1,800
Training		300	300	165	765
Commodities		100	25	-	125
Overhead		15	100	122	237
TOTALS		1,015	1,025	887	2,927

ANTICIPATED OBLIGATIONS OF A.I.D.
Funds by Fiscal Year
(U.S. $ 000)

FY 1980	FY 1981	FY 1982	FY 1983
1,200	800	1,245	800

The MASA is contributing approximately $3.2 million to the project. This amount includes salary payments, provision of the Social Services Institute in Tangier, five centers for innovative skills training, and provision of thirteen vocational training centers, as well as operational expenses for the training facilities, and international travel for participants. Two items to be furnished by the MASA are of critical importance: (a) salaries for Institute staff personnel and (b) maintenance of the Tangier Institute. Presentation of evidence satisfactory to USAID that MASA is prepared to provide these items will be a condition precedent to signature of the contract with a U.S. academic institution for provision of long-term technical services. Furthermore, the MASA is to assume responsibility for full operation of the Tangier Institute (and the pilot centers) at the conclusion of this project. Provision for this will take the form of a covenant in the Project Agreement.

The summary costs and planned expenditures levels for GOM funds are set forth in the table below:

	FY 80	81	82	83	84	TOTAL
			($000)			
Salaries	-	240	240	240	238	958
Buildings	-	1,880	-	-	-	1,880
Operational Expenses	-	95	90	90	90	365
Travel	-	10	7	-	-	17
				TOTAL		$ 3,220

V. IMPLEMENTATION PLAN

Implementation of this project requires careful coordination of a number of related actions, on a number of separate but related levels. In part because the bulk of project (training) activity will take place at the Institute in Tangier, it is vital that that location be adequately equipped prior to commencement of such training. This aspect of project implementation is complicated by the fact that a portion of the training contemplated must coincide with the Moroccan academic year (particularly the long-term professional training.) Other elements, such as certain aspects of in-service training for monitors, depend to some extent also on availability of Institute students. As a consequence, substantial compliance with the proposed schedule will be important. A fully detailed implementation schedule is set forth in Annex XIV.

While that Annex details each step of project implementation, it is appropriate to signal out certain key points as most critical to successful implementation. These are (a) equipment installation in the Institute, scheduled for completion by November, 1980; (b) initiation of short-term courses, January, 1981; (d) equipment for five pilot centers installed, July, 1981; (e) training of first class of long-term students initiated, September, 1981, and (f) initiation of first innovative skills training classes, November, 1981. If these key implementation points are met, the project can be said to be progessing in timely fashion. The actions required to assure their achievement are shown chronologically in Annex XIV.

VI. EVALUATION PLAN (Revised)

The evaluation plan is a keystone for this experimental project, both for USAID and for the MASA. For AID, evaluation will provide a reservoir of information for design of similar projects, for analysis of the social and economic impact of the innovative income-generation component, for analysis of the success of job placement for apprentices with specific skills, and for assessment of the project as a whole. For MASA, evaluation results will be used to adapt or revise the on-going institute and other training programs.

The monitoring and evaluation schedule for each project component will be in accord with the implementation schedule, and will include semi-annual monitoring reviews. The overall evaluation plan also features two major evaluations, to be held at mid-project and on completion of the project. These will focus on:

A. Social Services Institute

-- Overall appraisal of the Institute, based on the demand for graduates within the MASA and in other ministries;

-- Evaluation of the curricula and staff of the Institute, to assess how well course content, methodology and timing have served student and, ultimately, MASA client needs.

B. Vocational Training and Recyclage Training at Five Pilot Centers

-- Evaluation of the performance of the monitors who receive training in one of these new programs;

-- Evaluation of the five innovative skills programs themselves, measured first by requests from provincial directors for trained monitors to teach, and measured eventually by the number of MASA clients employed in innovative fields;

-- Evaluation of the curricula and pedagogy of the skills programs, measured by the performance of monitors in teaching;

-- Evaluation of the recyclage training, including timing, curricula and quality of teaching staff.

C. Vocational Training at the 13 CFPs

-- To be performed by Peace Corps volunteer teachers in conjunction with the appropriate MASA personnel and Institute staff.

-- Collection of in-depth baseline data on CFP clientele upon which to conduct the mid-term and final evaluations.

-- Evaluation of the number of students who completed the skill training and who are placed in jobs as apprentices.

-- Evaluation of the type of job placement and salaries received during and after completion of training.

D. Data Required

In order to assess the ultimate success of the project, two types of data systems will be necessary: (1) Baseline data gathered from all trainees in the various components, with later follow-on data

regarding reaction to the training. This data can be collected through standard questionnaires, entrance and exit interviews of trainees and/ or periodic exams; it will be obtained from students from the Institute, from the recyclage and from the skills training programs. (2) More objective and long-term data collection through a tracer system for both the monitors who have received skills training and for MASA clients in turn trained by those monitors. This system would ensure that the outputs of the skills training will be reviewed in relation to training needs, by following graduates'employment patterns over a number of years. In addition, this tracer system will contribute to improving vocational guidance and curriculum development over the longer term. For the CFP trained youths, the economic viability and socio-economic status will be determined by follow-up records kept by each participating CFP for the two years and nine months of the training program, and for 6 months after the student completes training. The tracer system will be designed and presented to USAID by MASA's evaluation unit along with the start of the vocational skills training program.

E. Evaluation Timetables

The proposed timetable for evaluation of project components is cited in the detailed project description. The semi-annual evaluation calendar will begin six months after arrival of the contract team. For each training component, this schedule will allow for timely revision of course curricula, methodology and length of training courses. In addition, these evaluations will provide data, through the life of the project, for

the mid-point and final USAID evaluations.

The mid-point and final evaluations will assess achievements and socio-economic impact of the project. The first will take place approximately half-way through the life of project (about Oct. , 1982). The second will occur at the end of project funding (Dec. , 1984). The MASA evaluation unit will prepare the general outline for these evaluations, assisted by members of the contract team, USAID and outside evaluators as necessary. Overall evaluation earlier than this is not appropriate since students from each of the components will not have graduated until then.

Based upon analysis of the data, the Evaluation Committee will present its findings to the Ministry and to USAID and will be prepared to recommend changes of design or schedule in the project. *

VII. CONDITIONS, COVENANTS, NEGOTIATING STATUS AND OTHER CONCERNS

Articulation of the various components of this project requires a series of conditions and covenants. In addition, during

negotiation of the Project Agreement, USAID will insist on including certain items as MASA support for the project.

However, there will be no unusual condition precedent for the initial disbursement (approximately $100,000) under this project, other than standard requirements for a duly designated representative and presentation of legally valid signatures. The initial disbursement is (1) to provide funds for USAID to engage the services of an architect to modify the plans (for the Institute) as has been described, (2) to provide funds for the MASA to secure the services of a local contractor to (eventually) carry out such modifications, including installation of equipment, and (3) to provide funds for USAID to secure services of a commodities specialist under the IQC mechanism. However, conditions precedents will be required to trigger procurement of equipment recommended by the commodities specialist; these conditions will be (a) that the MASA has signed the contract with the local contractor, and (b) that the modification plans have been reviewed and approved by MASA and USAID.

Satisfaction of still further conditions will be required as a precedent to signature of the contract (between MASA and a U.S. academic institution) for provision of long-term technical services. These conditions will be (a) that the MASA is making available logistic support staff for the operation of the Institute, including a director and counterparts as indicated, and (b) that MASA has furnished evidence satisfactory to USAID that it is prepared to devote sufficient budgetary support to the Institute to assure its operation and maintenance for the term of the contract.

There will be a similar requirement governing the ordering of equipment for the five centers for innovative skills training. The condition precedent for this will be that the MASA has reviewed and approved plans for installation (if necessary) of such equipment in each center, and that such locale is acceptable to USAID.

Finally, as part of the Project Agreement, the MASA will covenant that it will be prepared to assume full responsibility for operation of the Institute and the skills training centers upon termination of the life of this project.

The MASA has been consulted repeatedly throughout development of this project. Nevertheless, the details of the project agreement noted above, as well as the specific timing of implementation actions, including evaluation plans, must be reviewed and agreement with the MASA assured. This will take place during negotiation of the agreement itself.

Role of Women

The fact that the vast majority of MASA's clients are women has been emphasized repeatedly. Female monitors, center directors, and staff of MASA will be among the foremost beneficiaries of this project, and poor women attending the CET centers will be by far the most numerous indirect beneficiaries. In addition, it can be anticipated that a number of women on MASA's central staff will take part in the detailed implementation of the project, in executive roles. Overall, the project can be said to have a distinctly significant impact on the role of women in Morocco, particularly in providing access to innovative income generating activity.

Environmental Impact

It has been determined that no environmental statement is necessary for this project and a negative determination was included in the PID.

ANNEXES

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

REVISED ANNEX I

Life of Project: From FY 80 to FY 83
Total U.S. Funding: $4,045,000
Date Prepared: 1/5/81 (Fourth Revision)

Project Title & Number: SOCIAL SERVICES TRAINING 608-0157 MOROCCO

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes: To prepare, extend and diversify employment and training opportunities for disadvantaged young Moroccan men and women.	Measures of Goal Achievement: 1. The majority of young Moroccan men and women trained in centers run under the auspices of the Ministry of Social Affairs (MASA), Division of Social Action, will have obtained remunerative employment as a result of that training. 2. Training provided to young Moroccan men and women in MASA centers will lead to activity (on their part), (see next page)	1. Follow-up studies of individuals attending MASA Centers for education and work and vocational education centers. Contrast with situation of similar groups who have not attended centers, as well as groups who attended centers prior to improved training. 2. Similar follow-up on individuals who become self-employed through the system. (see next page)	Assumptions for achieving goal targets: Increased knowledge and skills result in a more productive life for young Moroccan men and women.
Project Purpose: To improve the quality and range of skill training opportunities for low-income Moroccan youth, by (1) improving the MASA's administrative and management capabilities, (2) up-grading and extending skill training capabilities of MASA instructors, (3) providing innovative skills training in pilot (regional) centers, and (4) providing vocational skills training in 13 centers.	Conditions that will indicate purpose has been achieved: End of project status. 1. Job oriented skills training is improving, and new skills areas are being introduced into local MASA Centers. 2. Key personnel of MASA/SAD, at national regional and local levels, are receiving training in planning, implementation, evaluation and techniques designed to foster the (see next page)	1. Visits to MASA Centers, discussions with center directors, trainers. 2. Visits to MASA regional offices, national headquarters; records of MASA and the SST Institute. 3. Visits to the SST Institute. 4. Analysis of operations of MASA at all levels.	Assumptions for achieving purpose: 1. That training provided to MASA trainers, directors, and administrators will improve the capability of MASA, at local, regional and national levels, to provide job-oriented training and education. 2. That MASA will have the cooperation of the Ministry of Labor, the Ministry of Health, etc., as needed.
Outputs: 1. Better trained local level trainers and instructors for MASA Education and Work Centers. 2. Trained Provincial Level MASA Staff, including Center Directors, Delegates, assistants to Delegates. 3. Trained National MASA Staff and Professional Social Service Personnel to staff system at key points in the future.	Magnitude of Outputs: 1. Instructors and trainers for (a) Education and Work Centers, including Cooperatives 1440 (b) Vocational Education Centers 310 2. Provincial Level MASA Staff 120 3. Professional Central and Regional Staff (long term trainees at the Institute) 100 Total 1970	1. Records of training centers (local and regional). 2. Records of regional and provincial centers. 3. Records of the SST Institute. (see next page)	Assumptions for achieving outputs: Assumptions for achieving ouputs: that MASA's organization is capable of assuming greater responsibility and more diverse activities.
Inputs:	Implementation Target (Type and Quantity)		Assumptions for providing inputs:

	AID Direct	(U.S. $ 000) Contract Financed	GOM
1. Technical Services	68	1,800	
2. Training	75	765	
3. Construction	300		
4. Commodities	675	125	
5. Overhead		237	
6. Salaries			958
7. Buildings			1,880

(see page 2)

1. Contract with U.S. Contractor, 1980-1983.

2. Arrangements by GOM for operation of the SST Institute, 1980, and 5 regional centers, 1981.

(see next page)

1. That funds will be available to support the acquisition of technical services, participant training, and equipment.

2. That adequate technical services, etc. are available.

(see next page)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

REVISED ANNEX 1

Page 2

Project Title & Number: SOCIAL SERVICES TRAINING: 608-0157 MOROCCO

Life of Project: From FY 80 to FY 83
Total U.S. Funding: $4,045,000
Date Prepared: 1/5/81 (Fourth Revision)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes:	Measures of Goal Achievement: generating income greater than that obtainable withoug such training.	3. Analysis of employment situations surrounding MASA Centers on local, provincial, and regional levels.	Assumptions for achieving goal:
Project Purpose:	Conditions that will indicate purpose has been achieved: End of project status. provision (by MASA) of job-oriented skills at local levels. 3. Vocational/educational skills training is functioning on an institutionalized basis in regional and local centers under the Social Services Training Institute/MASA (SAD) overall administration.		Assumptions for achieving purpose:
Outputs: 4. Functioning Social Services Training Institute to assure progress of program, five regional centers as satellite training units, and 13 vocational training centers. 5. Curricula for training at three levels: national, regional, local-developed and tested. 6. Information System.	Magnitude of Outputs: 4. A completed network of five regional centers, the SST Institute, the provincial & local centers forming an integrated program: Voc/educ./admin./implementation/eval./counseling/job placement training, and 13 vocational training centers. 5. One training curriculum completed, tested and in use at each of the three levels: national, regional & local. (see next page)	4. Visits to the SST Institute, regional, and local centers. 5. Records of curricula completed and distributed for use in all centers at all levels. 6. Records and personnel of the system as a function of MASA network.	Assumptions for achieving outputs:
Inputs:	Implementation Target (Type and Quantity) (U.S. $ 000)	3. Participant arrangements, 1981-1983. 4. Assumption of expenditures by GOM, 1980. 5. GOM assuming full operation of complete program by 1984.	Assumptions for providing inputs: 3. That FFP, Title II, funds will continue to support MASA/SAD until the program is able to manage on its own.

	AID Direct	Contract Financed	GOM
8. Operational Expenses			365
9. Travel			17
	$ 1,118	$ 2,927	
	$ 4,045		$ 3,220

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

REVISED ANNEX 1
From FY 80 to FY 83
Total U.S. Funding $ 4,045,000
Date Prepared 1/5/81 (Fourth Revision)

Project Title & Number: SOCIAL SERVICES TRAINING: 608-0157 MOROCCO

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes:	Measures of Goal Achievement:		Assumptions for achieving goal targets:
Project Purpose:	Conditions that will indicate purpose has been achieved: End of project status.		Assumptions for achieving purpose:
Outputs:	Magnitude of Outputs: 6. An Information System set up within MASA		Assumptions for achieving outputs:
Inputs:	Implementation Target (Type and Quantity)		Assumptions for providing inputs:

Morocco
Social Services Training Project
(608-0157)

5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable generally to projects with FAA funds and project criteria applicable to individual fund sources: Development Assistance (with a subcategory for criteria applicable only to loans); and Economic Support Fund.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE?
HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PRODUCT?

A. GENERAL CRITERIA FOR PROJECT

1. FY 79 App. Act Unnumbered; FAA Sec. 653 (b); Sec. 634A. (a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than $1 million over that figure)?

1. (a) The Appropriation Committees will be notified in accordance with normal agency procedures
(b) Yes.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of $100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

2. (a) Yes. (b) Yes.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

3. No further legislative action is required.

4. FAA Sec. 611(b); FY 79 App. Act Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?

N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed $1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project?

N/A

6. FAA Sec. 209. Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.

N/A

A.

7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

7. By increasing the capacity of Moroccans to engage in income producing activity, the project will foster private initiative and competition and encourage development and use of cooperatives and credit unions.

8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

8. U.S. universities will furnish out-of-country training, technical services and non-local commodities.

9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

9. The project agreement will so provide.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?

10. Morocco is a "near" excess currency country. U.S. Government-owned local currencies are programmed for use in other projects.

11. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

11. Yes.

12. FY 79 App. Act Sec. 608. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar, or competing commodity?

12. N/A

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(b); 111; 113; 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained

1.(a) The project provides for assistance by a U.S. university in developing skills training opportunities for clients of Morocco's Ministry of Social Affairs, thereby extending their access to economy at the local level and insuring wider participation of the poor in the benefits of development on a sustained basis.

B.1.a.

basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

(b) The use of cooperatives by Ministry of Social Affairs clients will be encouraged. (c) the project will assist the Ministry of Social Affairs in developing the self-help efforts of its clients. (d) the great majority of Ministry of Social Affairs clients who will benefit under this project are women, (e) N/A.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: (include only applicable paragraph which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.)

(1) [103] for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, is full account taken of needs of small farmers;

(2) [104] for population planning under sec. 104(b) or health under sec. 104(c); if so, extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems and other modes of community research.

(3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

b.105. The project will strengthing the capability of the Ministry of Social Affairs to provide non-formal education opportunities in innovative skills training.

(4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:

(i) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

(ii) to help alleviate energy problems;

(iii) research into, and evaluation of, economic development processes and techniques;

(iv) reconstruction after natural or manmade disaster;

B.1.b.(4).

(v) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(vi) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

c. [107] Is appropriate effort placed on use of appropriate technology? **Yes**

d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)? **Yes**

e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to the Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"? **N/A**

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental and political processes essential to self-government. **f. The project's primary purpose is to increase the capacity of Morocco's untrained social service personnel to provide improved skills training required for effective participation in society.**

g. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase or productive capacities and self-sustaining economic growth? **g. Yes**

2. Development Assistance Project Criteria (Loans Only)

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, including reasonableness of repayment prospects. **N/A**

b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

B.

3. Project Criteria Solely for Economic Support Fund **N/A**

a. FAA Sec. 531(a). Will this assistance support promote economic or political stability? To the extent possible, does it reflect the policy directions of section 102?

b. FAA Sec. 533. Will assistance under this chapter be used for military, or paramilitary activities?

5C(3) - STANDARD ITEM CHECKLIST

Listed below are statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

These items are arranged under the general headings of (A) Procurement. (B) Construction. and (C) Other Restrictions.

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed?

1. Part of procurement will be made on basis of source list limited to U.S. academic institutions, as provided in project paper. Other procurement for project will permit equitable participation of U.S. small businesses.

2. FAA Sec. 604(a). Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him?

2. Yes

3. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the United States on commodities financed?

3. Yes

4. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity?

4. N/A

5. FAA Sec. 608(a). Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items?

5. Yes

6. FAA Sec. 603. (a) Compliance with requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates.

6. Contract will so provide

7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the

7. Yes

A.7.

facilities of other Federal agencies will be utilized, are they paritcularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?	7.	N/A
8. International Air Transport. Fair Competitive Practices Act, 1974. If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available?	8.	Contract will so provide
9. FY 79 App. Act Sec. 105. Does the contract for procurement contain a provision authorizing the termination of such contract for the convenience of the United States?	9.	Contract will so provide

B. Construction

1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest?	1.	N/A
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?	2.	N/A
3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the United States not exceed $100 million?	3.	N/A

C. Other Restrictions

1. FAA Sec. 122 (e). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?	1.	N/A
2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights?	2.	N/A
3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foriegn aid projects or activities of Communist-bloc countries, contrary to the best interests of the United States?	3.	Yes
4. FAA Sec. 636(i). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the United States, or guaranty of such transaction?	4.	Yes

C.

5. Will arrangements preclude use of financing:

a. FAA Sec. 104(f). To pay for performance of abortions or to motivate or coerce persons to practice abortions, to pay for performance of involuntary sterilization, or to coerce or provide financial incentive to any person to undergo sterilization?	a.	Yes
b. FAA Sec. 620(g). To compensate owners for expropriated nationalized property?	b.	Yes
c. FAA Sec. 660. To finance police training or other law enforcement assistance, except for narcotics programs?	c.	Yes
d. FAA Sec. 662. For CIA activities?	d.	Yes
e. FY 79 App. Act Sec. 104. To pay pensions, etc., for military personnel?	e.	Yes
f. FY 79 App. Act Sec. 106. To pay U.N. assessments?	f.	Yes
g. FY 79 App. Act Sec. 107. To carry out provisions of FAA sections 209(d) and 251(h)? (Transfer of FAA funds to multilateral organizations for lending.)	g.	Yes
h. FY 79 App. Act Sec. 112. To finance the export of nuclear equipment, fuel, or technology or to train foreign nations in nuclear fields?	h.	Yes
i. FY 79 App. Act Sec. 601. To be used for publicity on propaganda purposes within United States not authorized by the Congress?	i.	Yes

ANNEX III

USAID's support was requested (by the MASA) for the activity described below, as part of an announcement (by MASA). at an Interministerial Conference, September, 1978.

Institute of Social Welfare

The Ministry of Social Affairs plans to create an Institute of Social Welfare which will perform the following tasks:

1. Training of specialists in the field of social welfare for both the public and the private sectors through a two-year formal training including a practical training component.

2. Training of social welfare workers for both the public and private sectors through in-service training programs at various levels.

3. Short training courses, conferences, seminars, etc., aimed at studying social welfare problems, and attended by individuals involved in all fields of social welfare.

4. Conduct of social studies and surveys including social mapping and research programs, issuance of journals and publications, translation of social research works, and all other activities geared to developing social welfare in the Kingdom.

The Ministry of Social Affairs is requesting the cooperation of AID in this effort.

ANNEX IV

FINAL PROJECT AGREEMENT AND PROJECT AUTHORIZATION

ANNEX IV

AID PROJECT No. 608-0157

DATE: JUL 09 1980

PROJECT GRANT AGREEMENT

BETWEEN

THE GOVERNMENT OF THE KINGDOM OF MOROCCO

AND

THE GOVERNMENT OF THE UNITED STATES OF AMERICA

FOR

SOCIAL SERVICES TRAINING

PROJECT A.I.D. No. 608-0157

DATE: JUL 09 1980

ACCORD DE DON POUR UN PROJET

ENTRE

LE GOUVERNEMENT DU ROYAUME DU MAROC

ET

LE GOUVERNEMENT DES ETATS-UNIS D'AMERIQUE

POUR LA

FORMATION POUR LES SERVICES SOCIAUX

A.I.D. Project No. 608-0157

PROJECT GRANT AGREEMENT

Dated: JUL 09 1980

BETWEEN

The Government of the Kingdom of Morocco ("Grantee")

AND

The Government of the United States of America, acting through the Agency for International Development ("A.I.D."), hereinafter designated ("Parties").

ARTICLE 1: The Agreement

The purpose of this Agreement is to set out the understanding of the Parties with respect to the undertaking by the Grantee of the project described below, and with respect to the financing of the Project by the Parties.

ARTICLE 2: The Project

SECTION 2.1. Definition of Project. The Project, which is further described in Annex 1, consists of the provision of technical assistance, participant training and equipment and supplies, all with the view of strengthening the technical and administrative capability of the Government of Morocco's Ministry of Social Affairs and Handicraft (MASA) so that it can provide adequate job-oriented training and education for poor, young Moroccans. Annex 1, attached, amplifies the above definition of the Project. Within the limits of the above definition of the Project, elements of the description stated in Annex 1 may be changed by

PROJET A.I.D. No. 608-0157

ACCORD DE DON POUR LE PROJET

Daté du: JUL 09 1980

ENTRE

Le Gouvernement du Royaume du Maroc ("Bénéficiaire") d'une part

ET

Le Gouvernement des Etats-Unis d'Amérique, agissant par l'intermédiaire de l'Agence pour le Développement International ("A.I.D.") d'autre part ci-après désigné ("Parties").

Article I: L'Accord

L'objet du présent Accord est de décrire les dispositions qui seront prises par les Parties en vue de l'exécution par le Bénéficiaire du Projet décrit ci-dessous et aux fins de financement du Projet par les Parties.

ARTICLE 2: Le Projet

SECTION 2.1. Définition du Projet. Le Projet, qui est décrit plus en détail à l'Annexe 1, consistera à fournir une assistance technique, des bourses d'études, du matériel et des fournitures, aux fins de renforcer les possibilités techniques et administratives du Ministère chargé des Affaires Sociales et de l'Artisanat (MASA) du Gouvernement Marocain; et ce, afin qu'il puisse donner un enseignement et une formation professionnelle adéquate avec débouchés aux jeunes marocains des couches défavorisées. L'Annexe 1 ci-jointe élargit la définition ci-dessus du Projet. Dans les limites de cette définition, les éléments de la description élargie présentée à l'Annexe 1

written agreement of the authorized representatives of the Parties named in Section 8.2. without formal amendment of this Agreement.

SECTION 2.2. Incremental Nature of Project.

(a) A.I.D.'s contribution to the Project will be provided in increments, the initial one being made available in accordance with Section 3.1. of this Agreement. The first increment will be for $1,200,000 which will include an initial disbursement of $100,000, in accord with articles 3.1., 3.2., and 4.1. of this Agreement. Subsequent increments (which are expected to total $2,345,000) will be subject to availability of funds to A.I.D. for this purpose, and to the mutual agreement of the Parties, at the time of a subsequent increment, to proceed.

(b) Within the overall Project Assistance Completion Date stated in this Agreement, A.I.D., based upon consultation with the Grantee, may specify in Project Implementation Letters appropriate time periods for the utilization of funds granted by A.I.D. under an individual increment of assistance.

(c) The initial disbursement of not more than $100,000, as indicated herein, will be used to (1) provide funds for the Ministry of Social Affairs and Handicraft to engage the services of an architect for the purpose of modifying the plans for the Institute of Social Workers in Tangiers, (2) provide funds for the Ministry of Social Affairs and Handicraft (MASA) to obtain the services of a locally-hired contractor to undertake such modifications, and (3) to provide funds for USAID to engage the services of a short-term commodity specialist who will be responsible for equipping the Institute, as described in Annex 1, attached.

peuvent être modifiés par accord écrit des représentants agréés désignés à la Section 8.2., sans amendement officiel du présent Accord.

SECTION 2.2. Financement par tranches Successives au Projet.

(a) L'A.I.D. fournira sa contribution par tranches, la première ayant lieu conformément aux termes de la Section 3.1. du présent Accord. La première tranche sera de $1.200.000 qui inclura un déboursement initial de $100.000 conformément aux articles 3.1., 3.2., et 4.1. Les tranches suivantes (qui devraient atteindre $2.345.000 au total) se feront sous réserve que l'A.I.D. dispose de fonds à cet effet qu'il y ait au moment de chaque tranche successive, accord mutuel des Parties pour continuer.

(b) Dans les limites de la Date d'Achèvement de l'Assistance prévue pour l'ensemble du Projet, qui est précisée dans le présent Accord, l'A.I.D. pourra, après consultation avec le Bénéficiaire, spécifier dans des lettres d'Exécution du Projet les détails d'utilisation des fonds accordés par l'A.I.D. dans le cadre des tranches successives d'assistance.

(c) Le déboursement initial ne dépassant pas $100.000, comme il est indiqué ci-dessus, servira à (1) fournir les fonds au Ministère des Affaires Sociales et de l'Artisanat dans le but d'engager les services d'un architecte afin de modifier les plans de l'Institut des Travailleurs Sociaux, à Tanger, (2) fournir les fonds au Ministère des A-faires Sociales et de l'Artisanat (MASA) pour les services d'un contractant engagé localement aux fins d'entreprendre de telles modifications, et (3) fournir les fonds pour que l'USAID engage un spécialiste à court-terme en équipement dont la tâche serait d'équiper ledit Institut, en accord avec l'Annexe 1 ci-jointe.

ARTICLE 3: Financing

SECTION 3.1. The Grant. To assist the Grantee to meet the costs of carrying out the Project, A.I.D., pursuant to the Foreign Assistance Act of 1961, as amended, agrees to grant the Grantee under the terms of this Agreement not to exceed one million two hundred thousand United States (U.S.) Dollars ($1,200,000) ("Grant"). The Grant may be used to finance foreign exchange costs as defined in Section 6.1. and local currency costs, as defined in Section 6.2., of goods and services required for the Project.

SECTION 3.2. Grantee Resources for the Project:

(a) The Grantee agrees to provide or cause to be provided for the Project all funds, in addition to the Grant, and all other resources required to carry out the Project effectively and in a timely manner.

(b) The resources provided by the Grantee for the Project will not be less than the equivalent of two million four hundred thousand U.S. Dollars ($2,400,000), including costs borne on an "in kind" basis.

SECTION 3.3. Project Assistance Completion Date.

(a) The "Project Assistance Completion Date" (PACD) which is October 31, 1984, or such other date as the Parties may agree to in writing, is the date by which the Parties estimate that all services financed under the Grant will have been performed and all goods financed under the Grant will have been furnished for the project as contemplated in this Agreement.

(b) Except as A.I.D. may otherwise agree

ARTICLE 3: Financement

SECTION 3.1. Le Don. Pour aider le Bénéficiaire à financer les coûts d'exécution du Projet, l'A.I.D., conformément à la Loi de 1961 relative à l'aide aux nations étrangères et à ses amendements, accepte d'accorder au Bénéficiaire, aux termes du présent Accord, un don d'un montant qui ne dépassera pas un million deux cent mille dollars des Etats-Unis ($1.200.000) ("Don"). Le Don pourra être utilisé pour financer les coûts en devises conformément à la définition qui en est donnée à la Section 6.1., et les coûts en monnaie locale, conformément à la définition qui en est donnée à la Section 6.2. des biens et services requis pour le Projet.

SECTION 3.2. Ressources apportées par le Bénéficiaire pour l'exécution du Projet:

(a) Le Bénéficiaire accepte de fournir ou de faire fournir pour l'exécution du Projet, tous les fonds, outre le Don, et toutes autres ressources requises, pour exécuter efficacement et en temps utile le Projet.

(b) Les ressources apportées par le Bénéficiaire au Projet ne devront pas être inférieures à l'équivalent de deux millions quatre cent mille dollars des Etats-Unis ($2.400.000), y compris les coûts supportés "en nature".

SECTION 3.3. Date d'Achèvement de l'Assistance pour le Projet.

(a) La Date d'Achèvement d'Assistance pour le Projet (DAAP) qui sera le 31 Octobre 1984, ou toute autre date dont les Parties peuvent convenir par écrit, est la date à laquelle les Parties estiment que tous les services financés au titre du Don auront été rendus et que tous les biens financés au titre du Don auront été fournis pour l'exécution du Projet, tel que prévu au Présent Accord.

(b) A moins que l'A.I.D. n'en convienne

in writing, A.I.D. will not issue or approve documentation which would authorize disbursement of the Grant for services performed subsequent to the PACD or for goods furnished for the Project, as contemplated in this Agreement, subsequent to the PACD.

(c) Requests for disbursement accompanied by necessary supporting documentation prescribed in Project Implementation Letters are to be received by A.I.D. or any bank described in Section 7.1. no later than nine (9) months following the PACD, or such other period as A.I.D. agrees to in writing. After such period, A.I.D., giving notice in writing to the Grantee, may at any time or times reduce the amount of the Grant by all or any part thereof for which requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters, were not received before the expiration of said period.

ARTICLE 4: Conditions Précedent to Disbursement

SECTION 4.1. First Disbursement. Prior to the initial disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D. a statement of the name of the person holding or acting in the office of the Grantee specified in Section 8.2. and of any additional representatives, together with a specimen signature of each person specified in such statement. This initial disbursement will not exceed $100,000, as described in Article 2.2. (c).

autrement par écrit, elle n'émettra ni n'approuvera les documents qui autoriseraient le déboursement du Don pour des services rendus après la DAAP ou pour des biens fournis en vue du Projet, conformément au Présent Accord, après cette date.

(c) Les demandes de déboursement, accompagnées des pièces justificatives nécessaires qu'indiqueront les Lettres d'Exécution du Projet, devront parvenir à l'A.I.D. ou toute banque mentionnée à la Section 7.1. au plus tard neuf (9) mois après la DAAP ou toute autre période dont l'A.I.D. conviendra par écrit. Passé ce délai, l'A.I.D., après notification écrite au Bénéficiaire, pourra à tout moment réduire le montant du Don, en totalité ou en partie, dans la mesure où les demandes de déboursement accompagnées des pièces justificatives nécessaires indiquées dans les Lettres d'Exécution du Projet, n'auront pas été reçues avant l'expiration dudit délai.

ARTICLE 4: Conditions Préalables au Déboursement

SECTION 4.1. Premier Déboursement. Avant le premier déboursement effectué au titre du Don ou avant l'émission par l'A.I.D., des documents en vertu desquels le déboursement sera fait, le Bénéficiaire, à moins que les Parties n'en décident autrement par écrit, fournira à l'A.I.D., sous une forme et dans un fond établis à la satisfaction de cette dernière, une communication citant le nom des personnes représentant le Bénéficiaire ou agissant en son nom, comme l'indique la Section 8.2., et de tout autre représentant, ainsi qu'une signature spécimen de chaque personne dont le nom figure dans ladite communication. Ce premier déboursement ne dépassera pas $100.000 selon l'Article 2.2. (c).

SECTION 4.2. Disbursement for the Institute. Prior to any disbursement under the Grant (except for the initial disbursement of up to $100,000 noted above), or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, for supplies or equipment for the Social Services Training Institute at Tangier ("Institute"), the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

(a) Architect-prepared plans and specifications for the modification of the Institute as approved by MASA.

(b) Assurance that a contract has been signed by MASA and a local contractor which obligates the contractor to carry out the agreed modifications to the Institute on a timely basis.

SECTION 4.3. Disbursement for Long-Term Technical Services. Prior to any disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, for long-term technical services for the Institute, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

(a) A contract signed by a U.S. contractor and MASA for the provision of such technical services.

(b) Assurance that MASA is making available adequate logistic support staff for the operation of the Institute, including a director and counterparts to work with the U.S. technicians.

SECTION 4.2. Déboursement concernant l'Institut. Avant tour déboursement effectué au titre du Don (excepté le déboursement initial de $100.000), ou avant l'émission par l'A.I.D. des documents en vertu desquels le déboursement sera fait, pour les fournitures ou l'équipement de l'Institut de Formation des Travailleurs Sociaux de Tanger ("Institut"), le Bénéficiaire, à moins que les Parties n'en décident autrement par écrit, fournira à l'A.I.D., sous une forme et dans un fond établis à la satisfaction de cette dernières:

(a) Des plans établis par un architecte et des spécifications pour la modification de l'Institut qui ont été approuvés par le MASA.

(b) L'assurance qu'un contrat a été signé entre le MASA et un entrepreneur local obligeant ce dernier à exécuter les modifications relatives à l'Institut sur lesquelles on se sera mis d'accord en temps utile.

SECTION 4.3. Déboursement pour les Services Techniques à Long Terme. Avant tout déboursement effectué au titre du Don, ou avant l'émission par l'A.I.D. des documents en vertu desquels le déboursement sera fait, pour les services techniques à long terme concernant l'Institut, le Bénéficiaire, à moins que les Parties n'en décident autrement par écrit, fournira à l'A.I.D. sous une forme et dans un fond établis à la satisfaction de cette dernière:

(a) Un contrat signé par un entrepreneur américain et le MASA pour la fourniture de ces services techniques.

(b) L'assurance que le MASA met à la disposition des intéressés un soutien logistique adéquat sous forme de personnel destiné au fonctionnement de l'Institut, y compris un Directeur et des homologues qui coopèreront avec les techniciens américains.

(c) Assurance that MASA is prepared to devote sufficient budgetary support to the Institute to assure its continued operation and maintenance.

SECTION 4.4. Equipment for Pilot Centers. Except as the Parties may otherwise agree in writing, before equipment is ordered for each pilot center where innovative vocational skills training will be offered, the following conditions must be satisfied for that particular center:

(a) The site for the center has been selected by MASA and is acceptable to A.I.D.

(b) MASA has reviewed and approved plans for installation (if necessary) of such equipment in the center.

SECTION 4.5. Notification. When A.I.D. has determined that the conditions precedent specified in Sections 4.1., 4.2., 4.3. and 4.4. have been met, it will promptly notify the Grantee.

SECTION 4.6. Terminal Dates for Conditions Precedent:

(a) If all of the conditions precedent specified in Section 4.1. have not been met within 30 days from the date of this Agreement, or such later date as A.I.D. may agree to in writing, A.I.D., at its option may terminate this Agreement by written notice to the Grantee.

(b) If all of the conditions specified in Section 4.2. have not been met within 90 days from the date of this Agreement, or such later date as A.I.D. may agree to in writing, A.I.D., at its option, may cancel the then undisbursed balance of the Grant, to the extent not irrevocably committed to third parties, and may terminate this Agreement by written notice to the Grantee.

(c) L'engagement du MASA a allouer suffisamment de fonds pour le fonctionnement continu de l'Institut et son entretien.

SECTION 4.4. Equipement pour les Centres Pilotes. A moins que les Parties n'en conviennent autrement par écrit, avant de commander l'équipement destiné à chaque centre où de nouveaux cours de formation professionnelle seront offerts, chaque centre devra satisfaire aux conditions suivantes:

(a) Le site pour le centre aura été choisi par le MASA et sera acceptable par l'A.I.D.

(b) Le MASA aura examiné et approuvé les plans faits pour l'installation (si nécessaire) dudit équipement au centre.

SECTION 4.5. Notification. Lorsque l'A.I.D. aura établi que les conditions mentionnées aux Sections 4.1., 4.2., 4.3. et 4.4. ont été remplies, elle le notifiera rapidement au Bénéficiaire.

SECTION 4.6. Dates Limites d'Accomplissement des Conditions Préalables:

(a) Si toutes les conditions préalables stipulées à la Section 4.1. n'ont pas été remplies dans les 30 jours qui suivent la date de signature du présent Accord, ou à une date ultérieure dont l'A.I.D. peut convenir par écrit, l'A.I.D. aura la faculté de mettre fin au Présent Accord par avis écrit envoyé au Bénéficiaire.

(b) Si toutes les conditions mentionnées à la Section 4.2. n'ont pas été remplies dans les 90 jours suivant la date de signature du Présent Accord, ou à une date ultérieure dont l'A.I.D. peut convenir par écrit, l'A.I.D. aura la faculté d'annuler le montant du Don qui n'aura pas été déboursé à ce moment-là, dans la mesure où il ne sera pas irrévocablement engagé par des tiers, et pourra résilier le présent Accord sur avis envoyé par écrit au Bénéficiaire.

ARTICLE 5: Special Covenants

SECTION 5.1. Project Evaluation. The Parties agree to establish an evaluation program as part of the Project. Except as the Parties otherwise agree in writing, the program will include, during the implementation of the Project and at periodic points thereafter: (a) evaluation of progress toward attainment of the objectives of the project; (b) identification and evaluation of problem areas or constraints which may inhibit such attainment; (c) recommendations as to how such problems or constraints should be addressed; and (d) evaluation, to the degree feasible, of the overall development impact of the Project.

SECTION 5.2. Continuation of Activities. The Grantee agrees to provide sufficient budgetary and staff support for the Institute and the skills training centers in order to assure their continued operation and maintenance after the termination of A.I.D. assistance for the Project.

ARTICLE 6: Procurement Source

SECTION 6.1. Foreign Exchange Costs. Disbursements pursuant to Section 7.1. will be used exclusively to finance the costs of goods and services required for the Project having their source and origin in the United States (Code 000 of the A.I.D. Geographic Code Book as in effect at the time orders are placed or contracts entered into for such goods or services) ("Foreign Exchange Costs"), except as A.I.D. may otherwise agree in writing, and except as provided in the Project Grant Standard Provisions Annex, Section C.1.(b) with respect to marine insurance. Ocean transportation costs will be financed under the Grant only on vessels under flag registry of the United States or Morocco, except as A.I.D. may otherwise

ARTICLE 5: Conventions Spéciales

SECTION 5.1. Evaluation du Projet. Les Parties conviennent d'établir un programme d'évaluation qui fera partie du Projet. A moins que les Parties n'en conviennent autrement par écrit, le programme comprendra durant l'exécution du Projet et à certaines dates périodiquement par la suite: (a) une évaluation des progrès réalisés en vue d'atteindre les objectifs du Projet; (b) l'identification et l'évaluation des terrains favorables aux problèmes ou des contraintes pouvant empêcher d'atteindre ces objectifs; (c) des recommandations sur la manière de traiter ces problèmes et ces contraintes; et (d) dans la mesure du possible, une évaluation de l'incidence du Projet sur le développement d'ensemble.

SECTION 5.2. Poursuite des Activités. Le Bénéficiaire convient de fournir un appui suffisant à l'Institut, et aux Centres de Formation Professionnelle sous forme de personnel et de fonds, pour que, une fois le Projet de l'A.I.D. achevé, ils puissent continuer à fonctionner et à être entretenus.

ARTICLE 6: Source d'Approvisionnements

SECTION 6.1. Coûts en Devises. Les déboursements effectués au titre de la Section 7.1. seront uniquement utilisés pour financer les coûts des biens et services requis pour l'exécution du Projet et ayant leur source et origine aux Etats-Unis (Code 000 du Code Géographique de l'A.I.D. tel qu'il est en vigueur à l'époque où les commandes sont placées et les marchés passés pour ces biens et services) ("Coûts en devises"), à moins que l'A.I.D. n'en convienne autrement par écrit et, en ce qui concerne l'assurance maritime, sous réserve des dispositions prévues à la Section C.1.(b) de l'Annexe sur les Dispositions Types du Don pour le Projet. Les coûts de transport maritime seront financés dans le cadre du Don seulement si les navires battent pavillon des Etats-Unis ou du

agree in writing. If A.I.D. determines either that there are no vessels under flag registry of Morocco generally available for ocean transportation or that Morocco has no access to U.S. flag service, A.I.D. in a Project Implementation Letter may agree to finance under the Grant ocean transportation costs on vessels under flag registry of any country included in A.I.D. Geographic Code Book 941.

SECTION 6.2. Local Currency Costs. Disbursements pursuant to Section 7.2. will be used exclusively to finance the costs of goods and services required for the Project having their source and, except as A.I.D. may otherwise agree in writing, their origin in Morocco ("Local Currency Costs").

ARTICLE 7: Disbursement

SECTION 7.1. Disbursement for Foreign Exchange Costs.

(a) After satisfaction of conditions precedent, the Grantee may obtain disbursement of funds under the Grant for the Foreign Exchange Costs of goods or services required for the Project in accordance with the terms of this Agreement, by such of the following methods as may be mutually agreed upon:

1. By submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters, (a) requests for reimbursement for such goods or services or (b) requests for A.I.D. to procure commodities or services in Grantee's behalf for the Project; or

2. by requesting A.I.D. to issue Letters of Commitment for specified amounts (a) to one or more U.S. banks, satisfactory

Maroc, à moins que l'A.I.D. n'en convienne autrement par écrit. Si l'A.I.D. détermine que des navires battant pavillon du Maroc ne sont généralement pas disponibles pour le transport maritime, ou que le Maroc n'a pas accès aux navires battant pavillon des Etats-Unis, l'A.I.D. peut, dans une Lettre d'Exécution du Projet, donner son accord pour financer au titre du Don les coûts de transport maritime sur des navires battant pavillon d'un des pays inclus dans le Code Géographique 941 de l'A.I.D.

SECTION 6.2. Coûts en Monnaie Locale. Les déboursements effectués aux termes de la Section 7.2. seront utilisés exclusivement dans le but de financer les coûts de biens et services requis pour le Projet et ayant leur source et, à moins que l'A.I.D. n'en convienne autrement par écrit, leur origine au Maroc ("Coûts en Monnaie Locale").

ARTICLE 7: Déboursement

SECTION 7.1. Déboursement des Coûts en Devises.

(a) Après avoir rempli les conditions préalables, le Bénéficiaire pourra obtenir les déboursements de fonds au titre du Don pour le financement des coûts en devises des biens et services nécessaires à l'exécution du Projet et ce, conformément aux termes du Présent Accord, par l'une des méthodes ci-après, qui seront convenues d'un commun accord:

1. en soumettant à l'A.I.D., accompagnées des pièces justificatives stipulées dans les Lettres d'Exécution du Projet, (a) des demandes de remboursement des coûts de ces biens et services, ou (b) des demandes d'achat par l'A.I.D. pour le compte du Bénéficiaire, de biens ou de services destinés à l'exécution du Projet;

2. en demandant à l'A.I.D. d'émettre des lettres d'engagement pour des montants donnés (a) à une ou plusieurs banques des

to A.I.D. committing A.I.D. to reimburse such bank or banks for payments made by otherwise, for such goods or services, or (b) directly to one or more contractors or suppliers, committing A.I.D. to pay such contractors or suppliers for such goods or services.

(b) Banking charges incurred by Grantee in connection with Letters of Commitment and Letters of Credit will be financed under the Grant unless Grantee instructs A.I.D. to the contrary. Such other charges as the Parties may agree to may also be financed under the Grant.

SECTION 7.2. Disbursement for Local Currency Costs.

(a) After satisfaction of conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Local Currency Costs required for the Project in accordance with the terms of this Agreement, by submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters, requests to finance such costs.

(b) The local currency needed for such disbursement may be obtained by A.I.D. by purchase or from local currency already owned by the U.S. Government. The U.S. dollar equivalent of the local currency made available hereunder will be the amount of U.S. dollars required by A.I.D. to obtain the local currency.

SECTION 7.3. Other Forms of Disbursement. Disbursements of the Grant may also be made through such other means as the Parties may agree to in writing.

Etats-Unis, acceptables par l'A.I.D., engageant l'A.I.D. à rembourser à cette ou ces banques les paiements qu'elle aura ou qu'elles auront effectués à des entrepreneurs ou fournisseurs dans le cadre de lettres de crédit ou par tout autre moyen, pour l'achat de ces biens et services, ou (b) directement à un ou plusieurs entrepreneurs ou fournisseurs, engageant l'A.I.D. à payer à ces entrepreneurs ou fournisseurs le coût desdits biens ou services.

(b) Les frais bancaires encourus par le Bénéficiaire au titre des Lettres d'engagement et des Lettres de crédit seront financés sur titre du Don, à moins que le Bénéficiaire n'avise l'A.I.D. du contraire. Tous autres frais, dont les Parties peuvent convenir, peuvent être également financés dans le cadre du Don.

SECTION 7.2. Déboursement destiné au Financement des Coûts en Monnaie Locale

(a) Après avoir rempli les conditions préalables, le Bénéficiaire pourra obtenir des déboursements de fonds au titre du Don pour acquitter les coûts en monnaie locale requis pour l'exécution du Projet, conformément aux termes du Présent Accord, en soumettant à l'A.I.D. des demandes de paiement accompagnées des pièces justificatives stipulées dans les Lettres d'Exécution du Projet.

(b) Pour les déboursements en monnaie locale, l'A.I.D. pourra utiliser les fonds en monnaie locale que possèderait déjà le Gouvernement des Etats-Unis. L'équivalent en dollars U.S. des sommes déboursées en monnaie locale au titre du Présent Accord sera le montant en dollars U.S. qu'aura dû fournir l'A.I.D. pour se procurer la monnaie locale.

SECTION 7.3. Autres Formes de Déboursement. Les déboursements du Don pourront également s'effectuer par d'autres moyens dont les Parties pourront convenir par écrit.

SECTION 7.4. Rate of Exchange. Except as may be specifically provided under Section 7.2., if funds provided under the Grant are introduced into Morocco by A.I.D. or any public or private agency for purposes of carrying out obligations of A.I.D. hereunder, the Grantee will make such arrangements as may be necessary so that such funds may be converted into currency of Morocco at the highest rate of exchange which, at the time the conversion is made, is not unlawful in Morocco.

ARTICLE 8: Miscellaneous

SECTION 8.1. Communications. Any notice, request, document or other communication submitted by either Party to the other under this Agreement will be in writing or by telegram or cable, and will be deemed duly given or sent when delivered to such party at the following address:

To the Grantee:

Ministry of Social Affairs and Handicraft
19 Avenue de Marrakech
Rabat, Morocco

To A.I.D.:

United States A.I.D. Mission to Morocco
137 Avenue Allal Ben Abdallah
Rabat, Morocco

Alternate address for cables: Director, USAID AmEmbassy Rabat

All such communications will be in English or French. Other addresses may be substituted for the above upon the giving of notice.

SECTION 7.4. Taux de Change. A moins qu'il n'en soit spécifié autrement à la Section 7.2., si des fonds doivent, au titre du Don, être importés au Maroc par l'A.I.D. ou quelque organisme public ou privé, dans le but de remplir les obligations de l'A.I.D. aux termes du Présent Accord, le Bénéficiaire prendra les mesures qu'il faudra pour que ces fonds soient convertis en monnaie locale au plus haut taux de change légal au Maroc au moment où la conversion est effectuée.

ARTICLE 8: Divers

SECTION 8.1. Communication. Tous avis, demandes, documents ou autres communications envoyés par l'une des Parties à l'autre au titre de cet Accord seront présentés par écrit, télégramme ou cable, et seront considérés comme remis ou envoyés lorsqu'ils parviendront à la partie intéressée à l'adresse ci-après:

Au Bénéficiaire:

Ministère des Affaires Sociales et de l'Artisanat
19 Avenue de Marrakech
Rabat, Maroc

A l'A.I.D.:

Etats-Unis, Mission Américaine A.I.D. au Maroc
137 Avenue Allal Ben Abdallah
Rabat, Maroc

Adresse télégraphique: Directeur, USAID Ambassade USA Rabat

Lesdites communications seront soit en anglais soit en français. D'autres adresses pourront remplacer celles sus-indiquées sur avis de la partie intéressée.

SECTION 8.2. Representatives. For all purposes relevant to this Agreement, the Grantee will be represented by the individual holding or acting in the office of the Minister of Social Affairs and Handicraft
and A.I.D. will be represented by the individual holding or acting in the Office of the Director, USAID/Morocco, each of whom, by written notice, may designate additional representatives for all purposes other than exercising the power under Section 2.1 to revise elements of the detailed description in Annex 1. The names of the representatives of the Grantee with specimen signatures, will be provided to A.I.D., which may accept as duly authorized any instrument signed by such representatives in implementation of this Agreement, until receipt of written notice of revocation of their authority.

SECTION 8.3. Standard Provisions Annex. A "Grant Standard Provisions Annex" (Annex 2) is attached to and forms part of this Agreement.

SECTION 8.4. Language of Agreement. This Agreement is prepared in English and French. In the event of ambiguity or conflict between the two versions, the English language version will control.

IN WITNESS WHEREOF, The Government of the Kingdom of Morocco and the Government of the United States of America, each acting through its duly authorized representative, have caused this Agreement to be signed in their names and delivered as of the day and year first above written.

GOUVERNEMENT DU ROYAUME DU MAROC

PAR: S.E. Abdallah Gharnit

TITRE: Ministre des Affaires Sociales

PAR: Ahmed Essaghir

TITRE: Chef du Service Equipement
Ministère des Finances

SECTION 8.2. Représentation. A toutes fins utiles au Présent Accord, le Bénéficiaire sera représenté par la personne occupant le poste de, ou agissant au nom du Ministre des Affaires Sociales et de l'Artisanat

et l'A.I.D. sera représentée par la personne occupant le poste de, ou agissant pour le compte du Directeur de Mission, chacun d'eux pouvant par avis écrit désigner d'autres représentants à toutes fins autres que celles d'exercer le pouvoir au titre de la Section 2.1. de réviser les éléments de la description élargie contenue à l'Annexe 1. Les noms des représentants du Bénéficiaire accompagnés du spécimen de leur signature seront communiqués à l'A.I.D. qui pourra accepter comme dûment agréé tout instrument signé par ces représentants, en application du Présent Accord, jusqu'à réception d'un avis écrit de révocation de leur pouvoir.

SECTION 8.3. Annexe Relative aux Dispositions Types. Une "Annexe relative aux Dispositions Types régissant les Dons pour Projet" (Annexe 2) est jointe au Présent Accord et en fait partie intégrante.

SECTION 8.4. Libellé de l'Accord. Le Présent Accord est rédigé à la fois en anglais et en français. En cas d'ambiguité ou de conflit entre les deux versions, la version anglaise prévaudra.

EN FOI DE QUOI, le Gouvernement du Royaume du Maroc et le Gouvernement des Etats-Unis d'Amérique, agissant par l'intermédiaire des personnes dûment habilitées à les représenter ont fait signer le Présent Accord en leur nom et l'on fait remettre à la date mentionnée en premier ci-dessus.

GOUVERNEMENT DES ETATS-UNIS D'AMERIQUE

PAR: Angier Biddle Duke

TITRE: Ambassadeur

JUL 0 9 1980

ANNEX I TO PROJECT AGREEMENT

DESCRIPTION OF THE PROJECT

I. OVERVIEW

The purpose of the Project is to improve the quality and range of skill training opportunities for low income, Moroccan youth and thereby increase their employability. This will be accomplished through the three activities described below.

1. Improve the administrative and management capability of the Ministry of Social Affairs and Handicraft (MASA). A Social Services Training Institute will be established in Tangier to train new and existing mid-level MASA personnel to administer and manage social action and non-formal education programs.

2. Up-grade and extend skill training capabilities of MASA instructors (called moniteurs (males)/monitrices (females) in social action, non-formal education and skill training programs: this will be accomplished primarily through in-service training activities at the Tangier Institute.

3. Establish pilot skill training centers. These will offer two-year courses of instruction for (largely) poor teenage girls in non-traditional skills.

The Project should have a major impact on both the quality of non-formal education and employment opportunities for large numbers of poor Moroccan youth who, for various reasons, remain outside the formal education system. MASA should develop a professional training and management system affecting all levels of its 6,000 member cadre.

ANNEXE 1 A L'ACCORD DE PROJET

DESCRIPTION DU PROJET

I. VUE D'ENSEMBLE

L'objet du projet est d'augmenter les possibilités de formation professionnelles dans des spécialités diverses, pour les jeunes Marocains issus des couches défavorisées, et par là-même d'augmenter leur chance d'accès à l'emploi. Ceci sera réalisé grâce aux trois actions décrites ci-dessous.

1. Améliorer les possibilités en cadres du Ministère des Affaires Sociales et de l'Artisanat (MASA). Un Institut de Formation des Travailleurs Sociaux sera établi à Tanger pour former des cadres moyens (futurs et actuels). On leur enseignera comment administrer et gérer une action sociale ou des programmes d'éducation extra-scolaire.

2. Perfectionner et étendre la qualification en matière de formation professionnelle des moniteurs et monitrices du MASA dans le domaine de l'action sociale, dans le cadre de programmes de formation professionnelle et d'éducation extra-scolaire: ceci sera accompli principalement par des activités de recyclage à l'Institut de Tanger.

3. Créer des centres de formation professionnelle pilotes. Ceux-ci offriront essentiellement à des jeunes filles, issues en grande partie des couches défavorisées, une formation en deux ans, dans de nouvelles spécialités.

Le Projet devrait avoir une influence primordiale à la fois sur la qualité de cette éducation extra-scolaire et sur les possibilités d'emploi d'un grand nombre de jeunes Marocains qui, pour des raisons diverses, restent à l'écart du système éducatif scolaire. Le MASA devrait instaurer un système de formation professionnelle et de gestion touchant l'ensemble de ses 6.000 employés, à tous les niveaux.

The Project (a) should help develop staff for MASA and (b) provide new work opportunities for MASA clients by:

1) provision of basic non-formal education and in-service training, or recyclage, for the lowest level staff, the MASA monitors who are charged with developing work and life skills for MASA clients;

2) provision of in-service training for mid-level MASA personnel, to enable them to supervise and improve the skills development fostered by MASA monitors, plus provision of professional social services staff training for MASA executives and similar professionals;

3) establishment of five skills training centers to teach selected new skills to groups of young, principally female, monitors.

4) provision of equipment and staff for the Institute;

5) technical assistance for an Evaluation Unit within MASA's Social Action Division.

Le Projet devrait (a) aider à perfectionner le personnel du MASA et (b) fournir de nouvelles possibilités d'emploi à ceux placés sous le patronage du MASA, ceci par les moyens suivants:

1) education extra-scolaire et recyclage pour les employés des 1ers niveaux, les moniteurs du MASA qui sont chargés de concevoir des modes de vie et de travail pour ceux dont s'occupe le MASA.

2) recyclage des cadres moyens, pour leur permettre de contrôler et de perfectionner les méthodes appliquées par les moniteurs du MASA; et formation de spécialistes des services sociaux pour les cadres supérieurs du MASA et spécialistes assimilés.

3) création de cinq centres de formation professionnelle pour enseigner une sélection de spécialités nouvelles à des groupes de jeunes moniteurs et principalement de monitrices.

4) fourniture d'équipement et de personnel pour l'Institut.

5) assistance technique au bénéfice d'une cellule d'Evaluation au sein de la Direction de l'Action Sociale du MASA.

II. SOCIAL SERVICES TRAINING INSTITUTE

A. Phase I of Institute Development

The first phase of the Project provides for equipment purchase and installation in the existing Institute building in Tangier. The building will be outfitted to accommodate up to 176 live-in students, including a refectory (cafeteria) and living quarters. Minor modifications of the building will provide sufficient space, simultaneously, for long-term students, for mid-level staff to

II. INSTITUT DE FORMATION DES TRAVAILLEURS SOCIAUX

A. Phase I de Création de l'Institut

La première phase du Projet consiste en l'achat et à l'installation de l'équipement dans le bâtiment actuel de l'Institut à Tanger. Le bâtiment sera aménagé pour accueillir jusqu'à 176 étudiants internes, avec un réfectoire et des logements. Après certaines petites modifications du bâtiment il y aura suffisamment de place pour abriter, de façon simultanée, des étudiants en formation, des cadres moyens en stage de formation d'un mois

attend month-long in-service training and for male and female monitors to attend month-long recyclage courses.

During the same phase, curricula for the first (short-term) courses will be planned in detail and required teaching materials obtained. The courses will continue throughout the life of the Project.

Concurrently, curricula experts will develop a preliminary outline for a two-year professional course in social work. To expedite this first phase AID will employ short-term consultants. MASA will contract for the services of a local architect to modify plans and specifications for the Institute building so as to provide for installation of the dormitory and refectory equipment. MASA will hire a local contractor to install the equipment. During this phase, Moroccans will continue training aborad as social service professionals including special training in evaluation methodology.

Lastly, during this phase, an evaluation plan will be developed for monitoring the project and for revising its components as appropriate. Technical assistance will be provided to newly-appointed MASA Social Action Division staff to develop a planned Evaluation Unit within that Division.

B. Phase II of Institute Development

The second phase of the Project will initiate long-term training at the Institute, using contract staff, initially, both to plan two year curricula and to teach courses. The two year courses at the Institute thus will prepare students to be future social service

et des moniteurs (hommes et femmes) en recyclage pendant un mois.

Durant cette même phase, on établira le Programme des premiers cours (de courte durée) et l'on se procurera le matériel pédagogique nécessaire. Ces mêmes cours se poursuivront pendant toute la durée du projet.

D'autre part, des experts élaboreront un schéma préliminaire pour un enseignement professionnel en science sociale, de deux ans. Pour mener à bien cette première phase, l'A.I.D. emploiera des consultants en mission de courte durée. Le MASA passera également contrat pour engager un architecte local qui modifiera les plans et certains caractères spécifiques du bâtiment de l'Institut de façon à pouvoir y aménager un internat comprenant le dortoir et le réfectoire. Le MASA contactera un entrepreneur local chargé d'exécuter les modifications nécessaires et l'installation de l'équipement. Pendant cette phase, des Marocains poursuivront, à l'étranger, leur formation de spécialistes de l'action sociale qui comprend une formation spéciale en méthodologie de l'évaluation.

Enfin, pendant cette phase-là, on établira un plan d'évaluation pour suivre le projet et pour revoir certaines de ses composantes, si nécessaire. On fournira une assistance technique au nouveau personnel de la Direction de l'Action Sociale pour créer un Service d'Evaluation au sein de cette Direction.

B. Phase II de Création de l'Institut

La seconde phase du Projet verra, à l'Institut, la création d'une formation longue durée par du personnel sous contrat qui aura pour tâche, au départ, de planifier les programmes des deux années et d'enseigner. Ces cours de deux ans à l'Institut permettront la formation des futurs administrateurs et

administrators and managers, both for MASA and other ministries.

During this phase U.S. technical advisors will teach the short-term courses (whose curricula was planned earlier), and at the same time will work with MASA staff to plan the curricula and order materials for the two-year professional course.

This phase of the project also is tied directly to low-level recyclage and vocational skills training for monitrices, especially through action-oriented "internships" of Institute students during the second year of the training. At the end of each semester, Institute staff will work with the MASA Evaluation Unit to revise and improve overall course content and methodology.

The MASA Evaluation Unit will collect data, using a tracing system to follow students, and will determine recommended changes, in curricula or training design, while the project is still in early enough stages to be modified without drastically up-setting procedures. Such data collection and analysis will help form a nucleus for developmental research and documentation capability within MASA.

The curricula offered at the Institute will be of three types: (a) in-service (recyclage) training for monitors, (b) short-term mid-level training for provincial and regional-level personnel, and (c) social service training at the professional level.

gestionnaires des services sociaux à la fois pour le MASA et d'autres ministères.

Pendant cette même phase, des conseillers techniques américains dispenseront les cours destinés aux stagiaires de courte durée (cours dont les programmes auront été planifiés auparavant). Ils travailleront en même temps, avec le personnel du MASA à établir les programmes et à commander le matériel relatif aux cours professionnels de deux années, dont ils assureront également l'enseignement.

Cette phase du projet est également directement liée à un recyclage élémentaire et à une formation professionnelle des monitrices, en particulier par un système de stages pratiques des étudiants de l'Institut, pendant la deuxième année d'étude. A la fin de chaque sémestre, le personnel de l'Institut travaillera avec le service d'Evaluation du MASA pour revoir et perfectionner le contenu de l'enseignement dans son ensemble, ainsi que sa méthodologie.

Le Service d'Evaluation du MASA en suivant les étudiants recueillera les renseignements sur leur évolution et déterminera les changements appropriés, concernant le contenu des programmes ou le mode de formation; alors même que le projet en est encore à un stade où l'on peut le modifier sans véritablement le bouleverser. Cet ensemble de renseignements et ce genre d'analyse aideront à constituer une base de recherche en matière de développement, et de documentation au sein du MASA.

L'Institut propose trois types de stages: (a) recyclage pour les moniteurs; (b) formation de courte durée, de niveau moyen pour le personnel provincial et régional, et (c) formation des travailleurs sociaux.

III. EDUCATION AND WORK CENTERS (CET)

This major component of the Project extends over a three-year period and should provide innovative training to lower level MASA personnel through several programs. These include:

1. Participation training for mid-level MASA staff, to study job counselling programs;

2. Vocational training at 5 pilot centers for female (and possibly some male) monitors to learn to teach new, non-traditional skills.

A. Participant Training

Participant training under the Project include sending 5 mid-level MASA personnel to the U.S. (or a third country) for up to one (1) year training in job counselling. On their return they will serve, as appropriate:

a) to act as general counsellors for provincial level directors;

b) to be assigned to specific provinces as appropriate;

c) to develop and coordinate Ministry plans for job counselling.

B. Vocational Skills Training in 5 Pilot Centers

This, the provision of training of trainers in innovative skills, is one of the most progressive elements in this project. Five teaching units for specific skills will be planned. The skills indicated will be selected, curriculum designed and equipment ordered and installed for the 5 training centers. The sites are

III. CENTRES D'EDUCATION ET DE TRAVAIL (CET)

Cette partie importante du Projet s'étend sur une période de trois ans et devrait aboutir à une innovation dans la formation du personnel des premiers niveaux du MASA, et ceci grâce à plusieurs formules, telles que:

1. Formation à l'étranger de cadres moyens (boursiers) du MASA qui étudieront les techniques d'orientation professionnelle;

2. Formation professionnelle dans 5 centres pilotes pour les monitrices (et peut-être quelques moniteurs); elles apprendront à enseigner de nouvelles matières non-traditionnelles.

A. Formation de Cadres Moyens (boursiers) du MASA

Dans le cadre du Projet, cette formation consistera à envoyer 5 cadres moyens du MASA aux U.S.A. (ou dans un autre pays) pour un stage d'orientation professionnelle, pouvant durer jusqu'à un an. A leur retour ils seront chargés:

a) du rôle de conseillers des Directeurs Provinciaux;

b) de responsabilités diverses dans certaines provinces selon les nécessités;

c) d'établir et de coordonner les programmes du Ministère en matière d'orientation professionnelle.

B. Formation Professionnelle des Monitrices dans 5 Centres Pilotes

La formation des monitrices dans des spécialités nouvelles est un des éléments originaux de ce projet. On planifiera cinq (5) unités d'enseignement pour des spécialités déterminées, qui seront sélectionnées. Le programme sera élaboré et l'équipement commandé et installé pour les 5 centres de formation. Les sites n'étant pas encore

yet to be determined. A condition precedent is included in the Agreement on this subject.

déterminés, une condition préalable a été incluse dans l'Accord à ce sujet.

IV. SUMMARY OF PROJECT OUTPUTS

The outputs of the Project are expected to be the following:

1. 1,000 MASA CET and CFP monitors trained in improved non-formal education techniques designed to make them more responsive to their clients;

2. 500 MASA CET monitors trained to teach new, non-traditional vocational skills to MASA clients;

3. Mid-level MASA staff (260 men and women) trained in better methods of planning and management of programs, with emphasis on vocational training, job counselling and cooperative formation. Additional mid-level MASA staff (5 people) trained in job counselling and placement techniques;

4. Professional staff of MASA and eventually other ministries (150 people), trained in modern techniques of program management, social administration, management and planning of social services programs;

5. The Institute receiving 100 long-term students and up to 50 short-term students, with equipment and installation for classrooms, library, administration, cafeteria and lodging, functioning in Tangier;

IV. SOMMAIRE DES OBJECTIFS DU PROJET

Les résultats escomptés sont les suivants:

1. Formation de 1.000 moniteurs pour les CET et CFP du MASA dans de nouvelles techniques d'éducation extra-scolaire leur permettant de mieux répondre aux besoins réels des bénéficiaires;

2. Formation de 500 moniteurs pour les CET du MASA, destinés à enseigner les nouvelles matières professionnelles, non-traditionnelles;

3. Formation des cadres moyens pour le MASA (260 hommes et femmes) destinés à mieux gérer et planifier les programmes, notamment ceux de la formation professionnelle et de la formation coopérative, ainsi que celle d'autres cadres moyens du MASA (5 personnes) spécialisés dans les techniques d'orientation professionnelle et de placement;

4. Formation des travailleurs sociaux de haut niveau pour le MASA et éventuellement d'autres ministères (150 personnes) dans les techniques modernes de gestion de programmes, l'administration sociale, la gestion et la planification de programmes d'oeuvres sociales;

5. Création et équipement de l'Institut des travailleurs sociaux pouvant accueillir 100 étudiants pour des stages de long durée, et jusqu'à 50 pour des stages de courte durée, comprenant des salles de classes, une bibliothèque, des bureaux pour l'administration, un réfectoire et des dortoirs; le tout équipé et en état de fonctionnement.

6. Five innovative skills training centers located in various provinces and equipped with facilities for demonstration and teaching, teaching five of the following skills:

1. agricultural processing
2. animal husbandry
3. typing
4. office skills
5. sewing and pattern making
6. cosmetology
7. carpentry
8. nurse's aide

7. Evaluation Unit within MASA's Division of Social Action monitoring on-going programs, with methodology and implementation plans for evaluating programs developed and in operation.

6. Création de cinq centres de formation professionnelle dans des spécialités nouvelles, situés dans différentes provinces et équipés de matériel pour la démonstration et l'enseignement des cinq spécialités suivantes:

1. techniques agricoles
2. élevage
3. dactylographie
4. travail de bureau
5. couture et coupe
6. cosmétologie
7. menuiserie
8. aide-soignante

7. Formation d'une Cellule d'Evaluation au sein de la Direction de l'Action Sociale du MASA pour suivre les programmes en cours d'exécution, utilisant une méthodologie d'évaluation des programmes en état de projet ou en cours d'exécution.

V. SUMMARY OF AID INPUTS

The inputs described below constitute AID's planned contribution to the Project. AID's inputs consist of:

1. Technical services of five experts: (a) one administrator/educator as team leader; (b) one vocational education or non-formal education expert as deputy; (c) three professors; and (d) six short-term consultants. These services are to be provided under a contract between MASA and a U.S. institution or entity expressed in vocational education.

2. Long-term participant training for seven Moroccans for up to 2 years study each. Five of these will return to teach at the Institute. Two others will form the administrative staff of the vocational or non-formal education programs on return.

V. CONTRIBUTION DE L'A.I.D.

L'A.I.D. contribue au Projet par les moyens suivants:

1. Services techniques de cinq experts: (a) un administrateur/éducateur comme chef d'équipe; (b) un expert en information professionnelle ou en éducation extra-scolaire comme adjoint; (c) 3 professeurs; (d) six consultants pour une courte période. Ces services seront fournis sous contrat entre le MASA et une institution ou entité américaine versée dans la formation professionnelle.

2. Bourses de stage de longue durée pour 7 Marocains (2 ans au maximum pour chaque boursier). Cinq d'entre eux reviendront enseigner à l'Institut; les deux autres formeront après leur retour le personnel administratif des programmes de formation professionnelle ou d'éducation extra-scolaire.

3. Short-term participant training for up to 7 Moroccans for 6 months to one year, five of whom will return to direct and organize job counselling for girls and boys in the various training programs. Two will return to assume responsibilities in evaluation and monitoring.

4. In-country in-service training for 1,000 MASA monitors.

5. In-country training for up to 500 CET monitors to become instructors in one of five new vocational skills.

6. In-country short-term training for 260 mid-level MASA personnel.

7. In-country training for 150 personnel (from MASA and similar ministries) to become social service professionals.

8. Equipment for the Institute and for five vocational skill centers.

3. Bourses de stage de courte durée variant de 6 mois à 1 an pour 7 marocains dont cinq organiseront, après leur retour, l'orientation professionnelle des garçons et des filles dans les différents programmes de formation; les deux autres auront des responsabilités dans le domaine de l'évaluation et du contrôle.

4. Recyclage sur place de 1.000 moniteurs du MASA.

5. Formation sur place de 500 moniteurs pour CET dans les 5 nouvelles matières professionnelles.

6. Formation de courte durée sur place de 260 cadres moyens du MASA.

7. Formation sur place de 150 travailleurs sociaux de haut niveau destinés au MASA et aux autres ministères.

8. Equipement de l'Institut et des 5 centres de formation professionnelle.

VI. SUMMARY COST ESTIMATES & FINANCIAL PLAN (U.S. $000)

A summary of the Parties' contributions to the Project is shown below. Actual disbursements may vary from the budget line items shown below based on the needs of the Project as developed during project implementation:

AID Inputs	AID FX	AID LC	GOM FX	GOM LC
I. Technical Assistance (long term & short term)				
1. Project Manager, 1 x 3 3/4 yrs	375			
Asst. Project Manager 1x3 1/2 yr	350			
2. Institute & Evaluation Unit Professors 3x3 yrs	900			

VI. ESTIMATION DU PROJET ET PLAN FINANCIER (en millier de $ U.S.)

On trouvera ci-dessous le détail des contributions respectives des 2 parties. Les déboursements réels peuvent être différents selon les besoins d'exécution du Projet tels qu'ils apparaitront au cours de son exécution.

Contribution de l'A.I.D.	AID FX	AID LC	GOM FX	GOM LC
I. Assistance Technique (longue durée -courte durée)				
1. Directeur du Projet, 1x3 3/4 années	375			
Directeur adjoint 1x3 1/2 année	350			
2. Institut et Equipe d'Evaluation Professeurs 3x3 années	900			

	AID FX	AID LC	GOM FX	GOM LC
Curricula Expert 1 x 6 mos.	60			
Evaluation Expert 1 x 6 mos.	60			
Commodities Expert 1 x 1 mo.	10			
3. Recyclage and Vocational Training for monitors				
Curricula Development 1 x 3 mos.	30			
Evaluation Expert 1 x 3 mos.	30			
Commodities Expert 1 x 1 mo.	10			
4. Overhead and inflation	400			
II. Participant Training				
1. Institute - Professors 5x2 yr	150			
2. Recyclage Job Counsellors 5x1 yr	75			
3. Evaluation personnel 2 x 1 yr	30			
Scholarship				
1. Institute students 3 year classes		360		
2. Mid level short courses		44		
3. Recyclage monitors		79		
4. Vocational skills training monitors		232		
III. Equipment and Supplies				
1. Institute Classrooms, etc. installation		141		
Supplies & equipment		39		
2. Pilot centers - 5 installation		10		
Supplies & equipment	100			
3. Additional centers	0	0		
Supplies & equipment				
4. Vehicles	60			
GRAND TOTAL	2,640	905		

	AID FX	AID LC	GOM FX	GOM LC
Expert p/programme 1 x 6 mois	60			
Expert en évaluation 1 x 6 mois	60			
Expert en matériel 1 x 1 mois	10			
3. Recyclage et Formation Professionnelle des moniteurs				
Elaboration des programmes 1 x 3 mois	30			
Expert en évaluation 1 x 3 mois	30			
Expert en matériel 1 x 1 mois	10			
4. Frais généraux et inflation	400			
II. Formation à l'étranger				
1. Institut - Professeurs 5 x 2 ans	150			
2. Recyclage de conseillers professionnels 7X6 mois à 1 an	75			
3. Personnel pour l'évaluation 2x1 an	30			
Bourses (scolarité)				
1. Etudiants de l'Institut 3 années de cours		360		
2. Cours moyen de courte durée		44		
3. Recyclage des moniteurs		79		
4. Moniteurs pour la formation professionnelle		232		
III. Equipement et Fournitures				
1. Institut Salles de classe, etc. installation		141		
Fournitures & équipement		39		
2. Centres pilotes - 5 installations		10		
Fournitures & équipement	100			
3. Autres centres	0	0		
Fournitures & équipement				
4. Véhicules	60			
TOTAL GENERAL	2,640	905		

GOM Inputs	AID FX	AID LC	GOM FX	GOM LC
A. Salaries				
1. Institute staff personnel (logistic support) 13 persons at 47,424 x 4 yrs			189.9	
2. Vocational Skills Training Center Director salaries 9,689 x 3 yrs			29.1	
3. Homologues - Institute, curricula Evaluation personnel (for vocational training, etc.)			85.0	
B. Recurrent Costs				
1. Tanger Institute (maintenance) 25,215 x 3 yrs			88.8	
2. Five pilot centers (maintenance) 13,598 x 5 x 3 yrs			203.9	
C. Travel				
International travel 7 x 1,000		7.0		
Local travel for mid-level training			1.8	
Local travel for monitor recyclage and vocational education			10.0	
D. Buildings				
1. Site & building in Tanger for Institute			1,750.0	
2. Space for 5 voc. training centers			50.0	
3. Local operation of institute 5 centers			5.0	
		7.0	2.413.5	

Contribution du Gouvernement Marocain	AID FX	AID LC	GOM FX	GOM LC
A. Salaires				
1. Personnel de l'Institut (support logistique) 13 personnes à 48.424 x 4 ans			189.9	
2. Salaires des Directeurs des Centres de Formation Professionnelle - 9.689 x 3 ans			29.1	
3. Homologues - Institut, programme, Personnel pour l'évaluation (pour formation professionnelle, etc.)			85.0	
B. Frais Permanents				
1. Institut de Tanger (fonctionnement) - 22.215 x 3 ans (4 ans)			88.8	
2. Cinq centres pilotes (fonctionnement) 13.598 x 5 x 3 ans			203.9	
C. Déplacements				
Déplacements internationaux 7 x 1.000		7.0		
Déplacements locaux pour formation des cadres moyens			1.8	
Déplacement pour le recyclage de moniteur			10.0	
D. Locaux				
1. Site et bâtiment pour l'Institut à Tanger			1.750.0	
2. Emplacement de 5 centres de formation professionnelle			50.0	
3. Fonctionnement des 5 centres de l'Institut			5.0	
		7.0	2.413.5	

Annex 2

Project Grant
Standard Provisions Annex

Definitions: As used in this Annex, the "Agreement" refers to the Project Grant Agreement to which this Annex is attached and of which this Annex forms a part. Terms used in this Annex have the same meaning or reference as in the Agreement.

ARTICLE A: Project Implementation Letters

To assist Grantee in the implementation of the Project, A.I.D. from time to time, will issue Project Implementation Letters that will furnish additional information about matters stated in this Agreement. The Parties may also use jointly agreed-upon Project Implementation Letters to confirm and record their mutual understanding on aspects of the implementation of this Agreement. Project Implementation Letters will not be used to amend the text of the Agreement, but can be used to record revisions or exceptions which are permitted by the Agreement, including the revision of elements of the amplified description of the Project in Annex I.

ARTICLE B: General Covenants

SECTION B.1. - Consultation

The Parties will cooperate to assure that the purpose of this Agreement will be accomplished. To this end, the Parties, at the request of either, will exchange views on the progress of the Project, the performance of obligations under this Agreement, the performance of any consultants, contractors, or suppliers engaged on the Project, and other matters relating to the Project.

Annexe 2

Annexe sur les Dispositions Types du Don pour le Projet

Définitions: Tel qu'il est utilisé dans la présente Annexe, le mot "Accord" désigne l'Accord de Don pour le Projet auquel est jointe ladite Annexe et dont elle constitue une partie. Les termes utilisés dans cette Annexe ont la même signification et les mêmes références que dans l'Accord.

ARTICLE A: Lettres d'Exécution du Projet

Pour aider le Bénéficiaire à exécuter le Projet, l'A.I.D. émettra de temps à autre des Lettres d'Exécution du Projet donnant de plus amples renseignements sur des questions citées dans l'Accord. Les Parties signataires pourront également utiliser des Lettres d'Exécution du Projet établies d'un commun accord, pour confirmer et consigner par écrit leur accord mutuel sur certains aspects d'exécution du présent Accord. Les Lettres d'Exécution du Projet ne seront pas utilisées pour modifier le texte de l'Accord, mais pourront servir à prendre acte des révisions ou cas d'exception autorisés par l'Accord, y compris la révision de certaines des parties de la description détaillée du Projet faisant l'objet de l'Annexe I.

ARTICLE B: Conventions Générales

SECTION B.1. - Consultation

Les Parties signataires devront coopérer pour s'assurer que l'objectif de cet Accord sera atteint. A cet effet, elles devront, à la demande de l'une d'elles, procéder à un échange de vues sur l'avancement du Projet, sur l'exécution des obligations au titre de cet Accord, l'accomplissement de leurs tâches par les experts-conseils, les entrepreneurs ou les fournisseurs participant au Projet, ainsi que sur toutes autres activités reliées au Projet.

SECTION B.2 - Execution of the Project

The Grantee will:

(a) carry out the Project or cause it to be carried out with due diligence and efficiency, in conformity with sound technical, financial, and management practices, and in conformity with those documents, plans, specifications, contracts, schedules or other arrangements, and with any modifications therein, approved by A.I.D. pursuant to this Agreement; and

(b) provide qualified and experienced management for, and train such staff as may be appropriate for the maintenance and operation of the Project, and, as applicable for continuing activities, cause the Project to be operated and maintained in such manner as to assure the continuing and successful achievement of the purpose of the Project.

SECTION B.3 - Utilization of Goods and Services

(a) Any resources financed under the Grant will, unless otherwise agreed in writing by A.I.D., be devoted to the Project until the completion of the Project, and thereafter will be used so as to further the objectives sought in carrying out the Project.

(b) Goods or services financed under the Grant, except as A.I.D. may otherwise agree in writing, will not be used to promote or assist a foreign aid project or activity associated with or financed by a country not included in Code 935 of the A.I.D. Geographic Code Book as in effect at the time of such use.

SECTION B.2 - Exécution du Projet

Le Bénéficiaire s'engage à:

(a) exécuter le Projet ou veiller à son exécution, avec diligence et efficacité selon les meilleures procédures techniques, financières et administratives et conformément aux documents, plans, cahier des charges, contrats, calendriers ou autres dispositions (ainsi que les modifications qui y seront apportées) approuvés par l'A.I.D. au titre du présent Accord; et

(b) désigner les cadres de gestion qualifiés et expérimentés et entreprendre la formation du personnel nécessaire en vue d'assurer l'entretien et le fonctionnement du Projet, et selon les besoins pour la continuation des activités de ce Projet, veiller à ce que cet entretien et ce fonctionnement se fassent de manière à garantir la réalisation continue et avec succès des buts du Projet.

SECTION B.3 - Utilisation des Biens et Services

(a) Toute ressource financée dans le cadre du Don sera consacrée au Projet jusqu'à son achèvement, à moins que l'A.I.D. n'en convienne autrement par écrit. Ces ressources seront par la suite utilisées pour poursuivre les objectifs visés par l'exécution de ce Projet.

(b) A moins que l'A.I.D. n'en convienne autrement par écrit, les biens ou services financés par le Don ne peuvent servir à promouvoir ou aider un projet d'assistance étrangère ou une activité en rapport avec un des pays non inclus au Code Géographique No. 935 de l'A.I.D. tel qu'il est en vigueur lors de l'utilisation desdits biens et services, ou financés par l'un de ces pays.

SECTION B.4 - Taxation

(a) This Agreement and the Grant will be free from any taxation or fees imposed under laws in effect in the territory of the Grantee.

(b) To the extent that (1) any contractor, including any consulting firm, any personnel or such contractor financed under the Grant, and any property or transaction relating to such contracts and (2) any commodity procurement transaction financed under the Grant, are not exempt from identifiable taxes, tariffs, duties or other levies imposed under laws in effect in the territory of the Grantee, the Grantee will as and to the extent provided in and pursuant to Project Implementation Letters, pay or reimburse the same with funds other than those provided under the Grant.

SECTION B.4 - Imposition

(a) Cet Accord et le Don seront exemptés de tous taxes ou droits imposés en vertu de la législation en vigueur dans le pays du Bénéficiaire.

(b) Au cas où (1) tout contractant, y compris toute firme d'ingénieurs-conseils, et tout personnel de ce contractant financé dans le cadre du Don, ainsi que les biens ou transactions relatifs à ces contrats et (2) tout achat de biens financés par le Don ne seraient pas exonérés de taxes, droits tarifaires ou douaniers et autres impositions établies par la législation en vigueur dans le pays du Bénéficiaire, ce dernier devra, en vertu et conformément aux Lettres d'Exécution du Projet, et dans les limites qui y sont prévues, payer ou rembourser lesdites sommes avec des fonds autres que ceux fournis dans le cadre du Don.

SECTION B.5 - Reports, Records, Inspections, Audit

The Grantee will:

(a) furnish A.I.D. such information and reports relating to the Project and to this Agreement as A.I.D. may reasonably request;

(b) maintain or cause to be maintained, in accordance with generally accepted accounting principles and practices consistently applied, books and records relating to the Project and to this Agreement, adequate to show, without limitation, the receipt and use of goods and services acquired under the Grant. Such books and records will be audited regularly, in accordance with generally accepted auditing standards, and maintained for three years after the date of last disbursement by A.I.D.; such books and records will also be adequate to show the nature and extent of solicitations of prospective suppliers of goods and

SECTION B.5 - Rapports, Dossiers, Inspections, Vérifications Comptables

Le Bénéficiaire s'engage à:

(a) fournir à l'A.I.D., sur sa demande et dans des limites raisonnables, tous renseignements et rapports relatifs au Projet et au présent Accord;

(b) tenir ou veiller à ce que soient tenus, conformément aux méthodes comptables généralement admises et aux usages uniformément appliqués, des livres de comptes et des dossiers adéquats relatifs au Projet et au présent Accord, donnant sans restriction tous les détails sur la réception et l'utilisation des biens et services acquis dans le cadre du Don. Ces livres de compte et ces dossiers seront vérifiés régulièrement conformément aux normes de vérification comptable généralement admises. Ils doivent être conservés pendant trois ans après la date du dernierdéboursement par l'A.I.D. et devront indiquer la nature et l'importance

services acquired, the basis of award of contracts and orders, and the overall progress of the Project toward completion; and

(c) afford authorized representatives of A.I.D. the opportunity at all reasonable times to inspect the Project, the utilization of goods and services financed by such Party, and books, records and other documents relating to the Project and the Grant.

SECTION B.6 - Completeness of Information

The Grantee confirms:

(a) that the facts and circumstances of which it has informed A.I.D., or cause A.I.D. to be informed, in the course of reaching agreement with A.I.D. on the Grant, are accurate and complete, and include all facts and circumstances that might materially affect the Project and the discharge of responsibilities under this Agreement; and

(b) that it will inform A.I.D. in timely fashion of any subsequent facts and circumstances that might materially affect or that it is reasonable to believe might so affect, the Project or the discharge of responsibilities under this Agreement.

SECTION B.7 - Other Payments

Grantee affirms that no payments have been or will be received by any official of the Grantee in connection with the procurement of goods or services financed under the Grant, except fees, taxes or similar payment legally established in the country of the Grantee.

des appels d'offres lancés aux fournisseurs éventuels des biens et services reçus, la base d'adjudication des contrats et des commandes ainsi que le progrès général réalisé vers l'achèvement du Projet; et

(c) permettre aux représentants autorisés de l'A.I.D. d'inspecter, à tout moment raisonnable, le Projet, l'utilisation des biens et des services financés par cette même Partie ainsi que les livres comptables, les dossiers et autres documents relatifs au Projet et au Don.

SECTION B.6 - Soumission de Renseignements Complets

Le Bénéficiaire confirme:

(a) que les faits et les circonstances dont il a informé l'A.I.D. ou a fait en sorte qu'elle le soit, en vue de réaliser un accord avec l'A.I.D. sur ledit Don, sont exacts et complets et couvrent tous les faits et circonstances qui pourraient sensiblement affecter le Projet et la manière de remplir les responsabilités prévues dans le présent Accord; et

(b) qu'il informera l'A.I.D. en temps voulu de tous les faits et circonstances subséquents qui peuvent sensiblement affecter, ou qu'on a lieu de croire qu'ils affecteraient, le Projet ou la manière de remplir les responsabilités prévues dans le présent Accord.

SECTION B.7 - Autres Paiements

Le Bénéficiaire affirme qu'aucun paiement n'a été ou ne sera reçu par aucun de ses représentants en rapport avec l'acquisition de biens ou services financés dans le cadre du Don, à l'exception des droits, taxes ou autres paiements similaires légalement en cours dans le pays du Bénéficiaire.

SECTION B.8 - Information and Marking

The Grantee will give appropriate publicity to the Grant and the Project as a program to which the United States has contributed, identify the Project site, and mark goods financed by A.I.D., as described in Project Implementation Letters.

SECTION B.8 - Information et Marquage

Le Bénéficiaire assurera une publicité appropriée au Don et au Projet en tant que programme auquel les Etats-Unis ont contribué. Il identifiera l'emplacement du Projet et fera marquer les biens financés par l'A.I.D., suivant les dispositions des Lettres d'Exécution du Projet.

ARTICLE C: Procurement Provisions

ARTICLE C: Dispositions Concernant l'Acquisition des Biens

SECTION C.1 - Special Rules

(a) The source and origin of ocean and air shipping will be deemed to be the ocean vessel's or aircraft's country of registry at the time of shipment;

(b) Premiums for marine insurance placed in the territory of the Grantee will be deemed an eligible Foreign Exchange Cost, if otherwise eligible under Section C.7.(a);

(c) Any motor vehicles financed under the Grant will be of United States manufacture, except as A.I.D. may otherwise agree in writing;

(d) Transportation by air, financed under the Grant, of property or persons, will be on carriers holding United States certification, to the extent service by such carriers is available. Details on this requirement will be described in a Project Implementation Letter.

SECTION C.1 - Directives Spéciales

(a) La source et l'origine des expéditions aériennes et maritimes seront réputées être le port d'attache du navire ou le pays d'enregistrement de l'avion à la date d'expédition des biens;

(b) Les primes d'assurance maritime souscrite dans le territoire du Bénéficiaire seront considérés comme coûts admissibles en devises étrangères, si elles sont autorisées par la Section C.7.(a);

(c) Tous les véhicules à moteur financés dans le cadre du Don devront être de fabrication américaine, sauf accord contraire de l'A.I.D. notifié par écrit;

(d) Le transport aérien, financé au titre du Don, de biens ou de personnes, se fera sur des transporteurs certifiés aux Etats-Unis dans la mesure où lesdits transporteurs peuvent en assurer le service. Les détails de cette disposition seront décrits dans une Lettre d'Exécution du Projet.

SECTION C.2 - Eligibility Date

No goods or services may be financed under the Grant which are procured pursuant to orders or contracts firmly placed or entered into prior to the date of this Agreement, except as the Parties may otherwise agree in writing.

SECTION C.2 - Date d'Admissibilité au Financement

Aucun bien et service ne pourront être financés dans le cadre du Don lorsqu'ils sont acquis par commandes ou contrats fermes passés ou exécutés avant la date du présent Accord, sauf si les deux Parties en conviennent autrement par écrit

SECTION C.3 - Plans, Specifications, and Contracts

In order for there, to be mutual agreement on the following matters, and except as the Parties may otherwise agree in writing:

(a) The Grantee will furnish to A.I.D. upon preparation,

(1) any plans, specifications, procurement or construction schedules, contracts, or other documentation relating to goods or services to be financed under the Grant, including documentation relating to the prequalification and selection of contractors and to the solicitation of bids and proposals. Material modifications in such documentation will likewise be furnished A.I.D. on preparation;

(2) such documentation will also be furnished to A.I.D., upon preparation, relating to any goods or services, which though not financed under the Grant, are deemed by A.I.D. to be of major importance to the Project. Aspects of the Project involving matters under this subsection (a)(2) will be identified in Project Implementation Letters;

(b) Documents related to the prequalification of contractors, and to the solicitation of bids or proposals for goods and services financed under the Grant will be approved by A.I.D. in writing prior to their issuance, and their terms will include United States standards and measurements;

(c) Contracts and contractors financed under the Grant for engineering and other professional services, for construction services, and for such other services, equipment or materials as may be specified in Project Implementation Letters, will be approved by A.I.D. inwwriting prior to

SECTION C.3 - Plans, Cahiers des Charges et Contrats

Pour qu'il y ait accord sur les questions suivantes, et sauf si les deux Parties en conviennent autrement par écrit:

(a) Le Bénéficiaire devra fournir à l'A.I.D., dès leur préparation:

(1) tous les plans, les cahiers des charges, les calendriers d'acquisition ou de construction, les contrats ou autres documents relatifs aux biens ou services devant être financés dans le cadre du Don, y compris les documents concernant la pré-selection et la sélection des contractants, les appels d'offres et les demandes de soumission. Les modifications importantes apportées à ces documents seront également soumises à l'A.I.D. dès leur préparation;

(2) seront aussi soumis à l'A.I.D. dès leur préparation, tous les documents relatifs à tous les biens et services qui, bien que non financés dans le cadre du Don, sont considérés par l'A.I.D. comme ayant une grande importance pour le Projet. Les aspects du Projet portant sur des questions traitées au paragraphe (a)(2) seront précisés dans les Lettres d'Exécution du Projet;

(b) Les documents relatifs à la présélection des contractants et aux appels d'offres ou demandes de soumissions pour les biens et services financés dans le cadre du Don devront être approuvés par écrit par l'A.I.D. avant leur émission, et devront tenir compte, entre autre, des normes et mesures appliquées aux Etats-Unis;

(c) Les contrats et les contractants financés dans le cadre du Don pour des services d'ingénierie et autres services professionnels, pour la construction et pour tous autres services, fournitures d'équipement ou de matériel spécifiés dans les Lettres d'Exécution du Projet,

execution of the contract. Material modifications in such contracts will also be approved in writing by A.I.D. prior to execution; and

(d) Consulting firms used by the Grantee for the Project but not financed under the Grant, the scope of their services and such of their personnel assigned to the Project as A.I.D. may specify, and construction contractors used by the Grantee for the Project but not financed under the Grant, shall be acceptable to A.I.D.

SECTION C.4 - Reasonable Price

No more than reasonable prices will be pai for any goods and services financed, in whole or in part, under the Grant. Such items will be procured on a fair and, to themaximum extent practicable, on a competitive basis.

SECTION C.5 - Notification to Potential Suppliers

To permit all United States firms to have the opportunity to participate in furnishing goods and services to be financed under the Grant, the Grantee will furnish A.I.D. such information with regard thereto, and at such times, as A.I.D. may request in Project Implementation Letters.

SECTION C.6 - Shipping

(a) Goods which are to be transported to the territory of the Grantee may not be financed under the Grant if transported either: (1) on an ocean vessel or aircraft under the flag of a country which is not included in A.I.D. Geographic Code 935 as in effect at the time of the shipment, or (2) on an ocean vessel which A.I.D. by written notice to the Grantee, has designated as ineligible; or (3) under an ocean or air charter which has not received prior A.I.D. approval.

devront aussi être approuvés par écrit par l'A.I.D. avant la signature du contrat. Les modifications importantes apportées à ces contrats devront également être approuvées par écrit par l'A.I.D. avant leur mise en exécution; et

(d) Les bureaux d'ingénieurs-conseils utilisés par le Bénéficiaire mais non financés par le Don, l'étendue de leurs services et le personnel assigné au Projet que l'A.I.D. pourrait spécifier, ainsi que les entrepreneurs en bâtiment utilisés par le Bénéficiaire pour le Projet mais non financés par le Don, devront être acceptables à l'A.I.D.

SECTION C.4 - Prix Raisonnables

Seuls des prix raisonnables seront payés pour les biens et les services financés en partie ou en totalité dans le cadre du Don. Ceux-ci devront être obtenus sur une base équitable et, autant que possible, concurrentielle.

SECTION C.5 - Notification aux Fournisseurs Eventuels

Pour permettre à toutes les firmes américaines de participer à la fourniture des biens et des services devant être financés dans le cadre du Don, le Bénéficiaire devra fournir à l'A.I.D. toutes les informations demandées par l'A.I.D. dans les Lettres d'Exécution du Projet et aux dates qui y seront spécifiées.

SECTION C.6 - Expédition

(a) Les biens à transporter jusqu'au territoire du Bénéficiaire ne peuvent être financés dans le cadre du Don s'ils sont transportés: (1) à bord d'un navire ou d'un avion battant pavillon d'un pays non inclus dans le Code Géographique no. 935 de l'A.I.D. en vigueur lors de l'expédition; ou (2) à bord d'un navire que l'A.I.D. a déclaré "inacceptable" dans une note écrite adressée au Bénéficiaire; ou (3) à bord d'un navire ou d'un avion affrété sans l'approbation préalable de l'A.I.D.

(b) Costs of ocean or air transportation (of goods or persons) and related delivery services may not be financed under the Grant, if such goods or persons are carried: (1) on an ocean vessel under the flag of a country not, at the time of shipment, identified under the paragraph of the Agreement entitled "Procurement Source: Foreign Exchange Costs", without prior A.I.D. written approval; or (2) on an ocean vessel which A.I.D., by written notice to the Grantee, has designated as ineligible; or (3) under an ocean vessel or air charter which has not received prior A.I.D. approval.

(c) Unless A.I.D. determines that privately owned United-States-flag commercial ocean vessels are not available at fair and reasonable rates for such vessels, (1) at least fifty percent (50%) of the gross tonnage of all goods (computed separately for dry bulk carriers, dry cargo liners and tankers) financed by A.I.D. which may be transported on privately owned United-States-flag commercial vessels, and (2) at least fifty percent (50%) of the gross freight revenue generated by all shipments financed by A.I.D. and transported to the territory of the grantee on dry cargo liners shall be paid to or for the benefit of privately owned United States-flag commercial vessels. Compliance with the requirements of (1) and (2) of this subsection must be achieved with respect to both any cargo transported from U.S. ports and any cargo transported from non-U.S. ports, computed separately.

(b) Les coûts du transport maritime ou aérien (de biens ou de personnes) et les services connexes de livraison, ne peuvent pas être financés dans le cadre du don, si ces biens ou personnes sont transportés: (1) à bord d'un navire battant pavillon d'un pays qui, à la date de l'expédition, n'est pas cité au paragraphe de l'Accord intitulé "Source d'Acquisition: Coûts en Devises Etrangères", sans l'accord préalable écrit de l'A.I.D.; ou (2) à bord d'un navire que l'A.I.D. a déclaré "inacceptable" dans une note écrite adressée au Bénéficiaire; ou (3) à bord d'un navire ou d'un avion affrété sans l'approbation préalable de l'A.I.D.

(c) A moins que l'A.I.D. constate que des navires de commerce privés battant pavillon des Etats-Unis ne sont pas disponibles à des prix équitables et raisonnables: (1) au moins cinquante pour cent (50%) du tonnage brut de tous les biens (calculés séparément pour les transporteurs en vrac, les navires de ligne transportant des cargaisons sèches et les bateaux-citernes) financés par l'A.I.D. et transportables par voie maritime, seront transportés à bord de navires de commerce privés battant pavillon des Etats-Unis; et (2) au moins cinquante pour cent (50%) du revenu de frêt brut pour toutes les expéditions financées par l'A.I.D. et transportées jusqu'au pays du Bénéficiaire à bord de navires de ligne assurant le transport de cargaisons sèches, devront être payés pour ou au profit de navires de commerce privés battant pavillon des Etats-Unis. Les conditions (1) et (2) contenues dans ce paragraphe doivent être respectées pour toutes les cargaisons transportées à partir de ports américains aussi bien que de ports non américains, calculées séparément.

SECTION C.7 - Insurance

(a) Marine insurance on goods financed by A.I.D. which are to be transported to the territory of the Grantee may be financed as arForeign Exchange Cost under this Agreement provided (1) such insurance is placed at the lowest available competitive rate, and (2) claims thereunder are payable in the currency in which such goods were financed or in any freely convertible currency. If the Grantee (or government of Grantee), by statute, decree, rule, regulation, or practice discriminates with respect to A.I.D.-financed procurement against any marine insurance company authorized to do business in any State of the United States, then all goods shipped to the territory of the Grantee financed by A.I.D. hereunder will be insured against marine risks and such insurance will be placed in the United States with a company or companies authorized to do a marine insurance business in a State of the United States.

(b) Except as A.I.D. may otherwise agree in writing, the Grantee will insure, or cause to be insured, goods financed under the Grant imported for the Project against rieks incident to their transit to the point of their use in the Project; such insurance will be issued on terms and conditions consistent with sound commercial practice and will insure the full value of the goods. Any indeminification received by the Grantee under such insurance will be used to replace or repair any material damage or any loss of the goods insured or will be used to reimburse the Grantee for the replacement or repair of such goods. Any such replacements will be of source and origin of

SECTION C.7 - Assurance

(a) L'assurance maritime couvrant les biens financés par l'A.I.D. et devant être transportés au territoire du Bénéficiaire peut être financée en tant que coûts en devises étrangères dans le cadre de cet Accord à condition que: (1) cette assurance soit souscrite au taux concurrentiel le plus faible; et (2) que les indemnités soient payables dans la monnaie utilisée pour le financement de ces biens ou en toute autre devise librement convertible. En ce qui concerne les achats financés par l'A.I.D., si le Bénéficiaire (ou son gouvernement) adopte en pratique ou par statut, décret, loi ou règlement, une attitude discriminatoire contre les compagnies d'assurances maritimes autorisées à exercer leur activité dans n'importe quel état des Etats-Unis, alors tous les biens expédiés vers le territoire du Bénéficiaire seront assurés contre tous risques maritimes. Une telle assurance sera souscrite aux Etats-Unis auprès d'une ou plusieurs compagnies autorisées à exercer leur activité d'assureurs maritimes dans n'importe quel état des Etats-Unis.

(b) Sauf accord contraire de l'A.I.D. notifié par écrit, le Bénéficiaire assurera ou fera assurer les biens financés dans le cadre du Don et importés pour les besoins du Projet, contre des risques inhérents à leur transit jusqu'au point d'utilisation du Projet. Une telle assurance sera souscrite à des termes et conditions conformes aux bons usages commerciaux pour toute la valeur des biens. Toute indemnité reçue par le Bénéficiaire sera utilisée pour remplacer ou réparer tout dégât matériel ou toute perte subis par les biens assurés, ou servira à rembourser le Bénéficiaire pour le remplacement ou la réparation desdits biens. Les biens de remplacement

of countries listed in A.I.D. Geographic Code 935 as in effect at the time of replacement, and, except as the Parties may agree in writing, will be otherwise subject to the provisions of the Agreement.

SECTION C.8 - U.S. Government-Owned Excess Property

The Grantee agrees that wherever practicable, United-States Government-owned excess personal property, in lieu of new items financed under the Grant, should be utilized. Funds under the Grant may be used to finance the costs of obtaining such property for the Project.

ARTICLE D: Termination: Remedies

SECTION D.1 - Termination

Either Party may terminate this Agreement by giving the other Party 30 days written notice. Termination of this Agreement will terminate any obligations of the Parties to provide financial or other resources to the Project pursuant to this Agreement, except for payment which they are committed to make pursuant to non-cancellable commitments entered into with third parties prior to the termination of this Agreement. In addition, upon such termination A.I.D. may, at A.I.D.'s expense direct that title to goods financed under the Grant be transferred to A.I.D. if the goods are from a source outside Grantee's country, are in a deliverable state and have not been offloaded in ports of Grantee's country.

devront avoir comme source et origine les pays indiqués dans le Code Géographique No. 935 de l'A.I.D. tel qu'il est en vigueur à la date d'acquisition de ces biens de remplacement et, sauf si les Parties en conviennent autrement par écrit, ces biens seront autrement assujettis aux dispositions de l'Accord.

SECTION C.8 - Matériel de Surplus, Propriété du Gouvernement des Etats-Unis

Le Bénéficiaire accepte d'utiliser, chaque fois que possible, le matériel de surplus, propriété du Gouvernement des Etats-Unis, au lieu d'articles neufs financés par le Don. Les fonds du Don peuvent servir à financer l'acquisition de ce matériel de surplus pour le Projet.

ARTICLE D: Résiliation et Recours

SECTION D.1 - Résiliation

Chaque Partie peut résilier l'Accord en envoyant à l'autre Partie un préavis de trente (30) jours. La résiliation du présent Accord mettra fin aux obligations des Parties de fournir des ressources financières ou autres au Projet conformément au présent Accord, si ce n'est pour le paiement qu'elles se sont engagées d'effectuer conformément aux engagements non résiliables passés avec des Parties tiers avant la résiliation de l'Accord. En outre, lors de la résiliation, l'A.I.D. peut, à ses frais, demander que le titre de propriété relatif aux biens financés par le Don soit transféré à l'A.I.D. si ces biens proviennent d'une source située en dehors du pays du Bénéficiaire, s'ils sont dans un état livrable et s'ils n'ont pas été déchargés dans les ports d'entrée du pays du Bénéficiaire.

SECTION D.2 - Refunds

(a) In the case of any disbursement which is not supported by valid documentation in accordance with this Agreement, or which is not made or used in accordance with this Agreement, or which was for goods or services not used in accordance with this Agreement, A.I.D., notwithstanding the availability or exercise of any other remedies under this Agreement, may require the Grantee to refund the amount of such disbursement in U.S. Dollars to A.I.D. within sixty (60) days after receipt of a request therefor.

(b) If the failure of Grantee to comply with any of its obligations under this Agreement has the result that goods or services financed under the Grant are not used effectively in accordance with this Agreement, A.I.D. may require the Grantee to refund all or any part of the amount of the disbursements under this Agreement for such goods or services in U.S. Dollars to A.I.D. within sixty (60) days after receipt of a request therefor.

(c) The right under subsection (a) or (b) to require a refund of a disbursement will continue, notwithstanding any other provision of this Agreement, for three years from the date of the last disbursement under this Agreement.

(d) (1) Any refund under subsection (a) or (b), or (2) any refund to A.I.D. from a contractor, supplier, bank or other third party with respect to goods or services financed under the Grant, which refund relates to an unreasonable price for or erroneous invoicing of goods or services, or to goods that did not conform to specifications, or to services that were inadequate, will (A) be made available first for the cost of goods and services required for the Project, to the extent justified, and (B) the remainder, if any, will be applied to reduce the amount of the Grant.

SECTION D.2 - Remboursements

(a) En cas de déboursement non accompagné de documents valides conformes au présent Accord ou non effectué ou utilisé conformément au présent Accord, ou effectué pour des biens ou services non utilisés conformément au présent Accord, et nonobstant l'existence ou l'application des recours prévus par le présent Accord, l'A.I.D. peut demander au Bénéficiaire de rembourser à l'A.I.D. le montant d'un tel déboursement en Dollars des Etats-Unis dans les soixante (60) jours qui suivent la réception d'une telle demande.

(b) Si la non exécution par le Bénéficiaire d'une de ses obligations au titre du présent Accord a pour résultat que les biens ou services financés au titre du Don ne sont pas utilisés efficacement en application du présent Accord, l'A.I.D. peut demander au Bénéficiaire de rembourser tout ou partie du montant des décaissements effectués dans le cadre du présent Accord pour ces biens ou services en Dollars des Etats-Unis dans les soixante (60) jours qui suivent une telle demande.

(c) Les droits au titre de l'alinéa (a) ou (b) de réclamer le remboursement d'un déboursement resteront valides, nonobstant toute autre disposition du présent Accord, pendant une période de trois ans à partir de la date du dernier déboursement effectué dans le cadre de cet Accord.

(d) Tout remboursement dans le cadre de l'alinéa (a) ou (b) ou tout remboursement versé à l'A.I.D. par un contractant, un fournisseur, une banque ou autre tiers ayant trait aux biens et services financés par le Don, lequel remboursement est en compensation d'un prix non raisonnable ou d'une facture erronée pour les biens ou services reçus ou pour des biens jugés inadéquats, seront: (A) affectés tout d'abord, et dans les limites justifiées, au coût des biens et services requis pour le Projet, et (B) le reliquat sera, le cas échéant, appliqué pour réduire le montant du Don.

(e) Any interest or other earnings on Grant funds disbursed by A.I.D. to the Grantee under this Agreement prior to the authorized use of such funds for the Project will be returned to A.I.D. in U.S. Dollars by the Grantee.

SECTION D.3 - Nonwaiver of Remedies

No delay in exercising any right or remedy accruing to a Party in connection with its financing under this Agreement will be construed as a waiver of such right or remedy.

SECTION D.4 - Assignment

The Grantee agrees, upon request, to execute an assignment to A.I.D. of any cause of action which may accrue to the Grantee in connection with or arising out of the contractual performance or breach of performance by a Party to a direct U.S. Dollar contract with A.I.D. financed in whole or in part out of funds granted by A.I.D. under this Agreement.

(e) Tout intérêt ou tout autre gain réalisé par le Bénéficiaire sur les fonds du Don décaissés par l'A.I.D. au Bénéficiaire dans le cadre du présent Accord, lequel intérêt ou gain aurait été réalisé avant l'utilisation autorisée de ces fonds pour le Projet, seront retournés par le Bénéficiaire à l'A.I.D. en Dollars des Etats-Unis.

SECTION D.3 - Non Renonciation aux Recours

Tout retard dans l'exercice d'un droit ou d'un recours revenant à l'une des Parties en rapport avec le financement qu'elle a apporté dans le cadre du présent Accord ne pourra être interprété comme une renonciation à un tel droit où à un tel recours

SECTION D.4 - Assignation

Le Bénéficiaire accepte, si on le lui demande, d'assigner par écrit à l'A.I.D. toute cause d'action pouvant revenir au Bénéficiaire en rapport avec, ou résultant de, l'exécution contractuelle ou un manquement à celle-ci par l'une des Parties signataire d'un contrat en dollars des Etats-Unis passé directement par l'A.I.D. et financé en partie ou en totalité avec des fonds accordés par l'A.I.D. au titre du présent Accord.

ANNEX IV

June 24, 1980

ACTION MEMORANDUM FOR THE DIRECTOR

FROM : HR, James Smith

SUBJECT: Project Authorization

Your approval is required for a grant of $1,200,000 from the 106 Education/ Human Resources appropriation to Morocco for the Social Services Training project (608-0157).

I. Background:

On May 6, 1980, USAID's Project Committee and the Project Advisory Committee for the Social Services Training Project (608-0157) met to review the PP. AID/Washington approved the PID for this project in January, 1980, according to authority delegated under Redelegation of Authority Number 133. During the committees' review of the PP, issues and points of clarification were discussed and resolved as described below.

II. Discussion:

1. The Project Review Committee asked whether further study should be required concerning employment possibilities for MASA graduates before approval of the PP or possibly as part of initial implementation of the project. The cable from AID/Washington approving the PID recommended that one of these two courses be pursued. Since that time, however, studies investigating the potential employment of women and poor young Moroccans -- principal clients of the MASA -- have been launched in connection with two other projects, specifically Non-Formal Education for Women (0139) and Industrial and Commercial Job Training (0147). Results obtained from these studies will be shared with the MASA. In addition, an Evaluation Unit to be established in the MASA will undertake actions such as tracer studies to help determine the course of MASA graduates. In light of these actions, no additional study effort is recommended at this time.

2. The Project Review Committee raised the question whether bids for supply of technical services for this project should be restricted to (U.S.) academic institutions. (This notion had been included in a draft version of the PP). AID/Washington, in the PID approval cable, had suggested that bidding should be open to firms having special capabilities in social services as well as non-formal skills training. The Project Committee and the Advisory Committee, while recognizing that long-term institutional commitment (on the part of the contracting organization) will be beneficial for this project, are convinced that such commitment can be obtained as well from contractors other than academic institutions. The committees determined that bidding should be open to a broad range of organizations, including professional consulting firms and private voluntary organizations, as well as academic institutions.

3. The Committees examined the question of whether the construction component of the project warrants treatment beyond that planned in the PP. According to the PP, the only construction activity involved in the project will be modification of an existing day-time school building into a live-in institute. This will require minor modification of large "warehouse" space into dormitories and living quarters, plus installation of dining facilities. The modifications required have been reviewed by USAID's Regional Engineer and are not deemed to involve major modification or procurement. This has been explained to AID/Washington. The Committee determined that no further treatment of this component, i.e., beyond that set forth in the PP, is necessary.

4. The Committee inquired whether the assumption (by the GOM) of the total operation of the Institute upon conclusion of the life of this project is sufficiently assured. The PP incorporates the guarantee of this as a convenant in the Project Agreement. Furthermore, in this regard, the performance of the MASA in assuming full responsibility for operation of the Nutrition Education School in Marrakech, on conclusion of the life of a similar project, provides a reasonable assumption that this will take place insofar as this project is concerned. The Committee is satisfied that no further assurance -- beyond the convenant mentioned -- is required.

III. Waivers:

Attached as part of the project authorization is a Section 612(b) determination. AID/Washington has confirmed USAID's authority to make such determinations in STATE 131254. We believe that it is necessary for Dirhams to be purchased with dollars through the Moroccan banking system for this project rather than using U.S.-owned excess Dirhams. This project represents an innovative effort for the GOM. The financial benefit accruing from the provision of foreign exchange (approximately $900,000) for the purchase of local currency is considered an essential stimulus for the government to undertake the project.

IV. Justification to the Congress:

The Congressional notification period expired without objection on May 27, 1980.

V. Clearances Obtained: N/A

VI. Recommendation:

That you sign the attached Project Authorization.

Drafted:PROG:AFord:lb 6/24/80
Cleared: RLA:GZarr (draft)
PROG:MWard
A/DIR:EGriffel
CONT:DFWalls

PROJECT AUTHORIZATION

Name of Country: Kingdom of Morocco

Name of Project: Social Services Training

Number of Project: 608-0157

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, and the authority delegated to me by Redelegation of Authority No. 133, I hereby authorize the Social Services Training Project ("Project") for the Kingdom of Morocco ("Grantee") involving planned obligations of not to exceed Three Million Five Hundred Forty-Five Thousand United States Dollars ($3,545,000) in grant funds over a four year period from date of authorization, subject to the availability of funds in accordance with the AID OYB/allotment process, to help in financing foreign exchange and local currency costs for the Project.

2. The Project consists of technical assistance, training and equipment and supplies to support the Grantee's Ministry of Social Affairs and Handicrafts so that it can provide adequate job-oriented training and education for poor, young Moroccans.

3. The Project Agreement(s) which may be negotiated and executed by the officer(s) to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

a. Source and Origin of Goods and Services

Goods and services financed by A.I.D. under the Project shall have their source and origin in Morocco or the United States except as A.I.D. may otherwise agree in writing.

b. Conditions Precedent

Prior to any disbursement, or the issuance of any commitment documents under the Project Agreement to finance equipment or supplies for the Social Services Training Institute at Tangier ("Institute"), the Grantee shall furnish, in form and substance satisfactory to A.I.D., evidence that plans and specifications for the modification of the Institute have been prepared and the modification work has been let to a local contractor.

c. Waiver

I hereby determine, in accordance with Section 612(b) of the Foreign Assistance Act of 1961, as amended, that the expenditure of United States Dollars for the procurement of local-cost goods and services in Morocco is

required to fulfill the purposes of this Project; the purposes of this Project cannot be met effectively through the expenditure of U.S.-owned local currencies for such procurement; and the administrative official approving local-cost vouchers may use this determination as the basis for his/her certification as required by Section 612(b).

Signature: Harold S. Fleming 6/24/80
Harold S. Fleming
Director, USAID/Morocco

INFO OCT-00 /022 R

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APPROVED BY AA/NE: J WHEELER
NE/TECH/HRST: T MCDONOUGH (DRAFT)
NE/PD: R CARLSON (DRAFT)
NE/TECH: C WEINBERG (DRAFT)
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TAGS:

SUBJECT: SOCIAL SERVICES TRAINING - REVISED PID: MOROCCO 686-0157

1. THE NEAR EAST ADVISORY COMMITTEE REVIEWED THE SUBJECT REVISED PID ON OCTOBER 4, 1979, WITH THE USAID ASSISTANT DIRECTOR PRESENT. THE NEAC PROVISIONALLY APPROVED THE PID, PENDING USAID'S SUBMISSION OF TWO DOCUMENTS FOR REVIEW BY THE BUREAU BEFORE FINAL PID APPROVAL. THEY ARE AS FOLLOWS:
A. A DRAFT LOGICAL FRAMEWORK WHICH EMPHASIZES VOCATIONAL EDUCATIONAL TRAINING.

B. A DRAFT EVALUATION PLAN.

THE CONCLUSION OF THE NEAC WAS THAT, FOR THE PROJECT TO BE VIABLE, IT NEEDED TO BE SPECIFICALLY FOCUSED ON TRAINING FOR PRODUCTIVE EMPLOYMENT. MAJOR ISSUES WERE THE NATURE OF TRAINING REQUIRED, THE MARKET FOR TRAINED MANPOWER, AND THE DEGREE TO WHICH OTHER NON-EMPLOYMENT RELATED TRAINING IS NECESSARY TO THE IMPLEMENTATION OF A VOCATIONAL TRAINING ACTIVITY. THE LOG FRAME AND THE EVALUATION PLAN WILL BE REVIEWED IN THE CONTEXT OF THOSE CONCERNS.

2. THE NEAC EXPRESSED SATISFACTION THAT THIS PROJECT DOES INDEED ATTEMPT TO REACH A TARGET GROUP WHICH SUFFERS FROM FUNDAMENTAL NEGLECT, NAMELY, THE (UNSKILLED BUT TRAINABLE) POOR, AGES 14-25.

3. ON THE BASIS OF DECISIONS REACHED IN THE NEAC MEETING ON THE SUBJECT PID, AID/W SUGGESTS THAT THE PP SHOULD CONTAIN A MORE COMPREHENSIVE DISCUSSION OF THE DEMAND FOR SKILLS TO BE INCLUDED IN THE MASA VOCATIONAL TRAINING PROGRAMS. THIS SHOULD BE BASED UPON ADDITIONAL SAMPLE SURVEYS AND OTHER INFORMATION, SUCH AS THAT USED TO ORIENT THE PRESENT MINISTRY OF LABOR VOCATIONAL PROGRAM. THE PP SHOULD ATTEMPT TO ANSWER THE FOLLOWING QUESTIONS:

A. HOW DO SKILLED AND UNSKILLED WORKERS NOW ENTER THE WORK FORCE?

B. HOW DO TRAINING AND UPGRADING OF SKILLS TAKE PLACE?

C. WHAT PROPORTION OF THE TOTAL WORK FORCE IS MASA TRAINING?

D. HOW MANY PEOPLE WILL MASA BE TRAINING IN SPECIFIC SKILLS PER YEAR?

E. WHAT ARE THE POSSIBLE ALTERNATIVE WAYS FOR UPGRADING SKILLS AND GETTING THE TARGET GROUP INTO THE LABOR FORCE?

TO THE EXTENT THAT THE PP CANNOT PROVIDE DATA ON DEMAND FOR VARIOUS SKILLS, THE PROJECT SHOULD BUILD IN FUNDING TO ESTABLISH AN ON-GOING SURVEY CAPABILITY WITHIN MASA to HELP DETERMINE TYPES OF SKILLS TRAINING TO BE EMPHASIZED IN ITS PROGRAMS. THE PP SHOULD DISCUSS OTHER NON-FORMAL TRAINING SYSTEMS EXTANT IN MOROCCO, SUCH AS THE APPRENTICESHIP AND GUILD SYSTEMS AND THEIR TRADITIONAL METHODS OF HIRING AND TRAINING. IF THERE IS ANY WAY TO TIE IN VOCATIONAL TRAINING TO THE PEACE CORPS, THE MINISTRY OF LABOR AND THE GUILDS OR UNIONS TO OBTAIN INSTRUCTORS, THE PP SHOULD BUILD UPON THE POSSIBILITY.

4. THE FUNDAMENTAL CHARACTER OF THE TANGIER INSTITUTE SHOULD NOT BE EXCLUSIVELY THAT OF WELFARE TRAINING. THE PP SHOULD PROPOSE MODIFICATIONS TO THE CURRICULUM OF THE INSTITUTE TO OBTAIN THE NECESSARY TRAINING FOR TRAINERS OF THE MONITORS WHO WILL TEACH VOCATIONAL SKILLS IN THE LOCAL CENTERS. IF IT IS NOT POSSIBLE TO MODIFY THE INSTITUTE PROGRAM TO MEET VOCATIONAL TRAINING DEMANDS, AID SUPPORT OF THE INSTITUTE SHOULD BE MINIMAL IN THIS PROJECT. MORE EMPHASIS MIGHT THEN BE PLACED ON THE REGIONAL CENTERS.

5. THE PP SHOULD ADDRESS THE POLICY QUESTION OF RESOURCE ALLOCATION WITHIN THE GOM AS IT AFFECTS MASA. WHAT EVIDENCE IS THERE OF GOM COMMITMENT TO VOCATIONAL EDUCATION AND TO THAT PRACTISED BY MASA IN PARTICULAR? WHAT IS USAID'S VIEW ON BUDGET LEVELS REQUIRED FOR MASA'S EXPANDING AND CHANGING ROLE? ARE THERE ANY MECHANISMS BUILT INTO THE PROJECT WHICH WILL HELP TO ACHIEVE THEM? AS AID INPUTS PHASE OUT, HOW WILL RECURRENT COSTS BE FUNDED BY MASA?

6. THE PP SHOULD RELATE THIS PROJECT TO THE ECONOMIC STRATEGY, THE CDSS STRATEGY AND THE POLITICAL CONSTRAINTS NOT READILY APPARENT IN THE DESIGN OF THIS PROGRAM. FOR EXAMPLE, WHAT WILL THE PROJECT DO TO IMPROVE THE ECONOMIC SITUATION AMONG THE POOR IN MOROCCO? A TRAINING PLAN SHOULD INDICATE WHAT SKILL AREAS WILL BE EMPHASIZED BECAUSE THEY ARE OF REAL BENEFIT TO 600,000 POOR PEOPLE? HOW WILL THE PROJECT OPERATE EFFECTIVELY IF THE TANGIER INSTITUTE REMAINS WELFARE ORIENTED AND THE DIFFERENT MINISTRIES CONTINUE TO FUNCTION AS SELF-CONTAINED UNITS WITH LITTLE OR NO COOPERATION AMONG THEMSELVES?

7. WHILE THE BUREAU ENCOURAGES HOST COUNTRY CONTRACTING, USAID SHOULD ASCERTAIN THE STRENGTHS OF MASA FOR SUCH A TASK AND UNDERTAKE INITIAL PROCUREMENT PLANNING WITH THE GOM, USAID AND AID/W. IN THE OPINION OF THE NEAC, THE CONTRACTOR SHOULD BE A FIRM WHICH HAS GOOD VOCATIONAL EDUCATION SKILLS. WITHOUT A LOG FRAME, HOWEVER, THE NEAC WAS NOT ABLE TO DETERMINE EXACTLY WHAT A CONTRACTOR WOULD DO.

8. THE PP SHOULD INCLUDE A STRATEGY FOR HELPING TO ESTABLISH A PLANNING/EVALUATION UNIT WITHIN MASA. THE PRINCIPAL FUNCTIONS OF THIS UNIT WOULD BE TO PROVIDE THE MINISTRY A PLANNING, IMPLEMENTATION, EVALUATION CAPABILITY, NOT ONLY FOR ACTIVITIES INVOLVED IN THIS PROJECT BUT FOR OTHER RELATED DEVELOPMENT EFFORTS AS WELL. THIS UNIT SHOULD

DEVELOP A MECHANISM TO PLACE PEOPLE IN LOCAL SKILLS' TRAINING CENTERS, TO PROVIDE FOR FOLLOW-UP TRACKING OF GRADUATES IN TERMS OF JOB PLACEMENT AND MARKETABILITY OF THEIR SKILLS. WOULD THE TANGIER INSTITUTE BE AN APPROPRIATE VENUE FOR TEACHING THE NECESSARY SKILLS TO MASA EMPLOYEES?

9. A CLARIFICATION OF WHAT AND WHERE PARTICIPANTS (LONG AND SHORT TERM) WILL STUDY SHOULD BE ADDED TO THE PP WITH A TRAINING SCHEDULE COMPLEMENTING THE IMPLEMENTATION PLAN.

10. THE PP SHOULD INCLUDE A DESCRIPTION OF THE WORK OF OTHER DONORS AS THEIR ASSISTANCE RELATES TO THIS PROJECT. FUTURE PLANS OF THOSE AGENCIES, IF KNOWN, SHOULD ALSO BE COVERED TO SEE HOW US INPUTS MIGHT FIT INTO THE OVERALL ASSISTANCE ACTIVITIES.

11. AID AND GOM INPUTS NEED MORE DETAILED CATEGORIES IN THE PP. BUDGET LINE ITEMS NEED CLARIFICATION AS WELL AS JUSTIFICATION. WHAT PROPORTION OF PROJECT RESOURCES ARE GOING TO THE SUPPORT OF THE TANGIER INSTITUTE? SPECIFICALLY, WHAT COMMODITIES WOULD AID PROVIDE?

12. A GRAPHIC REPRESENTATION (CHART, DIAGRAM) WITH AN EXPLANATION OF THE NETWORK AND LINES OF AUTHORITY SHOULD BE INCLUDED IN THE PP. DETAILS WOULD REFLECT THE RELATIONSHIPS AMONG THE MINISTRIES, THE TANGIER INSTITUTE, MASA AND ITS DIVISIONS, THE REGIONAL CENTERS AND THE LOCAL CENTERS.

13. THE NEAC RECOGNIZES THAT DESIGNING THE PP WILL REQUIRE THE ARTICULATION OF A THEORY TO SUPPORT THE VOCATIONAL SKILLS' TRAINING EMPHASIS OF THIS PROJECT AND FEELS THAT THE REQUIRED LOGICAL FRAMEWORK AND THE EVALUATION PLAN (REQUESTED IN PARAGRAPH 1) WILL BE THE DIRECT RESULT OF USAID'S NEW THINKING AND CHANGE OF EMPHASIS. THE LOGICAL FRAMEWORK SHOULD BE SUBMITTED TO AID/W FOR APPROVAL AS SOON AS POSSIBLE. VANCE

Department of State

OUTGOING TELEGRAM

ANNEX V

PAGE 01 STATE 007837 5167
ORIGIN AID-35

INFO OCT-00 /035 R

DRAFTED BY NE/TECH/HRST: A'DOMIDION: ES
APPROVED BY NE/TECH: CWEINBERG
NE/TECH/HRST: TMCDONOUGH
NE/NENA: PMORRIS (INFO)
NE/PD: RCARLSON (INFO)
NE/DP: BLANGMAID (INFO)
PPC/PB: JSEGAL (INFO)
PPC/PDPR: BSIDMAN (INFO)
AAA/NE: AWHITE (INFO)
GC/NE: JMULLEN (INFO)
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TO AMEMBASSY RABAT

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AIDAC

C O R R E C T E D C O P Y (ADDS SUBJ LINE)

EO 12065: NA
SUBJ: SOCIAL SERVICES TRAINING-REVISED PID: MOROCCO, 608-0157

REFERENCE: STATE 269999

THE REVISED LOG FRAME AND EVALUATION PLAN OF THE SOCIAL SERVICES TRAINING REVISED PID, HANDCARRIED TO AID/W DECEMBER 17, 1979, HAS BEEN ACCEPTED, PER PARA 1 OF REF CABLE. THE MISSION SHOULD NOW PROCEED WITH THE PP, ACCORDING TO INSTRUCTIONS IN REF CABLE. COPIES OF FINAL LOG FRAME AND ACTION MEMO POUCHED 1/7/80. VANCE

Department of State

OUTGOING TELEGRAM

PAGE 01 STATE 323785 034363 AID8412
ORIGIN AID-35

ANNEX V

ORIGIN OFFICE NETC-04
INFO NEPD-03 AANE-01 NEDP-02 CH6-01 NENA-03 GC-01 GCFL-01
GCNE-01 FM-02 AADS-01 DIU-04 CH8-01 RELO-01 /026 A2 1

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DRAFTED BY AID/NE/TECH/HRST: ANN DOMIDION: FJH
APPROVED BY AID/A-AA/NE: ALFRED WHITE
AID/NE/TECH HRST: TOM MCDONOUGH
AID/NE/DP: BRADSHAW LANGMATD
AID/NE/NENA/M: GEORGE LEWIS (DRAFT
AID/NE/TECH: LEWIS READE
AID/NE/PD: PAUL HOLMES (DRAFT)
AID/NE/PD: ROBERT BELL (DRAFT)
AID/GC/NE: THEODORE CARTER (DRAFT)
AID/NE/DP: GERALDINE DONNELLY (DRAF
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TO AMEMBASSY RABAT

UNCLAS STATE 323785

AIDAC

E.O. 12065: N/A

TAGS:

SUBJECT: SOCIAL SERVICES TRAINING: 608-0157

1. THE NEAR EAST ADVISORY COMMITTEE MET ON NOVEMBER 21, 1980 TO REVIEW THE SOCIAL SERVICES TRAINING PROJECT, AUTHORIZED IN THE MISSION ON JUNE 24, 1980, AND ITS SUPPLEMENT OF SEPTEMBER 25, 1980.

2. THE NEAC NOTED THE COMPLETENESS OF THE PP BUT SUGGESTED THAT THE MISSION INCLUDE AN AMENDED LOG FRAME IN THE SUPPLEMENT AS AN ADDITION TO THE ORIGINAL IN THE PP AND AN UPDATED EVALUATION PLAN TO INCLUDE THE NEW ELEMENTS.

3. THE MISSION IS HEREBY DELEGATED THE AUTHORITY TO AUTHORIZE AN AMENDMENT TO INCREASE THE LOP FUNDING OF AID PROJECT 608-0157 FROM DOLS. 3.545 MILLION TO DOLS. 4.045 MILLION. PLEASE SEND COPIES OF AMENDED AUTHORIZATION AND AMENDED GRANT AGREEMENT TO AID/W: CHRISTOPHER

ANNEX VI

Structure of Ministry of Social Affairs

I. Brief History of MASA

Until the early 1970's, what is now the Ministry of Social Affairs and Handicrafts (MASA) was largely a welfare organization called Entraide Nationale (EN). To clarify the objectives and mandate of the Ministry, it is useful to review how the Ministry evolved.

EN, the semi-independent welfare branch of MASA, was created during the French protectorate. After independence, King Mohamed V placed EN under the joint authority of several ministries (Public Health, Labor and Social Affairs, Interior, Youth and Sports, and National Education) and four private Moroccan benevolent societies. It was a tax-free organization financed by state subsidies, income from state domaines slaughterhouse taxes, gifts, and various fund-raising activities.

On October 10, 1977,the present ministry (MASA) was created bringing together Entraide Nationale (EN) (remains semi-autonomous); Social Affairs (from Ministry of Labor) and Artisanry which was formerly independent. MASA has been charged by the GOM with a progressively broader national and local mandate. Partly as a result of the political freedom which the King has permitted and the functioning of a Parliament, Moroccan leaders are demanding that the government respond to the long-neglected needs of the poor. MASA has been designated as the ministry through which these basic services are to be delivered. The ministry is "responsible for developing a social policy adapted to the national realities and for coordinating heretofore ad hoc and uncoordinated programs in the public, private and semi-private sectors". The mandate directs that the "social services should be a factor in economic development which favors the harmonious development of the individual in his society".

Local initiative of prominent individuals and political leaders combined with the assistance of foreign voluntary organizations has resulted in the creation of approximately 1100 local vocational training, health-related, and welfare centers dispersed throughout the country. The number of direct beneficiaries the Ministry reaches is approximately 600,000, each of whom is contributing support to a family which averages five-six members.

The role of MASA through its various stages of development has been and continues to be to provide to the rural and urban poor those services which are not available to them through other ministries.

II. Organization

Chart 1 shows the proposed new structure of the Ministry. Four offices are responsible to the Secretary General; two, the social Action and Artisanry offices, contain the active social programs. The Office of Administrative and Technical Inspection and that of Administrative Affairs are operational. The three discussed below are directly involved with the proposed AID project.

1. Social Action

This division includes social action, the proposed Institute and new Evaluation unit.

The division is responsible for, inter alia:

a) the girls'CET (ouvroir) and the boys' CFP training programs; b) the cooperatives formed in both boys' and girls skills programs; c) the nutrition centers (Centres Socio-Educatif).

The Entraide Nationale programs form other parts of the community protection and prevention office. All of these programs are welfare oriented and include: a) centers and schools of Société Marocaine de Bienfaisance (SMB); b) programs for the handicapped; c) the homes for the aged; d) day care centers; e) cooperatives for older women.

Chart 2 contains more details on each of these programs, including that of artisanry.

2. Societal Management Office

Newly created, this office contains the proposed Social Services Training Institute. Both the contract team and the Moroccan director will be responsible to the head of this office but close liaison is expected between the Institute and the Social Action Division's training programs due to joint lower-level training responsibilities. Upon graduation from the two year course, students may be assigned to any of the Ministry's divisions or subdivisions. The Institute's short course students may apply from any of the various divisions, returning upon completion to their sponsoring office.

3. Social Planning and Study Office

Also new, the responsibilities of this office are to carry out planning, program adaptations, research, monitoring and evaluation.

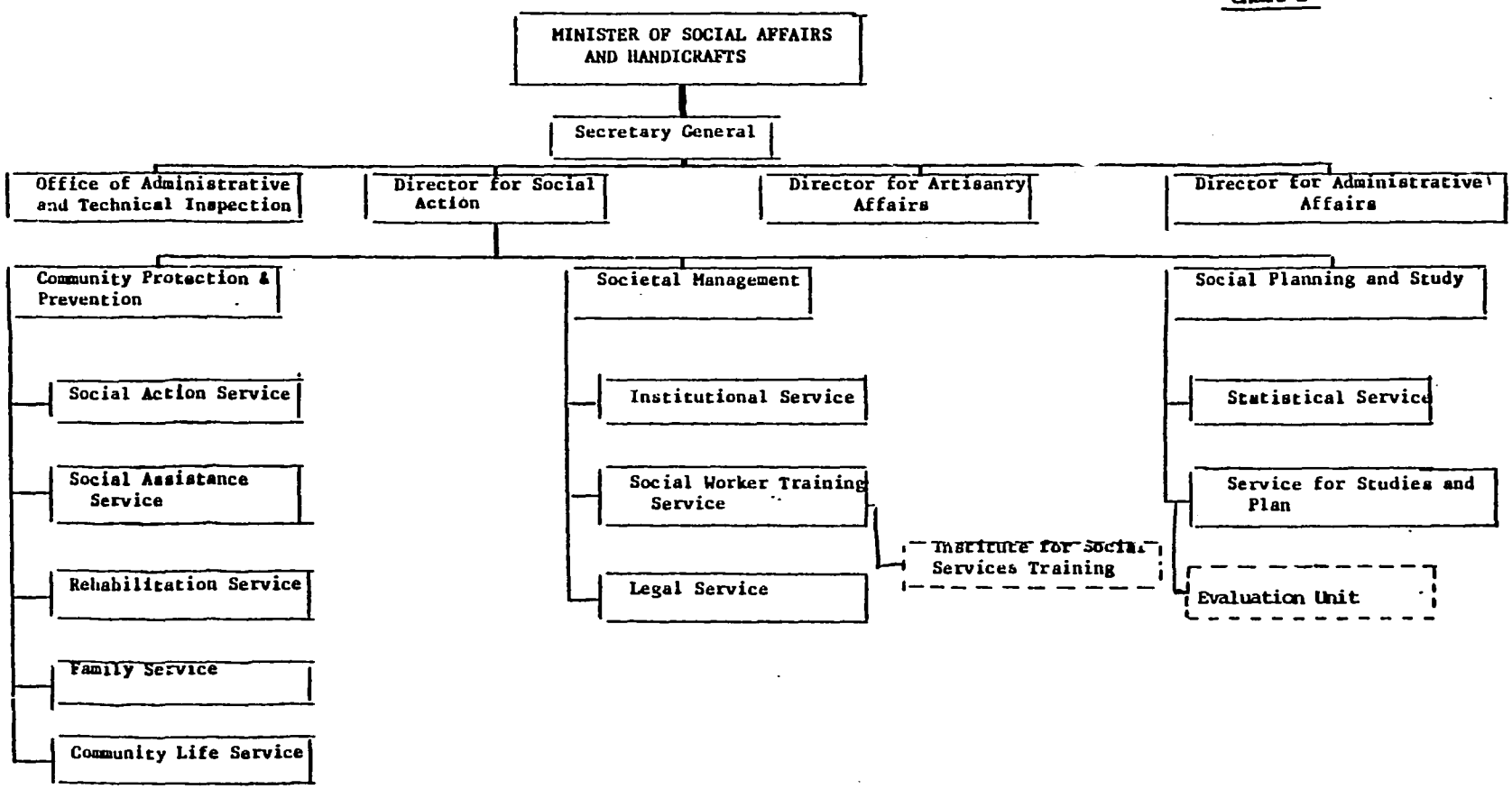
The Statistical Service and Service for Studies and Plan would work together to form the new Evaluation Unit proposed in this project.

III. Staff

The number of central Ministry employees is about 40. Major programs for which the MASA is responsible are listed in tables 1 and 2.

ANNEX VI

Chart 1



ANNEX VI

TABLE 1

Ministry of Social Affairs

Division of Social Action

Major programs for which responsible

Provinces	CETs* Centres d'Education & du Travail (Girls'Ouvroirs)		CFP* Centres de Formation Professionnelle (Boys'CFP)	
	No Centres	No Students	No Centres	No students
Rabat	6	923	1	25
Casablanca	10	2,503		
Agadir	8	2,639	1	33
El Hoceima	6	724		
Beni Mellal) Azillal)	9	2,724		
Fès-Boulmane	15	2,150	1	39
Chaouen	5	900		
Essaouira	4	891	1	25
El Jadida	14	3.000	1	40
El Kalâa	6	3,330	1	100
Feguig	5	636		
Khemisset	11	2,285		
Kénitra	18	3,432		
Errachidia	4	800		
Khouribga	6	1,443		
Khenifra	4	940		
Marrakech	47	22,876	8	400
Meknès	9	1,490	1	100
Nador	1	500		

Ouarzazate	15	1,571		
Oujda	17	3,281	2	70
Safi	9	2,122	1	100
Settat	12	1,885		
Tanger	8	1,709		
Taza	7	343		
Tan-Tan	3	940		
Tiznit	5	956		
Tétouan	15	3,143	1	45
Laayoune)	3)			
)	)			
Smara)	2)			
)	)	780		
Boujdour)	1)			
)	)			
Tarfaya)	1)			
Totaux	286	70,916	18	932

Sources: Government of Morocco - Ministry of Social Affairs

* Both of these programs have been described in detail in this document and in this PID. The other major programs are noted in table 2.

Other Major Programs Administered by MASA

Table 2

Organization	No. of Establishment	No. of instructors	Background of Beneficiary	No. of Beneficiaries	Description of Activity
/ENTRAIDE NATIONALE/					
Centers & schools of Société Marocaine de Bienfaisance (SMB)	114	450	Orphaned and socially disturbed boys & girls, (up to 19 years old)	22,656	Attend public school or SMB provides education. Many SMB boys attend CFP (vocational training centers).
Establishments for Blind, Deaf, and Other Physically Handicapped	148	200	Men and women physically handicapped in one way or another	7,000	Special care, education and training provided; quality of education and training varies widely.
Home for Aged, similar activities	120	300	Includes most traditional welfare groups, such as aged, infirm, mentally ill	14,000	Care provided is minimal.
Garderies d'Enfants (Day-Care Centers)	117		Pre- school children		Head-start program in process of being structured nation-wide. Some centers exist. Assistance from Van Leer Foundation.
Cooperatives for Abandoned, Divorced and Women Heads of Households	85	425		4,500	Recently established "Cooperatives" for older women; learn sewing, knitting, embroidery, some literacy.
/ACTION SOCIAL/					
Centres Socio-Educatifs	300	600 monitrices 25 provincial directrices	Mothers with infants age 2-5	150,000 (mothers-infants not counted	Nutrition education, home economics, literacy.

Organization	No. of Establishment	No. of Instructors	Background of Beneficiary	No. of Beneficiaries	Description of Activity
/DIVISION DE L'ARTISANAT/	107 Ensembles Artisanaux	Master-craftsmen	Men and women who have completed mrimary school	250,000	Training provided for careers as artisans; includes rug-making, pottery, leather, carpentry 2-3 years training; some trainees remain longer and produce items sold at Ensemble.

N.B.: There are an estimated 500,000 artisans in Morocco supporting 3MN dependents (15% of total population. Handicrafts ranks fourth in foreign exchange earnings. Marketing outlets opened in Paris, Frankfurt and (soon) in USA. In some towns, items produced by members of girls CET cooperatives (CPTM) are sold to Artisanat for resale or they are displayed at Artisanat where orders are taken and passed on to cooperative.

Annex VII - Engineering and Design Analysis

A. General Description

The proposed site for the Social Services Training Institute was originally designed and built to house the Ecole des Arts et Métiers, another technical training school. Instead, the MASA was given the complex in 1978 as a site for a future Institute to train professional staff. Because the building is new, there are no other renovations necessary beyond the changes being made to accomodate live-in students and cafeteria facilities.

In brief, the following are necessary modifications:

1. transformation of three exposition halls into dormitory living space for 42 students each, to include dormitory rooms, student lounge and sanitary facilities. The living space per student would be about 5 square meters, including/excluding lounge space;

2. transformation of one exposition hall into dormitory living space for 50 students for short-term living space, to include dormitory rooms, student lounge and sanitary facilities. The living space per student for short-term housing would be about 4 square meters, including/excluding lounge space;

3. equipment and installation of cafeteria facilities to serve up to 180 students;

4. manual laundry facilities installed to serve up to 180 students.

B. Engineering Implementation

1. Site selection

The site is well suited to the proposed center with good access to transportation and sufficient land and building space for the planned use.

2. Design and Engineering Services

Renovation and new construction at the center will be accomplished through the use of local building contractors and services of the original architectural firm, B. Ghesquiere -

B. Demnati, Tangier. This firm will be responsible for renovation design service and for preparation of the modified plans and specifications. Construction should utilize local materials and construction techniques at minimal cost. Review of the modified plans and specifications will be carried out by the MASA and USAID.

3. Construction Methods

There are no new or unusual construction methods proposed that would present problems. All of the design changes are well within the capabilities of local builders. Construction will be monitored at appropriate points along the way by a representative of USAID and the MASA, assisted by the Tangier architectural firm mentioned above.

4. Utilities

Utilities are available at the site. Changes required are; a) in the internal wiring, and b) in the internal plumbing systems. Electrical changes will be made to accomodate additional lighting and space heating in the classrooms, cafeteria, offices, and dormitories. Plumbing alterations will be made in the dormitories, kitchen area, and the laundry facilities. These utility renovations have been taken into account in the cost estimates.

5. Cost Estimates

The estimate of the total cost required for equipment and installation to accomplish the modifications described is approximately $140,000. While some minor cost adjustment may be necessary, depending upon final fees for architectural and contractor services, such costs should not greatly exceed this estimate. Given this situation, as well as the review by USAID and the MASA of the modified plans and specifications, requirements of section 611 (a) are being met.

6. Implementation Plan

Renovations and modifications on the existing building are planned to begin in June, 1980 and, together with installation of equipment as required, are expected to be completed by January, 1981. Given the timely délivery of certain equipment and the extent of work to be performed, the intended completion dates are such that the immediate needs of the complex in January, 1981 will be satisfied, with later construction needs being satisfied as their demands arise, i.e. "short-term" dormitories completed by January, 1981 and the dormitories being completed by March-April, 1981. The cafeteria will be completed by January, 1981.

C. Engineering Conclusions:

After site visits and review of available engineering data, preliminary modification and equipment installation plans were prepared by Mr. John Neave, USAID Mission Engineer. As noted above, final design plans will be carried out shortly after signature of the project agreement, in addition to discussions with personnel responsible for their implementation. Based on the above, USAID concludes that the technical requirements of the proposed work are sufficiently well defined and designed to execute the various parts of the works on an orderly schedule. Also, it is considered that the degree of engineering planning undertaken and the determination of costs are adequate to meet applicable requirements. The regional engineer certifies that the requirements of Section 611 (a) have been met.

ANNEX VIII

List of Possible Pilot Centers by Province

The list below comprises possible sites for training centers. It may be preferable to have these pilot centers for girls in places where CFP (boys') sites are located, as this will help relieve any criticism that AID is ignoring the majority of unemployed, the boys, in favor of a lesser problem. Sites which are (relatively) near planned CFP centers are therefore favored. Overall, the sites were chosen for their rural/urban mix, for their agricultural or industrial situations. The Marrakech and Rabat areas have not been included since many projects currently are being implemented in those areas. The MASA recommended that other experimental areas that have good transportation and infrastructure be chosen.

I. Priority List

PROVINCE	%RURAL	RURAL PO-POPULATION DENSITY	URBAN	RURAL	TOTAL
Agadir	77.4	40.4	202,600	705,900	908,500
Eikella	87.1	47.2	70,400	475,600	546,000
Safi	65.1	57.1	223,000	416,000	639,000
Tetouan	50.2	55.2	330,000	333,000	663,000
Meknès	42.3	37.3	433,000	318,000	751,000
Tetounate	47.7	96.7	12,000	497,000	509,000

II. Alternative Sites

Beni Mellal	68.6	53.8	174,000	380,000	554,000
Khouribga	51.3	49.6	200,000	211,000	411,000
El Rachidia	86.1	5.7	55,000	340,000	395,000
Tanger	26.1	79.7	269,400	95,000	365,000
Casablanca	5.8	80.7	2,133,000	130,400	2,263,500
El Jadida	79.8	91.6	139,000	549,600	688,000
Rabat	11.3	73.6	735,900	94,000	830,000
TOTAL			7,670,000	11,236,000	18,906,000

ANNEX IX

SOCIAL SERVICES TRAINING PROJECT

Report submitted by

Laura Clyburn
Amal Rassam
Dorothy Young, Team Leader

Rabat, 31 July 1979

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• Project Description

A. Introduction and Summary Description

The purpose of this project is to help the Ministry of Social Affairs and Handicrafts (MASA) to strengthen its training programs at the middle and field levels and to improve and extend social services to its clientele, the poor and disadvantaged of Moroccan society who are bypassed by other institutions. The clientele of the ministry is made of unemployed young men and women, the illiterate, orphans, abandoned women and the handicapped.

In Morocco, 50% of the age group 14-25, who constitute the target population of this project (and the single largest group in the society) are unemployed. Nearly half of the population lives below the poverty line, and illiteracy rates are high in both urban and rural areas reaching up to 80% for men and 98% for women. The needs of this unskilled, illiterate and unemployed majority of the populations are largely unmet by other ministries or institutions in Morocco. While other ministries do have responsibilities in the areas of education, employment and health, their services do not reach this vast group. This is partly the result of their rigid structure and urban bias and of the sheer scale of the problem. The poor then tend to be left out of such services that are offered and there is, therefore, both a need and a room for the social services currently offered by the MASA.

The ministry is responsible for a large and loosely articulated program of training and care-taking. This program has developed gradually through local initiative and in response to local needs and demands. It is thus a truely grassroots social services program, fairly unique in the developing world. This project seeks to capitalize on the uniqueness and strength of this existing program and provide it with the support it needs to consolidate, improve and expand its services.

Part of the sizeable program the ministry administers concerns itself with the training of young males and females and school drop-outs who have no alternate sources of education. It provides training for more than 70.000 young men and women through a network of 300 training centers. This project is a multi-level, integrated approach aimed at strengthening the MASA training program at all levels and at improving the capacity of the ministry to better support and manage this program.

At the field level the project will upgrade the skills of the more than half of the 3000 staff members, providing medern and diversified skill training for up to 300 of them as well as training 12 master instructors. In addition, an estimated 1400 staff will participate in in-service training programs which will provide them with a broader base from which to work, orient them to their job, and improve their ability to teach their students.

At the middle level the project will train provincial directrices/ inspectors and other provincial level personnel through periodic seminars tailored to meet their specific needs in, for example, administration and non-formal education.

At the national level, a Training Institute for Social Service Workers will be created in Tangiers and will begin with a class of 50 post-Bac students. Graduates of this two-three year program will provide MASA with badly needed staff at the national and provincial levels.

In addition, participant training will be provided for selected instructors who, after their overseas training will become permanent teaching staff at the Tangiers Institute.

The project will require foreign professional teaching staff for the Tangiers Institute and experienced administrators at the headquarters and field levels.

Project funding is requested for three years and project duration is expected to be five years.

Project costs are estimated at $3.5mm AID costs and approximately $1.98mm host country contribution

B. Detailed Project Description

1. Background

The Social Services Training project will be implemented by the Ministère des Affaires Sociales et de l'Artisanat (MASA: Ministry of Social Affairs and Handicrafts). While the ministry in its present form is a relatively new institution, created by decree on 10 October 1977, the divisions which comprise the ministry have been in existence since Moroccan independence or longer.[1]

The Social Service Training project concerns itself with the first of the three MASA divisions which are:

a. Training: began in the early 1970's and will form the Social Action Division of MASA

b. Welfare : (Entraide Nationale) historically the emphasis of the social services provided by the ministry

c. Handicrafts: an autonomous training and marketing division within MASA

While the welfare and handicrafts divisions of the ministry are important aspects of the total ministry program this project does not concern itself with them ; further information regarding these programs provided in Appendix B.

1. See Appendix A, Decree creating MASA.

Until the early 1970's, what is now the Ministry of Social Affairs and Handicrafts was largely a welfare organization called Entraide Nationale (EN). To clarify the objectives and mandate of the ministry, it is useful to review how the ministry evolved and how other ministries acquired jurisdiction in areas which are now to be strictly the concern of MASA.

EN, the present welfare branch of MASA, was created during the French protectorate. After independence, King Mohamed V placed EN under the joint authority of several ministries (Public Health, Labor and Social Affairs, Interior, Youth and Sports and National Education) and four private Moroccan benevolent societies. It was a tax-free organization financed by state subsidies, income from state domaines, abbatoir taxes, gifts, and various fund-raising activities.

EN became a Commissariat in 1968 and in 1972 was transformed into a State Secretariat under the Prime Minister's office, headed by the present minister, Abdallah Gharnit. Finally, on 10 October 1977, the present ministry was created bringing together EN, Social Affairs (from the Ministry of Labor) and Artisanat (formerly independent) ; however, the texte has not yet been approved, for redefining and delimiting the "social services" roles of all of the interested parties-ministries and private institutions- has taken time. The Prime Minister has approved the texte before Parliament and formal approval

is anticipated in September 1979. In the meantime, the ministry exists and functions with limited personnel and budget during this period of transition. Once the Texte is approved, the Ministry of Finance will authorize a budget, the first priority of which is to staff the Division of Social Affairs, the branch of the ministry with which this project concerns itself. Until the statutes of MASA are officially approved, its budget remains largely limited to EN funding sources described above.

The key to understanding MASA, its strengths and need, is the recognition that it is an institution which has grown from the local, field level up. Local initiative of prominent individuals and political leaders combined with the assistance of foreign voluntary organizations has resulted in the creation of approximately 900 local vocational training, health-related, and welfare centers dispersed throughout the country.[1] The number of direct beneficiaries the the ministry reaches is approximately 600,000, each of whom is contributing support to a family which averages five-six members.

The role of MASA through its various stages of development has been and continues to be to provide to the rural and urban poor those services which are not available to them through other ministries.

1. Principal voluntary organizations involved are Catholic Relief Services (CRS), EIRENE, the Peace Corps, British Save the Children

Adding to these responsibilities, the ministry has been charged by the GOM with a progressively broader national and local mandate. Partly as a result of the political freedom which the king has permitted and the functioning of a Parliament, Moroccan leaders are demanding that the government respond to the long-neglected needs of the poor. MASA has been designated as the ministry through which these basic services are to be delivered. The ministry is "responsible for developing a social policy adapted to the national realities and for coordinating heretofore ad hoc and uncoordinated programs in the public, private and semi-private sectors." The mandate directs that the "social services should be a factor in economic development which favors the harmonious development of the individual in his society."[1]

Examples of the nation-wide programs given to MASA include organization and implemention of a literacy program, job creation for unemployed youth guarantee of health services to the poor and training of social services workers in the broadest sense of the term to meet the needs of the government and the private sector.

1. Appendix C . Note de presentation outlining role of MASA

While MASA is a logical choise of ministries through which to address the needs of the poor, it is perhaps the least well-equipped in terms of staff size, training and budget. When MASA services were regrouped under a single ministry in 1977, the Ministry inherited a disparate body of experienced personnel who lack professional training. They are underpaid, overworked and generally very dedicated personnel ; however, in order for the Ministry to carry out its broad mandate and specifically respond to the educational needs of a large and growing number of youth, it must have adequatoly trained personnel.

The GOM is requiring that MASA training staff be brough up to required professional standards. Responding to this requirement, as vacancies occur, MASA is recruiting trainers with requisite educational background and has conducted some in-service (recyclage) training programs. However, it is not feasible to restaff the existing centers with new personnel. Instead it is necessary to train selected personel throughout the system in subject and skill areas that now prevent the system from working as effectively as it might. Specifically, the objective is to better link education, training and employment which is a general objective the GOM is pursuing in reforming its education system.

As stated earlier, this project focuses on the training division of the Ministry and specifically the Centre de Formation Professionelles (CFP) for young men, the Centres d'Education et du Travail (CET) for

young women and the Cooperatives Polyvalente du Travail Manuel for the graduates of the CET's. These are described in more detail below.

MASA Training Programs

a. Centres de Formation Professionelles (CFP) Participants: 760 These centers, until recently for boys only, were initiated in 1970 by a European voluntary organization, EIRENE, which provided quality instructors, equipment and operating funds for four vocational training centers specializing in radio/tv repair and electricity, carpentry, automobile mechanics, and general mechanics. Additional centers which teach welding, plumbing, tailoring and the above-mentioned skills opened through the efforts of provincial representatives and, in some cases, Peace Corps volunteers. There are currently sixteen CFP for young men and more are in the planning stages. Trainees have had either minimal education (four years) or none at all. Some of the centers teach basic education courses or studies related to the skill area taught such as industrial drafting, and simple math. Many of the trainees are orphans from another MASA program, the Société Marocaine de Bienfaisance (SMB). The average age category is 12-20.

The length of training is two years. The staff is largely Moroccan with assistance from Peace Corps volunteers in some centers and personnel seconded from the Ministry of Labor training Centers. An increasing number of instructors are graduates of the CFP in which they teach, and aside from the vocational skill training they received, they have had no instruction to prepare them for their work.

The ministry wishes to open an additional twenty CFP. CRS has requested and OPG to assist the Ministry in equipping the centers.

b. Centres d'Education et du Travail (CET "OUVROIRS").
Participants: 70,000

CET's are training centers for young women who have had little or nor education. The vast majority of CET's teach only embroidery, knitting, and sewing skills plus literacy and numeracy courses for those who have had no education, a few CET's offer training in hairdressing, typing, and construction. There are 290 CET's located in both rural and urban areas and additional centers are being added regularly.[1] Local authorities are responsible for identifying a locale and paying any necessary rent. The operating costs such as water, electricity and the purchase of raw materials are covered by a cotisation of 5 DH per girl per month. The personnel, consisting of a Directrice, approximately one monitrice for every 35 girls, a bookkeeper and maintenance personnel, are paid by the Ministry: none of the personnel has received special training for their work and may of them are recent graduates of the CET in which they teach. Teaching techniques are basically passive -- the monitrices acting as supervisors of work. Enrollment is very heavy (several hundred students per CET) and most centers operate on a split shift with half the participants attending in the morning and half in the afternoon. Illiterate girls (30-50% of those enrolled) receive two hours of basic education a day taught by personnel from various sources: a teacher borrowed from the local

1. See Appendix D for list and location of CET's

public school, one of the CET students who is educated, or more recently specially trained full-time instuctors assigned to the CET. The length of study is three years. All of the participants and the monitrices receive food aid valued at 31.80 DH ($9)/mo for the participants and 51.10 DH ($14.60) for the monitrices.

c. Cooperatives Polyvalents du Travail Manuel. Participants: Girls who successfully complete three years training in a CET are eligible to become members of the estimated 115 cooperatives located often in the same building as the CET. These are logical extensions of the CET, and provide the girls with a place to work which is particularly important for the poorer members who cannot afford to buy the machines needed for their work. The coop. is a production unit; each member produces articles for which orders have been received and, when sold, she receives payment for her labor. The average net return to each cooperative member is 1 DH/hour or a little less than the current minimum wage (14 DH/day for the industrial sector and 9 DH/day for the agricultural sector). The ministry provides the locale and sometimes a marketing facility, a supervisor, and part of the operating costs.

In some areas, the articles produced are displayed at the Ensembles (Centers) Artisanaux (Handicrafts Division of the Ministry) where tourist and wholesale buyers can place their orders. In addition, the cooperative can market its articles on a consignment basis with the

Ensembles. There are some 107 such Centers as well as overseas outlets ; therefore, they do represent an excellent marketing outlet for the cooperative. MASA policy is to expand the number of cooperatives: many of those now in existence are three-twelve month experiments. Coop. members receive food aid valued at 51.10 DH ($14.60)/mo during their first year at membership only.

The Canadian Agency for International Development (CIDA) and the Ministry of Social Affairs are currently discussing a ministry request for assistance to the CTPM. Visits have been exchanged and the report of the Canadian delegation which visited the work of the ministry in Marrakech in May 1979 is awaited. A project identification mission is expected in Morocco in the fall. A representative of the Canadian Embassy in Rabat estimates that the project could begin no earlier than 1982, and will probably consist of material aid (sewing, knitting, weaving machines) and short-term training for cooperative leaders. The original grant request was for $1.5mn ; however, by the time the project is reaches implementation stage it could be considerably more according to the Canadian Embassy representative. Canadian officials are aware of USAIDprogra programs with the ministry and will coordinate their assistance with AID and the ministry.

b. Relationship of this project to other AID-financed projects

1) On-going Projects

AID has had lengthly experience working with the Ministry as it evolved from Entraide Nationale to its present form. This experience is primarily through the PL-480 Title II program which began in 1957 and which benefits many of the MASA centers at the field level. These centers include the CET and the CPTM (cooperatives of CET) which are part of this proposed project. Catholic Relief Services is responsible for the importation of the commodities and for assisting Entraide Nationale in the distribution and control. In addition, in 1975 AID funded a nutrition education program with MASA which has resulted in the structuring of a grassroots nutrition education program with trained Moroccan personnel. Meeting an agreed timetable, the ministry has assumed complete financial responsibility for the personnel, on-going training programs and operating costs ; CRS continues to provide PL-480 commodities. In general, CRS and the Mission are satisfied that the ministry complied with the covenants governing the above projects and feel that its performance has been satisfactory

2) Approved Projects

The research for this proposed project dates back to exploratory work undertaken in December 1976 by Youssef, Salka and Murphy.[1]

1. See "An Evaluation of Non-formal Education Programs for Women in Morocco"

They concluded that the CET/"Ouvroir" women's training program, due to its flexibility, was a good vehicle for promoting nonformal education. At that time, the present training division of MASA was part of the Ministry of Labor. In subsequent visits (and no doubt in part due to the fact that MASA was newly created and in the process of organizing itself), AID project development focus shifted to the Ministry of Youth and Sports and to the Ministry of Labor training programs. The result was two approved projects: No. 0139, Non-formal Education to Women and No. 0147 Vocational and Commercial Training for Women.

Despite the existence of two human resource development projects, there is agreement among the ministries involved that: the subject project addresses itself to a different and broader audience ; second, there is room for all of the training activities proposed by each project ; and third, there are possibilities for collaboration among the projects.

1. Project 0147, Vocation and Commercial Training for Women, implemented by the Ministry of Labor, is concerned strictly with job development for women in higher-level skills. This PID describes a project that trains both men and women whose educational background is too weak to meet the entrance requirements of the Ministry of Labor. Moreover, the Ministry of Labor training is oriented towards satisfying the needs of the private, industrial (and thus urban) sector of the economy.

The MASA training is more oriented towards preparing young men and women to fill local and primarily rural labor needs.[1/]

Collaboration already exists between the training programs of the two ministries: vocational education instructors in the CFP's are graduates of the Ministry of Labor training programs and in some cases continue to be paid by Labor, seconded to MASA. Labor has expressed its preparedness to continue this form of collaboration and has a positive attitude towards the MASA training programs.

2. Project 0139 - Nonformal Education to Women - implemented by the Ministry of Youth and Sports, is limited to the training and promotion of women. There are similarities and differences between the Youth and Sports womens program (Foyer Feminin) and the MASA CET's. The Foyers and the Youth and Sports facilities are generally more capital intensive installations and are more urban-based than the corresponding MASA institutions. The program of studies in the CET and Foyers is similar but pains are taken to avoid duplication of effort; in urban areas like Casablanca, for example, territories are defined so that services do not overlap.

Despite the existence of both Foyers and CET's in some cities, combined these are still insufficient to meet the needs of all applicants -- and as many are being turned away as those who are admitted. Because the MASA CET's are more rural and trainees must have the Carte d'Indigence, one

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1/ One of the national objectives of the GOM is to reduce migration to urban areas by promoting the decentralization of administration and services and the regionalization of industrial development. Little progress has been made; however, MASA training in rural areas should be seen as a valuable program in assisting the government with its objective.

can state that the CET serves the lower income segment of the economy.

Collaboration between the Foyer program and the CET should be promoted. Discussions continue between the two ministries regarding the sharing of the Royal Training college to train some MASA monitrices or to conduct in-service training programs. Another possible area of collaboration would be sharing of the findings of the detailed employment research to be undertaken during the early months of Project 0139's implementation, and the work of the same project's Job Development Unit to be created within the Foyer programs.

2. Synthesis of the Problem

a. General

The target population of this project is the poor majority living in both urban and rural areas and in particular the youth who do not have access to the formal education system or other training programs which prepare them to support themselves and contribute to national development. The Ministry of Social Affairs and Handicrafts (MASA) has been mandated by the government to address itself to the particular needs of this segment of the population and, in fact, the ministry has been engaged in training youth for the past ten years. The problem, however, is that it lacks the qualified personnel at the national, middle and local levels who are needed to consolidate, extend and professionalize these training services which are becoming increasingly crucial for the well being of the country.

b. Formal education and health systems do not reach the majority of the poor.

The project addresses the problem of poverty and the circle of uneducated, untrained, and therefore unemployable poor adults who represent more than 50% of the population. Studies based on the 1971 census discuss the monetary indicators of poverty in Morocco and the dualistic nature of the economy, and therefore a detailed analysis of the problems of poverty need not be presented here.[1/] Suffice it to point out that approximately 44% of Morocco's population or eight million people live below the poverty line based on expenditures of $250 per year or less. Unemployment rates are high, particularly in rural areas and among the youth. Other studies document the non-monetary indicators

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1/ See Eighmy, T.H., "A Statistical Description of Morocco's Poor," AID, Rabat, 1979. 1977 Maroc en chiffres, EIRENE Evaluation, 1970-78.

of poverty such as literacy, infant mortality and mal-nutrition.

Despite its substantial share of the national budget, the formal education system appears not to be relevant to the needs of the country and serves but a small segment of the population. Best available statistics indicate that 70% of the inhabitants above the age of five are illiterate; the figure climbs to 80% in the rural areas where 98% of the women are illiterate.[1/] Only 41.7% of the school age group 7 through 13 attend school. Without the benefit of the most basic school--acquisition of reading and writing and socialization skills-- youths are left to cope in the society, ill-equipped to earn a living for themselves and their families.

The Ministry of Labor which focuses on salvaging school drop-outs, tends to train only a small number of urban youth each year.[2/] Following a study of the Moroccan economy in late 1978, the World Bank, which has been heavily involved in the formal education sector, concluded that the skills training projects of MASA were more relevant and cost effective delivery models than those of the formal education system. It recommended in turn that non-formal education be expanded to the Ministry of Education.[3/]

In the health sector, the experts have drawn similar conclusions; although the Ministry of Health has an impressive infrastructure and a large number of highly trained professionals, the program reaches only a small proportion of

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1/ See Mr. Lahbabi, L'Economie Marocaine, pp. 10-12, Lamalif, No 95, Mars 1978, Le Maroc en chiffres, 1975-77.

2/ Each year, the Ministry of Labor centers train the following numbers in skill categories which concern the CFP: 100 carpenters, 200 auto mechanics, 200 electricians, 10-20 radio-tv electronics: source: Eirene Evaluation, Mr19

3/ Interview with Christian Merat, IBRD, 30 November 1978, Rabat.

its target population especially in the rural areas. A large proportion of the health budget allocations go to hospital-oriented activities which, although theoretically available to the entire population, are in fact inaccessible to the rural and urban poor. Infant mortality rates and mal-nutrition in the rural areas are "distressingly high" despite the Ministry of Health's maternal and child health program. In 1971, 42% of the infants under age 4 suffered from mal-nutrition[1/].

In brief, it is evident that not only are the very poor largely left out of the programs of other ministries, but also it is clear that there is room and need in Morocco for the services which all of the ministries seek to provide in order to close the gap between the benefits available to the modern, urban sector and the traditional sector, both rural and urban.

c. Weaknesses of MASA in dealing adequately with training needs of poor

The Ministry of Social Affairs and Handicrafts, Social Action Division is responsible for serving the unmet needs of the disadvantaged majority of the population. Its program emphases are on education and health. And while MASA has so far managed to establish and operate a number of training programs there, nonetheless exist real manpower, budgetary and institutional problems and limitations which prevent it from improving or expanding its current undertakings. The manpower limitations can be summarized for each level as follows:

1 - Ministerial (headquarters) level

There are approximately 40 "administrators" working in Rabat. Once the GOM has approved the texte officially creating MASA, additional staff will be recruited, priority going to the Social Action Division which concerns this project. Existing personnel are overseeing the large on-going program

1/ "Morocco: The Health Situation", IBRD report by Catherine S. Pierre, Oct. 1979, pp, i-iii.

but can provide only limited institutional support to the field personnel and programs. They now have to cope with the added responsibilities assigned to them by the government; (for example) they have taken over full responsibility for the national network of Centres Socio-Educatif, and the EIRENE-sponsored CFP's; it is in the process of structuring a nation-wide literacy program and upgrading the personnel who staff the CET and CFP. The ministry is under pressure to professionalize its personnel at all levels but on the one hand budget resources limit what can be undertaken and on the other there exists no Moroccan institution which trains the type of personnel the ministry needs for its social services programs.

2 - Middle management level

Between the Ministry headquarters and the field programs there is a thin layer of cadre, principal among whom is the provincial representative of the ministry: the Délégué (delegate). Like many other MASA personnel, délégués were appointed not so much for their professional qualifications but for their interest in social action programs and their willingness to work at MASA salary. In the principal provincial centers which we are familiar with (Marrakech, Casablanca, Beni Mellal, Fes and Meknes) the délégués are in fact impressive individuals who have developed extensive programs with little financial or institutional help from the ministry. According to headquarters personnel, other délégués are less motivated or suited for the task, are less productive and therefore fewer services are provided for the population in their province. The absence of trained and qualified personnel to replace weaker délégués limits what the ministry can do to strengthen its field

program in certain provinces.

The délégués respond to locally expressed needs and political pressures to initiate projects. They do not have the time nor the support personnel to more carefully plan and develop projects. Indeed, the most successful approach in terms of developing a large and diverse program seems to be that of Mr. Semmat, the Marrakech Délégué, whose tactic is to launch a project in response to local interest and initiative, get the program going and staffed and then present the ministry with the fait accompli and seek its support: a budget for recurrent costs and personnel.

Other provincial level personnel are the Provincial Directrices of the Centres Socio-Educatif and the CET. Their responsabilities are primarily to inspect and control the work of the CSE and the CET through regular visits and monthly reports. At present there are no provincial level personnel to coordinate and assist the boy's CFP nor are there yet adequate numbers or trained personnel to supervise the literacy and other new, developing programs.

Only the directrices of the Centres Socio-Educatif program have received training to prepare them for their work.* Other provincial level personnel, where they exist, are limited in the guidance support and assistance they can provide to moniteurs/monitrices. Since they themselves have had no orientation to their work, to social services in general, and to the economy of their region, at present they are unable to convey this type of information and understanding to the moniteurs and monitrices for whom they are responsible and whose work they supervise. In sum, at the provincial level there is

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* Three months training in Tunis at Nutrition Institute.

a need for additional, trained personnel and there is also a need to upgrade the skills of existing personnel to strengthen the ministry at the field level and better support the work of the teaching staff in the centers.

3 - Local field level

The MASA training institutions at the field level are the vocational education centers for boys (CFP) and the training centers (CET) and cooperatives for girls. None of the staff of 3000 plus moniteurs/monitrices have received training in how to teach their skill nor have they received any orientation to their work. They pass on what they have learned by virtue of their being a step ahead of their students in age and skill. They may be barely literate, having had a maximum average of four years of schooling and they are therefore unable to teach badly needed basic education courses or provide any guidance to the student trainees.

The skills which are taught will be duplicated in new centers now on the drawing boards. There is no central or provincial plan to diversify the skills taught based on unmet local skill needs. There are more than 290 CET's graduating annually more than 8,000 girls deft in traditional embroidery, sewing and knitting. And although there are sound cultural and economic arguments for teaching these skills, the few experiments that exist in training girls in more other and more lucrative skill areas suggest that at least in the urban areas there should be a diversified training program.

There is therefore a need for diversification as well as a need for the training of trainers to teach new skills. All of the weaknesses and needs mentioned above can be addressed in provincial level training programs and at the proposed Tangiers institute, and they should be integrated in a manner that will link together the different levels of personnel and strengthen the ministry at the headquarters, middle and field levels.

3. Purpose of the Project

The purpose of the project is to consolidate, professionalize and extend the services of MASA's Division of Social Action institutions which train and educate the poorest segment of the Moroccan population by:

a. Creating a Social Services Training Institute

b. Organizing the in-service training (recyclage) of existing personnel

c. Extending training to new skill areas

d. Providing project-related participant training.

These project components form part of an innovative and integrated effort at strengthening the ministry's training programs and improving its ability to deliver social services. Taken together, they will permit the ministry to better achieve its program goal of providing the level of training and services to the urban and rural poor which will permit them to be more productive participants in the national development effort.

By consolidation of MASA institutions we mean equipping MASA with the capacity to manage existing field programs which grew like topsy without much central planning and design. The field programs were responses to locally-felt needs unmet by other national ministries, and MASA wants to preserve them but also rationalize their management and future development.

/ extending we mean to increase the number of training programs now available to rural and urban poor who are bypassed by other ministries' training programs and the formal education system. There are now too few training centers for young boys with little or no education. Not only do these youth represent a sizable proportion of the total population but they also represent future heads of households. In addition, there is a need to diversify the type of skills training provided in the CFP and the girls' CET's. Diversification will require an in-depth study of the types of skills which might be emphasized in different regions depending on the economic activity in each region. However, our research and discussions have already produced a list of new skills which can be introduced in existing training centers.

By professionalizing we mean strengthening MASA through the following training programs:

1. Training Social service workers in a 2-3 year post-baccalaureate program at the to-be-created Social Services Training Institute in Tangiers. While students at the Institute, they will serve as resource personnel for the in-service training program for the moniteurs/monitrices. The graduates of this program will be assigned to the following types of positions:

---ministry headquarters posts which require personnel with social services training;

--provincial level posts, to serve as delegues, assistants to delegues and planners-coordinators of MASA programs;

---trainers of MASA field level personnel.

2. Organize in-service training programs (recyclage) for presently employed personnel at the provincial level and moniteurs/monitrices at the field level aimed at providing these two categories of personnel with the level and duration of study or seminars required for them to improve, broaden and diversify the services they deliver .

3. Provide training for the teaching personnel who will in the future form the core of the Social Services Training Institute staff. In addition, the Ministry may wish to select staff members for short-medium term training in program planning, design and monitoring; such training could take place in Morocco at the Ecole d'Administration or overseas. However, at this point and until the ministry knows what staff it will be able to recruit when financing becomes available, they are unable to designate candidates for this training, and they do not see the need to conduct such training in the U.S.

Ultimately, professionalizing will also mean that MASA personnel are brought up to nationally required standards and that training will be sanctioned by nationally recognized diplomas and standarized salaries and benefits.

4. Proposed Training to be Provided and Anticipated Results

The Social Services Training project will provide the following training:

1. Social service workers trained at Institute of Social Services Training;
2. Participant training for MASA headquarters personnel and Institute teaching staff;
3. Provincial level personnel trained in subject matter relating to their work;
4. CET monitrices and CFP moniteurs trained in a total of 5 new skill areas;
5. CET and CFP personnel trained to strengthen and broaden existing skills and subject matter taught.

The different training programs are interrelated and should be considered as an integrated approach to professionalizing the personnel of the Ministry. Personnel trained in one stage of the project should become trainers in another stage of the project.

The information below, together with the section on curriculum development provide project details.

(1) Social Service Workers Trained at Tangier Institute

The need for social service workers to assist at the project implementation level in the provinces and to fill staff positions at MASA headquarters level has already been mentioned. Candidates for training at this level must possess the Baccalaureat and will be given two-three years of training, i.e., one year of core courses which all students will follow and a second year of specialization in as many as three of the streams outlined in following section (see curriculum development, page 34).

It is likely that candidates for training at this level will be chosen in part from among existing MASA personnel, and therefore will have had some practical experience.

The Ministry has suggested that, as one possibility, graduates of the Tangier Institute could be recruited to serve as delegues. Other assignments could include:

-- assist the delegue in general in planning, designing and implementing new projects;

-- assist and coordinate the work of the Provincial Directrices;

-- Assume primary responsibility for the CFP until this program has trained provincial level supervisors;

-- promote collaboration with other local institutions such as Ministries of Health, Education, Agriculture and Labor;

-- discuss program planning with local leaders and provide them with information on self-help projects and fund-raising activities which have succeeded in other areas;

-- assist MASA in organizing and running in-service training programs; serve as trainer in these programs.

(2) Participant training for Institute Teaching staff and MASA Headquarters Personnel

Future instructors (assistants) of the Tangier Institute will be trained overseas in the main subject areas to be taught at the Institute. (See Curriculum Development Section.) Candidates for overseas training should possess the licence in a relevant field (sociology, economics) and preferably have had some teaching experience at the university level. The length of studies should be two years. Upon completion of their overseas study, the trained teachers will be assigned to full time positions at the

Institute.

Discussions have begun with the ministry regarding the possibility of selecting ministry personnel for training in program planning, design and monitoring; as stated earlier, until the ministry knows what personnel it will have available to it, it is impossible to plan training for personnel at this level, and the Mission will have to pursue the matter in the next few months.

(3) Provincial (Mid-level) Level Training

As we have stated earlier, the mid-level MASA personnel are critical links between the Ministry headquarters and the field operational level. Personnel at this level are the representatives of MASA. They have responsibility for program initiation, implementation, supervision and control. Provincial level cadre consists of the Délégués and, more recently, Provincial Directrices/Inspectrices for the CET, and Centres Socio-Educatif. Provincial Directrices for the Day Care Centers and the Literacy program are being added at the provincial level now; however, many provinces do not yet have staff to oversee these newer programs.

With the exception of the Directrices of the Centres Socio-Educatif, none of the middle level personnel have received training for their jobs; yet, given the number of field projects (and the number of clients for whom they are responsible (both instructors and students) they are handling the most critical aspects of the MASA program.

Provincial Directrices have expressed interest in receiving additional training related to their needs which include the following subject matter:

Administration and management of MASA programs

Mandate and work of MASA and new program directions or plans

Social science study related to their work

Child development

Discussion and idea sharing

We suggest two possible approaches to provide provincial level personnel with in-service training, beginning in year two of the project. First, small groups (5-10) of personnel could attend the first semester at the Tangier Institute, participating in the regular coursework for first year students supplemented by lectures on subject matter of more direct concern to them. MASA officials have expressed reservations towards including non-Institute students in regular Institute programs; therefore, this might not be an approach acceptable to MASA.

The second approach is to conduct month-long seminars two or three times a year at the Institute using Institute to staff as resource persons and engaging personnel as needed. Training can be organized for groups of 15-20 participants. There are potentially as many as 100 directrices who might participate in training offered at this level. The participants, following the model used in the training of the Centre Socio-Educatif personnel, might be cycled through annual training programs, each year building on the training provided in the previous year.

4. CET Monitrices and CFP Moniteurs

a) CET Monitrices

Regional subject-matter-specialized training programs will be organized to give selected and currently employed monitrices new teaching skills in fields for which there is a demand. Of the 5 new skills, four will be introduced to CET through four regional training centers. 1/ The skills taugh will be based on the needs of the region, depending on local demands and socio-cultural acceptability. That is the more traditionally acceptable skills will be taught in rural areas.

Instructors for these programs will be available from the Ministry of Labor trained personnel, other locally available personnel or from foreign sources such as the Peace Corps. The suggested length of study is three-six months; over a one year period, it will be possible to train up to 100 monitrices. Monitrices who complete the three month program will return to their centers to begin teaching the new skill they have learned.

The following are examples of skills which can be introduced and for which there appears to be regional demand. Note that the first two skills require no additional capital outlay, the third requires only limited equipment while the others will require nominal capital expenditure.

1. ready-made clothing: construction and design
2. pattern-making
3. food processing, packaging, and grading of agricultural products
4. typing, filing, general office skills
5. hairdressing, cosmetology
6. animal husbandry (poultry, dairy, apiculture)
7. industrial/construction skills such as carpentry, mechanical or repair work

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1/ See Appendix E, Staff Training Time Table

In addition, a small number (two per group) of monitrices will remain at regional centers for additional training, complete a six month course, then remain at the training center to become "trainers of trainers," thus replacing the original staff after the first year.

b) CFP Moniteurs

Due to the fact that there are far fewer CFP clients (and centers) than there are CET clients, it is envisaged that only one new skill will be introduced to the CFP. The training procedure for the CFP moniteurs follows the same pattern described above. Selected moniteurs will be trained either in new skills or will be provided further training in their existing specialities.

The limited approach of this project to CFP development is offset by the fact that there exists a separate project through a U.S. AID OPG with Catholic Relief Services (CRS). The object of this OPG is to expand existing centers, in collaboration with MASA, using Peace Corps and other staff (this OPG request is pending with AID/M; the goals and objectives of the CRS proposed project are entirely consistent with the goals and objectives of MASA and this subject project).

The following are examples of skills which can be introduced; most require more equipment and more expensive raw materials than will the CET training projects. 1/

1/ The CRS proposal also covers some of these same areas.

1. bookkeeping and other office skills
2. food processing, packaging and grading
3. leather processing, tooling and decoration
4. masonry, carpentry and plumbing
5. mechanical and repair work and automobile mechanics
6. basic wiring and electrical installation

The results of both training programs should be as follows:

--the identification of new skill areas to be taught and the conversion and equipping of regional training centers and a yet to be determined number of local training centers;

--the training each year of up to 100 CET monitrices, up to 8 trainers of monitrices, up to 50 moniteurs, and up to 4 trainers of moniteurs;

--the training of CET and CFP students in new skill areas for which there is a demand, to better prepare them for employment.

(5) CET/CFP Nonformal Education Training (recyclage)

In addition to the training of selected CET and CFP personnel to prepare them to teach new skills, there is a need to offer a broader in-service training program to all moniteurs and monitrices. These are the individuals who have the ultimate responsibility for training the thousands of girls who attend the CET and the boys who attend the CFP. As stressed earlier, the personnel at this level are themselves generally recent graduates of the centers in which they teach. They have had minimal or in some cases no formal education, have no instruction in teaching techniques and no orientation to help them to understand and to relate to the social and economic institutions at the local and provincial levels.

The proposed recyclage utilizes the services of the students at the Social Services Training Institute. In the second year of the project,

Institute and MASA staff will be responsible for organizing six sessions of six weeks duration spread over the school year and as part of the second year module-system. The 50 Institute students, divided into 16 teams of three to four students, will provide training at twelve training sites, including Tangiers, during the second year. The students will take a team teaching approach and will be responsible for preparing their curriculum to cover the following areas:

--literacy/numeracy
--MASA and other GOM national and local institutions
--Socio-cultural awareness
--Relating training and employment, job development, cooperatives, etc.

The training program will include field visits by the Institute students and time for them to familiarize themselves with the work of the delegues, the functioning of MASA programs and problems at the field level and the relationship of MASA to other institutions.

The results of the training for the Institute students should be the practical field experience useful in their future employment. In both the second and third years, approximately 700 monitrices/eurs could be trained; this training will better enable them to carry out their teaching responsibilities in the centers, heighten their awareness and understanding of local institutions and improve their ability to assist students in job placement.

In brief, the results of the recyclage should be as follows:

--training about 1400 monitrices/eurs during the project in improved basic education and in social and job awareness;

--practical field experience for Institute students.

5. Curriculum Development and Evaluation

1. Tangier Institute Curriculum - As envisaged, five staff will be recruited to teach and to plan curriculum in several areas: Moroccan history and social structure, child development/social psychology, social problems/case work (deliquency, family quarrels, runaways), nutrition and public health (includes family planning, general hygiene, etc.) modernization and development (labor market, labor law, women in changing society, etc.), community development both rural and urban, and general administration.

Development of this curriculum for the two year program will be completed before the Institute opens by this staff in close collaboration with the Ministry of Social Affairs. The general curriculum fields as planned already take into account the needs of other Ministries, such as Public Health, which have social service programs. The GOM has formed a co-ordinating committee (the Comité Restraint) composed of representatives from these interested Ministries, and they advise MASA on their needs. The Comité Restraint presented its recommendations at recent meetings; these appear in Appendices E, F, G, H.

The first year of study will consist of a unified core program that will include general survey type courses in the above mentioned fields. These are obligatory courses for all enrolled students which will provide them with a common base as well as needed consciousness raising and broader perspective. The second year can be divided into up to 6 modules (four to six weeks), four of which will offer the student the following area(s) of concentration:

1) nutrition and public health

2) community development

3) social problems/case work

4) child development/social psychology

5) management, job counselling, placement.

The other two modules will consist of: (1) one period teaching monitrice/eur recyclage courses in appropriate regional centres; and (2) in-service training and/or fieldwork where student will be assigned to some program, project or activity that treats his/her area of concentration and after which the student will write a short paper on his/her work.

The timing of the modules will be flexible, depending on times and scheduling of the regional center recyclage program.[1/]

At the end of the first and second years the Institute and appropriate personnel will review and revise the curriculum as needed. In addition, evaluation of Institute curricula should include student feedback and ministry comments on future social personnel needs based on the recommendations of the Comité Restraint.

2. Curriculum for Mid-Level Seminars

The five institute staff will also collaborate with the Ministry of Social Affairs to design the one-month seminars for Provincial Directrices, Délegues and other personnel. Probable courses could include: administration of programs on a provincial level; social sciences discussion sessions; new fields mandated in MASA; co-operative formation and management problems;

1/ This timing will depend on availability of regional sites to serve 40-50 monitrice/eur and may have to provide dormitory space. 3 to 4 Institute students can team-teach the recyclage courses for each module, hence all 50 students may not be in the field simultaneously.

child development and family programs; pedagogy. This curriculum should be revised after the initial pilot seminars to reflect the requests and needs of mid-level staff more closely and to support the new or altered responsibilities that MASA delegates to its mid-level staff.

The on-going revision will provide a built-in monitoring system by which to evaluate the seminar's effectiveness; in addition, evaluation by participants should occur after each seminar through brief, written comments Annual evaluation will compare course content with the seminars' primary objective, i.e. strengthening MASA delivery of existing and new programs through the training of mid-level staff.

3. Recyclage Curriculum

The in-service training for the monitrice/eur includes three facets: teaching improving vocational skills, improving the participant's literacy/numeracy skills and providing social work related courses. The curriculum will be planned by the contractor and the Institute:

-- Vocational training curricula; length of course and number of students will depend on the fields that the contractor and MASA chose to introduce or strengthen.

-- General nonformal education and social work courses will be taught by Institute students during their internship modules and the course of study will be developed by Institute students aided by Institute staff and by Ministry personnel.

Monitoring and evaluation of the field-level extension course and of the effectiveness (and choice) of vocational courses need to be built into the project. Again, on-going revision of coursework will occur relying on local, student and staff comments; periodic visits to CET and CFP can also assist in determining how "successful" the recyclage course

has been in increasing the awareness and responsiveness of the monitrice/moniteur. Evaluation of vocational training will be provided by quantifiables (Number of CET participants who want to take the course, graduates employed, etc.) and by periodic supervisory checks by the local or provincial directrice.

In addition, within 4-6 months prior to the conclusion of the project, an overall evaluation should try to determine the following:

1) the extent to which the project objectives of providing improved job opportunities to poor, uneducated young Moroccans through strengthening the staff and training repertoire of the MASA have been met;

2) whether or not the Institute is fulfilling its purpose as described by MASA and in terms of other Ministry and national needs;

3) what kind of further assistance AID might supply.

This evaluation should also incorporate the built-in monitoring systems of each component described earlier; it can be carried out by representatives of the MASA, AID and/or independently contracted consultants.

6. BENEFICIARIES

The beneficiaries of this project are three groups:

1) the different MASA staff who will gain expertise, efficiency and general education from the technical assistance and in-service training. This, in turn, will contribute to the strengthening and effectiveness of the Ministry itself.

2) the MASA clients, comprised of the young rural and urban poor who will have access to improved and new job skills, literacy, and basic education and a more responsive counseling and job placement service.

3) other MASA clients including families of the second group, poor mothers and children, abandoned women, etc, who will receive better services from MASA.

a. The Organization

As discussed earlier, the MASA has a special mandate to provide training and social services to a variety of low-income Moroccans as well as to assure the responsibility of forming a general middle level social service staff to serve its own needs and those of other concerned ministries. This multi-level project is designed to help MASA to fulfill its important mandate. MASA will benefit from the project in several ways:

(1) It will be strengthened through better staffing on all levels. This includes administration on the provincial level (delegues, provincial staff), the central ministerial level and the local field-level (monitrices/eurs). To underline the importance of staff training in this project (both the institute and the in-service training), the following section will compare present and projected changes on two levels:

(a) mid-level staff: The more than 150 delegues, provincial directrices and ministry personnel who staff the various programs are, in general, unspecialized, come from diverse backgrounds and tend to be overworked: The periodic month-long seminars can help to provide them with a general awareness of societal needs and give them needed training in program design and implementation, and administrative skills.

Moreover, the graduates of the Institute program themselves will be recruited to fill some of serious personnel gaps at the middle-level. In that capacity they can become delegues, assist existing delegues, staff the ministry or join other ministries such as those of Health or Labor. They will plan and coordinate programs, assure liaison between the ministry and provincial implementation levels, assist local officials and others in launching new activities as well as supervising on-going programs. All of these activities are crucial to efficient performance of the Ministry.

(b) lower-level staff: About 3,000 monitrices (and several hundred moniteurs) work on over 300 CET and CFP. Their formal education may include primary school; however, most are graduates of the CET and CFP and have received only that basic education that some centres provide.

At present, the skills that they teach are largely limited to traditional sewing and embroidery (for women) and construction or mechanical courses (for men). However, there are needs for other semi-skilled and skilled workers both in the agricultural and modern sectors. During the first three years of this project, approximately 1000 monitrices/eurs will have received training in skill areas for which there is a demand and they in turn can provide diversified training for part of the 70,000 MASA clients now attending CET and CFT.

Moreover, the nonformal, general education components of the in-service training recyclage will enable this staff to respond more sensitively and effectively to their clients' needs for job-related counselling and general consciousness-raising.

It must be emphasized that the success of the project will in large measure depend on an integrated, multi-level approach. An in-service training component alone will have little effect without an institute to provide the higher level personnel that can coordinate regional programs, supervise current programs, and plan future projects.[1/]

b. Direct and Indirect Beneficiaries.

The other two groups who will benefit from the project are the clients of MASA, the urban and rural poor of Morocco. The first group, the young, who number around 70,000 will receive better training and more effective remedial education from their better-trained and educated teachers, i.e., the moniteur/ce. The second group, families, poor mothers and children, abandoned women, will benefit in-directly as MASA's personnel becomes more skilled and efficient in delivering social services to them.

The problems of poverty and unemployment in Morocco have already been discussed in the PID as well as in several AID-prepared reports,[2/] and need not be repeated in detail here. One example of direct concern to this project will be sufficient to exemplify the problem.

Largely rural in origin, the majority of Morocco's youth drop out of the

1/ In the Economics of Nonformal Education, Mansoor Ahmed points out that the weakness of many such programs is the general lack of a middle-level skill-training policy and strategy in the host country, resulting in overlap and spotty programs nationally. (Praeger, 1976)

2/ See, Eighmy, T.H., "A Statistical Description of Morocco's Poor," AID, Rabat 1979.

very competitive and elite-oriented educational system for which they are not prepared. Lacking viable alternatives, they join the 50% unskilled, unemployed or under-employed youth of under 25 who surely pose one of the major challenges to Moroccan development[1/]. The project addresses itself to this issue by providing marketable vocational and social skills and by providing training in job-placement and counselling to monitrices so as to better link the future graduate with his/her potential employer.

c. Link Between Job Training and Beneficiaries

Working within its present limitations MASA already fulfills some of its clients' needs for vocational training. The following examples illustrate this.

(1) CET centers continue to attract young women at a rate which increases at about 10% annually. Over 70,000 girls are in centers and about 5,000 are in cooperatives where a system of payment-by-piece-sold exists. The monthly income from the girl's part-time or full-time work (entirely in traditional areas of sewing, knitting and embroidery) averages between 90-120 DH/month. This, given her background and limitations, represents her best earning capacity at the moment.[2/]

(2) Other girls go on to the private sector using these traditional skills to earn 300-500 DH/month, or up to four times that income from the cooperatives. In Tanger, for example, a ready-to-wear firm hires girls to do pattern cutting and machine sewing; approximately ninety girls from the CET now work for this firm. A former directrice from Casablanca has opened her own shop, employing

1/ Haritchel, Guy, "Le Chomage Ouvers: Le cas de Kenitra, and "L'Emploi a Kenitra," Bulletin Economic et Social du Maroc, No. 136-137, 1977. Haritchel adjusts 1971 ceasus estimates of unemploymnent to take account of desguised unemployment and underemployment among youth and women.

2/ field visits.

150 CET graduates for boutique production. These two cases illustrate that even the traditional skills now taught in the CET provide some girls with employment in the modern sector at desirable salaries.

(3) The few CET that have introduced non-traditional training for women have been very successful. Girls trained in hairdressing in Casablanca or Marrakech begin earning 250 DH and can earn up to 400 DH/month (plus tips). Since 1975, all of those graduates who sought employment -- about 200 -- were successfully placed. A recent projection from the Ministry of Labor lists manpower needs in agroindustry, mechanical work and construction and several other industries, some of which are possibilities for non-traditional training for women.[1/] Just as with the hairdressing example, these new skills may double a trainee's earning potential, especially in urban areas where wage-earning opportunities for women are more available.

(4) In other areas where jobs outside the home are not available, some CET graduates have bought sewing or knitting machines themselves, paying off purchase loans (in 100-300 DH payments) in 4-6 months. Returns are difficult to estimate, but it appears that a girl can earn up to 400 DH/month with a knitting machine by filling orders from townspeople.[2/] These earnings represent a substantial contribution to a family's income.

Especially in the rural areas, the CETs provide important non-economic benefits such as literacy training and domestic and social skills which, while they are not quantifiable in monetary terms, may contribute to the improvement of the girls' status and that of her family.[3/] Knowledge of "modern" cooking and sewing, for example, gives the girls a better chance at social mobility by enhancing her

1/ Ministère du Travail, 1979. "Enquete 1977 sur les Besoins en Recruitement et Perfection.
2/ Field Visits
3/ Comments in 4 regional centers both from staff and from girls.

chances for a better marriage.

In the CFP, the link between training programs and increased earning capability is even more clear. Graduates do find jobs in their areas of training. In Rabat, for instance, nine of the twelve 1977 auto-mechanic graduates are now working in car maintenance or in other general mechanics shops; two others are working in non-related fields and only one is unemployed. In a 1979 evaluation of the EIRENE-sponsored training centers, the following facts emerged regarding the graduates:

1) responses came from 26% of former students (49 out of 190).
2) of this sample, about 75% had received a diploma for three years' training
3) 64% of respondents (32) were working in government of state enterprises; 25% (13) were working in the private sector; 6% (3) were working in a field unrelated to training; 4% (2) were unemployed.
4) the salaries of the graduates, after approximately two years work experience ranged from 400-1750 DH/month[1/].

In brief, 95% of the graduates sampled were working in fields directly related to their training and for attractive salaries.

To put these examples into the context of Morocco's average per capita income, one must remember that the poverty line is $US 250 annual income (962DH). Even an modest increment of 90DH/Month, as mentioned earlier, is sufficient to place that worker above the poverty line, and a higher monthly income of 400-600 DH/month may place an entire family above the poverty line.[2/]

This project, by providing needed staff, by assessing manpower needs and by equipping regional centers, can expand vocational training in new fields and

1/ EIRENE-MAROC, "Evaluation des 4 Centres de Formation Professionelle de l'Entraide Nationale a Oujda (electricite et Radio TV); Fes (menuiserie), Agadir (mechanique automobile), Rabat (mechanique automobile) 1970-78, " Rabat, 1979.

2/ 90-120 DH is the monthly estimate for girls working in the CET Cooperatives in the traditional skills of embroidery and sewing. 400-1750 is the range for carpentry, electrical workers and mechanicians in the EIRENE centers 1973-77.

thus continue to assure graduates of jobs. The use of employment data from the future Youth & Sports survey (Project 1039), combined with suggestions from délégués, will insure that the skills taught respond to regional needs.

d. Link Between Institute Training and Beneficiaries

The Institute will benefit the poor client, albeit indirectly, by providing the missing middle level staff both to MASA or other ministries (Health, Labor, etc.) that are concerned directly with providing social services. Staff at this level can react to and initiate training programs that are more realistic and efficient in developing job opportunities for poor youth. For example, the provincial staff (graduates of the planned Institute) can supervise job training and nonformal education programs, can work with local groups and individuals to encourage private sector job placement, and can be instrumental in establishing new training programs that will take advantage of local economic activities.

The grassroots programs are also directly affected by the Institute staff and training in the following ways: the monitrice/eur's general awareness, capabilities and skills will be greatly improved by the recyclage program which the Institute students will teach as part of their training requirements (see below) As a second step, the MASA clients will then benefit from the now better trained and more confident monitrice/eur who will better prepared to serve the needs of the students.

The courses (recyclage) should help the monitrice/eur to be more aware of the possibilities of extending and coordinating services with other institutions and ministries and thus enlarge the scope of the delivery system without much capital outlay.

The quantifying of direct and indirect beneficiaries is difficult at this stage. As an illustration, there are over 3500 inspectors and instructors in the CEF/CFP programs alone. Over the three year period, more than 50% of these or 1800 would be directly affected through mid-level seminars, and recyclage training. This is broken by categories in Table 1.

Table 1

Instructors, Directors, & Supervisors Expected to Receive In-Service Training and Institute Training.

Types of Institutions Represented		
A. Education and Work Centers (CET)	Voc Ed Training	300 1/
	Voc Ed Instructor	10 2/
	Litecacy/NFE Training	1440 3/
B. Vocational Training (CFP)		
C. Cooperatives for CET Graduates		
D. Provincial Level Staff		120
E. Provincial, central, other Bac-Level (for institute trng)		100 4/
		1970

1/ On basis of 10 students, 5 skill centers, 6 cylces of 3 mo. ea.

2/ On basis of 2 students, 5 skill centers, 1 cycle of training 6-9 mo.

3/ On basis of 40 (?) students, 12 cycles ea year for 3 years.

4/ Also include students who have completed 1 year.

7. Project Inputs

While project input requirement will be worked out in more detail in the projet paper, the anticipated major categories are shown below:

(1) U.S. financed inputs:

-- 9 person/years of U.S. technical assistance (social work, non-formal education and administration supervision)

-- 6 person/years short-term consultants (trainers, mastercraftsmen in requested fields of vocational education for regional training centers)

--10 parson/years long-term participant training for permanent GOM Institute instructional staff

--- 3 person/years participant training for MASA staff (short-term 3-6ms-planning, design, evaluation)

-- 10 person/years short-term mid-level in-service training (up to 120 man/months)

-- equipment for 8 classrooms, an a-v center, an administration office, research center, library, athletic facilities, dormitory fac., dining fac.

-- living and school expenses for up to 150 students years at Institute

-- required pedagogical supplies and materials (Institute);

-- equipment or start-up supplies for up to 5 regional vocational education centers

(2) GOM-financed inputs:

-- 5 full-time personnel for maintenance and operation of Institute;

-- site and building in Tangier for the Institue

-- recurrent costs of building and equipment maintenance

-- existing or new space for up to 5 regional vocational education centers

-- 17 full-time staff and supplies for on-going Literacy Training Progra

-- existing and/or new space for regional monitrice/eur recyclage (dorm needs?)

-- international transportation costs for participant training

1/ To be discussed:

GOM Domestic transport for institute students' teaching internships, mid-level students' seminars and monitrice/eurs' recyclage

US Living expenses for institute students during teaching internships in region (if outside Tanger)

GOM Living expenses of monitrice/eur during recyclage

OPG Equipment or start-up supplies for local centers who have newly-trained monitrice/eur in a new field (could be up to 20)

GOM 10 person/years staffing institute during first two years

---

1/ To be negotiated, per J. Smith

II. TECHNICAL AND INSTITUTIONAL ISSUES

A. Food AID and this Project

Food aid affects the following project beneficiaries:

1. CET Trainees (estimated 70,000 girls)

The trainees receive one sack of flour (24,30 DH) and 3 liters of oil (7,50 DH) per month during their three year program of study. The monthly dollar value of this aid is $6.96, when adjusted for the monthly 5DH contribution the trainee makes to the CET.

2. CET Monitrices (estimated at 3,000 women)

Monitrices receive two sacks of flour and a can of oil per month which is a supplement to their monthly salary of 250 DH. The value of the food aid is $14.57/month.

3. Cooperatives Polyvalents du Travail Manuel (CET coops: estimated 5-8,000)

During their first year only of membership in the cooperative, members receive two sacks of flour and one can of oil having a value of $14.57/month.

What would be the impact on these three different groups of discontinuing food aid? Food aid was cut off in October 1978 for approximately one year; based on discussions with délégués, directrices, and monitrices, our conclusions are as follows:

1. Trainees

About 30% of the trainees (the poorest) stopped attending the CET's for the following reasons:

- Their families were not able to pay the required 5DH/mo. cotisation and still meet other needs.

-In areas where trainees had to pay for public transportation, families were either unable or unwilling to pay these costs without the benefit of food aid.

-Without food aid to supplement total family resources (in some cases a part of the food aid is sold for the cash that it will bring to purchase other basic needs), girls are put to some other compensatory work or they are kept home to work around the house.

Food aid for the CET trainees apparently began in 1972 when these centers were beginning to around the country. No doubt the food aid was used in part to help families overcome any reticence they might have had about sending their daughters out of the home to learn a skill. That hurdle has been overcome, for there are many more applicants than there is space to accommodate them. Therefore, the justification of the food aid to trainees has to turn on the issue of employment/income generation which is addressed in Section I.5. Beneficiaries, and in which we conclude that the CET's are providing useful training to the participants who have no other educational possibilities and who acquire skills which give them some upward social mobility and the possibility of earning a modest to very considerable monthly income. One of the principal objects of this project is to diversify the training available to these young women so that they will find more lucrative jobs.

2. Monitrices

Monitrices continued to work during the food cut-off and they continued to receive their ministry-paid salary of 250 DH/month.

In discussing the issue of food aid with one délégué, he commented

that it was perhaps unfortunate that food aid was ever offered in the first place, but that its existence has permitted the ministry and his provincial service to extend their programs by helping them stretch their financial resources. An example of this is the salary of monitrices. Although the MASA monitrice does essentially the same work as the Ministry of Youth and Sports Foyer Feminin monitrice, due to her inferior educational background and MASA budgetary limitations, MASA pays her 250 DH/month (8 DH/day) while Youth and Sports pays 1,000 DH/month plus social security and retirement benefits to its monitrice.

In Septembre 1974 MASA monitrice salaries were increased 25%, but, unable to pay this salary increase, the ministry (then Entraide Nationale) provided a comparably-valued food aid; this is the origin of food aid for the monitrices.

There are two important constraints that prevent the ministry from substituting its dirhams for current food aid: (1) until their texts have been approved, they do not have the financial resources to increase any salaries and (2) the present monitrices lack the educational background to qualify for a salary comparable to that paid, for example, to the Youth and Sports personnel. The object of this project is to assist the ministry in raising the level of its personnel through in-service and training and therefore it directly addresses the food aid issue as it affects the monitrices.

3. Cooperative Members

The cooperatives were created to provide CET graduates with a place to practice the skills they have learned. Food aid was apparently offered to the cooperatives as an incentive during their start-up period which

coincided with the cut-off of food aid to the CET. It is difficult to assess what the impact of food cut off to this group would be, but one can guess that the impact would be less severe than that on the CET and more than that felt by the monitrices. To the extent that the coop members are productive and successful in selling their articles and therefore earning 100-250 DH/month or more (See Section on Beneficiaries) they can function without food aid. It assists them through their first year when they are perhaps less productive.

This project indirectly addresses itself to the coop members by improving and diversifying instruction in the CET's. We have mentioned the CIDA assistance now under study which should further strengthen the cooperatives and lessen their need for PL 480 commodities.

III.

COSTS - ESTIMATED[1/]

1. US financed

9 at 100,000 US tech.asst.	900,000
6 at 25,000 Voc.ed.salaries local	150,000
10 at 15,000 Part.training	150,000
3 at 2,500 mo. at 12 mo. short-term participant training	90,000
120 at bourse 350 mo. 264 food and transport	
120 at 614 = 73,680 DH =	19,130
Equipment & pedagogical supplies	600,000
bourse 574 DH + 264 food and transport	
150 at 838 = 125,700 =	32,650
equipment for up to 5 regional centers	
5 at 20,000	100,000
living expenses outside Tangiers	
50 at 6 weeks at 300 mo. = 22,500	6,000
	2.047,0
administration and overhead	650,0
	2.679,0

1/ Using AID information US $

2. <u>GOM financed inputs</u> :

Education Complex (Institute)	1.750,000
Salaries for Institute Director & staff)	200,000
Salaries for Institute Instructors)	
Domestic travel for in-service training	
International travel for Participant training	30,000
Bourse for Moniteurs during recyclage	
	1.980,00

Expenditure by AID : about 1.0m per year with commodities coming largely during year one.

IV. Contacts of Consultant Team 1 July - 31 July, 1979

I. Ministry of Social Affairs and Handicrafts

Mr. Abdallah Gharnit
Minister
Mr
Mr. Mohamed Boulasri
Director, Social Affairs

Mr. Houari
Secretary General

Mr. Ahmed Semmat
Delegate, Marrakech

Mr. Abdallah Ezdi
Delegate, Beni Mellal

Mr. Abdallhadi Skalli
Delegate, Fes

Mr. Hajj Deeb
Delegate, Meknes

Mr. M. Ghesnaye
Delegate, Tanger

Mr. M'Hamed Alaoui
Assistant Delegate, Casablanca

Mr. M. Ben Yahya
Delegate, Tatouan

Mr. Noureddine Hajibi
Responsible for CFP programs within the Ministry

Provincial Directrices,-CET, at Casablanca, Marrakech, Rabat, Beni Mellal, Fes

II. Comite Restraint

Dr. Sekkat
Ministry of Health

Dr. Alaoui
Ministry of Health

Dr. Benani
Social Security

III. Ministry of Labor and Professional Training

Mr. Hajibi
Director of Labor

Mr. El-Hentati
Director of Professional Training, Chairman of Permanent Interministerial Commission

IV. Other Organizations

Harvel Sebastian
A.I.D. Social Anthropologist

Lee and Conchitta Sanborn
Catholic Relief Service Directors, Morocco

Fatima Z. Benanni, FUNLAP
UNDP, Morocco

M. Ben Yakhlef
I.N.A.E.A. Plan

Mario Iachella, Volunteer and automechanics coordinator
Emdee and Leo Pastore, Directors
M. Merabet
Peace Corps

Mr. Michel Archambault
Assistant Secretary, Embassy of Canada

John Kahn
British Save the Children

ANNEX X.

ILLUSTRATIVE LIST OF EQUIPMENT

For Tangier Institute

Items	Quantity
Beds (bunk type)	180
Chests of drawers	180
Chairs (for dormitories)	200
Desks (for student lounges)	20
Chairs " " "	60
Desk-chairs (for class rooms)	200
Blackboards	10
Lamps (desk and stand-up)	100
Tables, dining	15
Chairs, cafeteria	150
Stoves	2
Heating counter	1
Dishwasher (large)	1
Garbage disposal (large)	1
Misc. Kitchen equipment	
Washers/Dryers	6
Misc. Laundry equipment	
Linen, blankets, bedding, pillow, curtains for	180 residents
Audio-visual equipment	
Misc. teaching equipment	
Misc. recreation equipment	

For five pilot centers

Desk-chairs (for class rooms)	250
Vocational training equipment	(to be determined)
Audio-visual equipment	
Misc. teaching equipment	

ACTION COPY

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Department of State

INCOMING TELEGRAM

ANNEX XI

PAGE 01 RABAT 03103 01 OF 02 010310Z 3793 AID8578
ACTION AID-35

ACTION OFFICE NETC-04
INFO NEDP-01 CH6-01 NENA-03 FM-02 OL-01 C-01 CMGT-02 CNE-02
CPP-01 CPS-02 CTR-02 ED-01 IT-06 CH8-01 RELO-01 STA-10
MAST-01 /042 A2

INFO OCT-01 /036 W
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R 301241Z APR 80
FM AMEMBASSY RABAT
TO SECSTATE WASHDC 4027

UNCLAS SECTION 1 OF 2 RABAT 3103

AIDAC

E.O. 12065: N/A
SUBJECT: SOCIAL SERVICES TRAINING (0157): CONGRESSIONAL

REFS: (A) STATE 106841; (B) AIDTO CIRC A-367, OCT. 1", 1977

1. USAID EXPECTS REVIEW AND APPROVE SOCIAL SERVICES TRAIN'NG PP 1ST WEEK MAY, 1980. PROJECT COMMITTEE CONSISTS OF JAMES F. SMITH, HUMAN RESOURCES OFFICER; ALFRED W. FORD, ASSISTANT PROGRAM OFFICER; HAROLD S. FLEMING, USAID DIRECTOR, ADVISORY COMMITTEE CONSISTS OF ERIC GRIFFEL, ASSISTANT USAID DIRECTOR; DONALD F. WALLS, CONTROLLER. USAID WILL SIGN PROJECT AGREEMENT WITH MINISTRY OF FINANCE, AND MINISTRY OF SOCIAL AFFAIRS, UPON ADVICE FROM AID/W THAT NOTIFICATION PERIOD HAS EXPIRED.

2. PURSUANT TO GUIDANCE ON CONGRESSIONAL NOT.FICATIONS CONTAINED IN REF B, THE FOLLOWING ADVICE OF PROGRAM CHANGE IS HEREBY SUBMITTED:
ADVICE OF PROGRAM CHANGE

A. SUMMARY STATEMENT DATE:

COUNTRY : MOROCCO
PROJECT TITLE : SOCIAL SERVICES TRAINING
PROJECT NUMBER : 608-0157
FY-1980 CP REFERENCE : NONE
APPROPRIATION CATEGORY : EDUCATION & HUMAN RESOURCES
INTENDED OBLIGATION (FY 80) : DOLS 1.200,000
LIFE OF PROJECT COST : DOLS 3,545,000

THIS PROJECT WAS NOT INCLUDED IN FY 1980 CP AND THEREFORE REPRESENTS AN ADDITION THERETO. HOWEVER, AN ACTIVITY DATA SHEET WAS INCLUDED ON P. 134 OF THE FY 1981 CP, ANNEX IV, NEAR EAST. THE PROJECT WAS DEVELOPED BY THE MINISTRY OF SOCIAL AFFAIRS IN COOPERATION WITH USAID, WILL BE APPROVED BY USAID/MOROCCO O/A MAY 6, 1980, AND, SUBJECT TO CONGRESSIONAL REVIEW, IS READY FOR IMPLEMENTATION. A GRANT WILL BE MADE TO THE MOROCCAN MINISTRY OF SOCIAL AFFAIRS TO ENTER INTO A CONTRACT WITH A U.S. ACADEMIC INSTITUTION TO CARRY OUT THE PROJECT.

B. GRANT ACTIVITY DATA SHEET

1. PURPOSE: TO IMPROVE THE QUALITY AND RANGE OF SKILL TRAINING OPPORTUNITIES FOR LOW INCOME MOROCCAN YOUTH WHO ARE THE MAIN CLIENTS OF THE MINISTRY OF SOCIAL AFFAIRS, AND TO THEREBY INCREASE THEIR EMPLOYABILITY. THIS WILL BE ACCOMPLISHED THROUGH THREE SUB-ACTIVITIES: (-) IMPROVING THE ADMINISTRATIVE AND MANAGEMENT CAPABILITY OF THE MOROCCAN MINISTRY OF SOCIAL AFFAIRS (MASA) (B) UPGRADING AND EXTENDING THE SKILL TRAINING CAPABILITIES OF MASA INSTRUCTORS IN SOCIAL ACTION, NON-FORMAL EDUCATION AND SKILL TRAINING PROGRAMS, AND (C) ESTABLISHING FIVE PILOT CENTERS FOR TRAINING IN INNOVATIVE (FOR MOROCCO) NON-TRADITIONAL, SKILLS.

BACKGROUND: MASA'S DIVISION OF SOCIAL ACTION IS RESPONSIBLE FOR SUPERVISION OF MORE THAN 400 CENTERS TREACHING VARIOUS HANDICRAFTS AND BASIC SKILLS TO 80,000 YOUNG MOROCCAN MEN AND WOMEN. NONE OF THE DIRECTORS OF THE CENTERS, THE TRAINERS OF THE YOUNG PEOPLE, OR THE SUPERVISORS OF THE CENTER SYSTEM HAVE BEEN TRAINED FOR THEIR RESPECTIVE TASKS. THE QUALITY OF TRAINING OF MASA'S CLIENTS WILL INCREASE SIGNIFICANTLY AS THE DIRECTORS, TRAINERS AND SUPERVISORS BECOME MORE ADEQUATELY TRAINED THEMSELVES AND IN TURN PASS ON THEIR NEW-FOUND KNOWLEDGE. THE PROJECT WILL HELP SUPPORT IN-SERVICE TRAINING FOR PRESENT CENTER TRAINERS AND DIRECTORS, DEVELOPMENT OF CURRICULUM AND TRAINING FOR FUTURE CENTER DIRECTORS AND TRAINERS, AND DEVELOPMENT OF A SOCIAL SERVICES TRAINING INSTITUTE AND FIVE PILOT SKILL TRAINING CENTERS. THESE FACILITIES WILL THUS PROFESSIONALIZE THE MASA CENTER SYSTEM AND INCREASE THE SCOPE OF SKILLS TRAINING OPPORTUNITIES FOR MASA'S POOR, YOUNG CLIENTS. AID FUNDS WILL PROVIDE (A) A U.S. CONTRACT TEAM TO HELP ORGANIZE AND DEVELOP IN-SERVICE, PRE-SERVICE AND SKILLS TRAINING PROGRAMS INCLUDING DEVELOPMENT OF THE INSTITUTE, (B) PARTICIPANT TRAINING FOR KEY MASA OFFICIALS WHO WILL MANAGE THE SYSTEM EVENTUALLY, AND (C) COMMODITIES TO HELP IN SUCH TRAINING, INCLUDING EQUIPMENT FOR THE INSTITUTE AND THE PILOT SKILL TRANING CENTERS.

HOST COUNTRY AND OTHER DONORS: THE GOVERNMENT OF MOROCCO IS PROVIDING FACILITIES, PERSONNEL FOR TRAINING, AND STAFF FOR DEVELOPMENT OF A SOCIAL SERVICES TRAINING SYSTEM, VALUED AT APPROXIMATELY $2.4 MILLION.

BENEFICIARIES: APPROXIMATELY 2,000 MASA CENTER DIRECTORS, TRAINERS AND SUPERVISORS WILL BE TRAINED UNDER THIS PROJECT. THEY IN TURN WILL PASS ON THEIR IMPROVED KNOWLEDGE TO MORE THAN 80,000 YOUNG MOROCCAN MEN AND WOMEN. THE LIFE OF PROJECT COST TO AID PER BENEFICIARY FAMILY IS ESTIMATED AT $60.

ACTION COPY

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Department of State

INCOMING TELEGRAM

ANNEX XI

PAGE 01 RABAT 03103 02 OF 02 010311Z 3797 AID8580
ACTION AID-35

ACTION OFFICE NETC-04
INFO NEDP-01 CHG-01 NENA-03 FM-02 OL-01 C-01 CMGT-02 CNE-02
CPP-01 CPS-02 CTR-02 CH3-01 RELO-01 STA-10 MAST-01
/035 A4

INFO OCT-01 /036 W
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UNCLAS SECTION 2 OF 2 RABAT 3103

AIDAC

FY 80 PROGRAM: USAID WILL SELECT AND ORDER EQUIPMENT FOR THE INSTITUTE. A REQUEST FOR PROPOSALS TO SUPPLY LONG-TERM TECHNICAL SERVICES WILL BE ISSUED BY THE MASA.

MAJOR OUTPUTS	ALL YEARS
- SOCIAL SERVICES INSTITUTE OPERATIONAL ($900,000)	1
- CURRICULA AND MATERIAL FOR PROFESSIONA, MANAGEMENT AND SKILL TRAINING DEVELOPED, EVALUATED AND OPERATING ($200,000)	3
- FIVE PILOT CENTERS FOR INNOVATIVE SKILLS TRAINING OPERATING ($350,000)	5
- MASA DIRECTORS, TRAINERS & SUPERVISORS TRAINED ($500,000)	2,000

AID-FINANCED INPUTS	($ THOUSANDS)
- PERSONNEL (LONG-TERM: 7.5 PERSON-YEARS) (SHORT-TERM: 18 PERSON-MONTHS)	800
- EQUIPMENT AND INSTALLATION	300
- TRAINING (LONG-TERM: 2 PERSON-YRS.	40
- OTHER COSTS (IN-COUNTRY TRAINING)	60
TOTAL	1,200

MOFFAT

G. Dominick
AF/TECH/HEST
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ANNEX XI

January 16, 1981

SEE ATTACHED DISTRIBUTION

We wish to inform you of proposed actions in the Agency's program during Fiscal Year 1981:

Morocco - Social Services Training — #129
Bangladesh - Agricultural Research, Phase II

Marianne E. O'Sullivan
Program Presentation Division
Office of Legislative Affairs

The attached notifications were sent to the Hill on January 16, 1981. Obligation may be incurred on January 31, 1981.

AGENCY FOR INTERNATIONAL DEVELOPMENT
ADVICE OF PROGRAM CHANGE

DATE:

Country: Morocco

Project Title: Social Services Training

Project Number: 608-0157

FY 1981 CP Reference: FY 81 Annex IV, Near East Programs, P. 134

Appropriation Category: Education and Human Resources Development

Intended FY 1981 Obligation: $800,000

This is to advise that A.I.D. plans to obligate $800,000 for this project rather than $300,000 as shown in the FY 1981 Congressional Presentation. This also increases life of project funding to $4,045,000 from the $3,545,000 shown in Advice of Program Change submitted on May 12, 1980, #180. The increase is for training equipment for thirteen local training centers in support of Peace Corps vocational training activities at those centers.

Attachment: Activity Data Sheet

PROGRAM: Morocco (GOM)

ACTIVITY DATA SHEET

CP 81-05 (8 79)

TITLE	FUNDS	PROPOSED OBLIGATION (In thousands of dollars)		
Social Services Training	Education and Human Resources Development	FY 81 800		LIFE OF PROJECT 4,045
NUMBER 608-0157 GRANT ☒ LOAN ☐ / NEW ☐ CONTINUING ☒	PRIOR REFERENCE Advice of Program Change #180, 5/12/80	INITIAL OBLIGATION FY 80	ESTIMATED FINAL OBLIGATION FY 84	ESTIMATED COMPLETION DATE OF PROJECT FY 85

Purpose: To consolidate, upgrade and extend the services of Morocco's Ministry of Social Affairs and Handicrafts (MASA) in order to improve the quality and range of skill training opportunities for low income Moroccan youth.

Background: MASA's division of Social Action is responsible for the supervision of more than 400 centers teaching various handicrafts and basic skills to 80,000 young Moroccan men and women. None of the directors or staff of these centers has adequate training. The project supports in-service training for present and future center trainers and directors. A social services training institute and five regional pilot skill training centers will be developed. In addition, this project supports Peace Corps training activities in thirteen local centers through the provision of training equipment. A.I.D. funds will provide (a) a U.S. contract team to help organize and develop in-service, pre-service and skills training programs including development of the institute, (b) participant training for key MASA officials who will manage the system, and (c) commodities to help in training, including equipment for the institute, the pilot skill training centers, and the local training centers.

Host Country and Other Donors: The Government of Morocco is providing facilities and personnel for the development of a social services training system, valued at approximately $2.4 million. The Peace Corps is providing teaching services valued at $1.6 million for local training centers.

Beneficiaries: Approximately 2,000 MASA center directors, trainers and supervisors will be trained under this project. They in turn will pass on their improved knowledge to more than 80,000 young Moroccan men and women. The life-of-project costs to A.I.D. per beneficiary family is estimated at about $50.

FY 81 Program: The contractor will develop training curricula for center directors and trainers and will provide training in stages for at least 1,000 of these personnel. The contractor will assist the MASA in developing the social services institute where an initial class of 50 key MASA personnel will undergo long-term training in such subjects as program planning and evaluation administration, labor market analysis, job counselling and placement, and community development. The thirteen local centers will be equipped. Five MASA administrators will undertake long-term training in the U.S.

Major Outputs (and A.I.D. Unit Cost):	All Years
Social services institute operational ($600,000)	1
Regional training centers operating ($100,000)	5
Directors, trainers, and supervisors trained ($350)	2,000
Curricula for professional, management and skill training ($200,000)	3
Local centers operating ($38,600)	13

A.I.D. Financed Inputs:	($ Thousands) FY 81
Personnel (long-term: 2 person years)	150
Training (long-term: 4 person years) (short-term: 10 person months)	80
Equipment for 13 training centers	500
Other costs (in-country training)	70
Total	800

U.S. FINANCING (In thousands of dollars)	Obligations	Expenditures	Unliquidated
Through September 30, 1979			
Estimated Fiscal Year 1980	1,200	3	
Estimated through September 30, 1980	1,200	3	1197
		Future Year Obligations	Estimated Total Cost
Proposed Fiscal Year 1981	800	2,045	4,045

PRINCIPAL CONTRACTORS OR AGENCIES

To be selected

Drafted by: NE/TECH/HRST:ADomidion:1/12/81

Clearances:

NE/TECH/HRST:SApplegate Draft Date 1/12/81
NE/NENA/M:GLewis Date 1/13/81
NE/TECH:LPReade Date 1/12/81
GC/LPIA:JRogan Date 1-12-81
NE/DP:BLangmaid Date
A-AA/NE:AWhite Date

II. F. DESCRIPTION OF TECHNICIANS

This annex provides a detailed description of the long and short-term technicians to be funded by AID. The desired background and anticipated responsibilities of each individual are noted much as they will appear in the RFP.

(1) Initial Short-Term Technicians

Several specialists will be needed shortly after the Project Agreement is signed, to help outfit the Institute and plan its initial short-term courses. The projected date for the Institute opening and for certain courses to begin is approximately January, 1981. Due to time constraints, arrangements with an IQC or similar institution will be used to provide these first specialists.

A. Commodities Specialist, with background in educational supplies procurement.

-- Procure all commodities to outfit the following, for the social services training institute at Tangier:

1. classrooms
2. 6 teacher offices
3. 1 administration office
4. 1 library
5. 1 cafeteria, for up to 180 diners
6. 5 room apartment
7. dormitory facilities
8. teaching equipment, as defined and specified in contract.

The IQC institution will effect procurement of the commodities required in accord with AID procedures. Such procurement represents non-major procurement, as the term is used in AID's Handbook 11, Chapter 3.

USAID will also fund, on short-term basis, the services of a local architect to modify plans and specifications of the Institute building so as to provide for installation of the dormitory and cafeteria equipment. The commodities required will not be ordered until such modified plans and specifications have been reviewed and approved by the MASA and USAID. Subsequently, USAID will supply local-cost financing, to the MASA, for the services of a contractor to install such equipment. The signature of a contract between the contractor and the MASA will also be a condition precedent to procurement of the commodities required. The IQC commodities specialist will be required to coordinate his activities closely with those of the architect and the contractor.

B. Curricula Development Specialist, with background in higher education, social sciences. Both administrative and teaching experience desirable. Experience in developing country necessary. French required.

-- Develop curricula for four-week courses for mid-level MASA personnel, to include emphasis on:

1. administration and program management
2. mandate and direction of MASA programs
3. medley of sociology, psychology and education training
4. community development
5. organization and management of youth groups and cooperatives.

-- Plan the first round of four week courses and future in-service training (which may concentrate on one topic exclusively), so as to provide continuous course work in specific problem areas.

-- Work with staff from the Ministry in above planning and in preparing necessary teaching materials. Materials and supplies should fit into the above outline.

-- In addition, this specialist will work with the Ministry to prepare a preliminary outline for the two year course (terminating in a licence[1/] in Social Administration/Management.) This outline should suggest basic courses, time sequences and scheduling. It should be presented to MASA staff and USAID upon departure of the specialist.

C. Specialist in Monitoring and Evaluation, with background in educational evaluation and programming, and experience both on project and program level.

-- Work directly with MASA staff to develop newly-created Evaluation Unit, to plan the work of the unit and to prepare detailed monitoring and evaluation plans for each of the main components of the social services programs supported by this project. These include:

- Institute long-term and short-term training
- Low level recyclage
- Vocational skills training for CET monitors.

By the end of the first three months, this specialist should have developed a written program with timing, methodology and materials developed, for evaluation (and potential revision) of such programs after six months and also after one year. Secondly, this specialist,

---

1/ Roughly equivalent to a degree or certificate from a technological institute.

working with the Ministry, should have a written program developed that will provide evaluation materials, to specify timing, methodology and instruments for evaluation of each component at the end of the project.

-- During the first year of Institute short-courses, this specialist will return to teach short courses in monitoring and evaluation of social programs at the Institute. At the end of this course, the specialist will remain for an additional month to help the contract team and the Ministry Evaluation Unit adapt the existing monitoring/evaluation materials to the needs of the Institute.

These short-term technicians will be required from three-to-six months each.

(2) Long-Term Technicians

The MASA will contract with a U.S. institution to provide long-term technical services. The MASA, assisted by the USAID, will utilize host-country contracting procedures, as set forth in AID's Handbook 11, Chapter 1, in selecting and negotiating a contract with such institution(s). Signature of the contract will be a condition precedent for disbursement of funds for this portion of the project. Before signing the contract with the U.S. institution, the MASA will be required to demonstrate, to the satisfaction of USAID, that it is prepared to (a) provide counterparts for team members as indicated, (b) provide logistic personnel, i.e. cooks, maintenance staff, for the operation of the Institute, and (c) assure the provision of sufficient budgetary support to carry out its immediate responsibilities under the project.

The detailed background requirements and job responsibilities are noted for each member of the contract team as they will appear in the RFP.

The long-term team will consist of five people to teach at the Institute and to manage the professional level and the lower level course development. All members will work closely with GOM counterparts.

A. Team Leader

-- Background in higher education administration, eespecially in social sciences, plus experience in a developing country. Must understand the French education system. Fluency in French is essential but Arabic will be beneficial also.

-- Coordinates all levels of the project;

— Coordinates and identifies need for recruiting (other) short-term expertise;

-- Works with Moroccan counterpart, as co-director of Institute, in:

1. administration;
2. courses and curricula development for 2 year program - (may require short-term assistance with this);

— Teaches at Institute, as part of staff, on administration and planning;

— Coordinates and develops curricula of mid-level MASA personnel - (may require short-term assistance with this);

— Works with MASA evaluation unit, on short-term as necessary, to carry out monitor and evaluation plans at Institute level;

— Coordinates with Evaluation Unit, MASA, USAID and short-term staff as necessary to carry out mid-term and end-of-project evaluation;

— With help of Assistant, approves candidates for vocational instructors.

B. Deputy Team Leader, also supervisor for Vocational Training - Background in higher education and/or in vocational training, with experience in managing and planning vocational training program and staffs. Must have experience in a developing country, with fluency in French and at least basic Arabic.

— Responsible for teaching at Institute on: planning and job counselling for vocational programs; cooperative organization and management, both for short-term mid-level training and for 2-year program at institute;

— Responsible to team leader for coordination and implementation of CET monitor-level innovative vocational program. This will include:

1. Selection and planning of curricula length and materials for 5 selected skills;
2. Coordination with short-term commodity specialist (described below) to order and outfit model centers;
3. Participation in approval of GOM selected candidates and instructors for skills training in 5 areas;
4. Participation in selection of candidates for participant training (short-term) in job counselling;
5. Identification of need for short-term expertise;
6. Coordination with Ministry Evaluation Unit and consultants on monitoring and evaluation plan.

— Works with Moroccan participants on development of short training courses in job counselling;

— Works with Moroccan counterpart to implement the vocational skill training component of the project (may require short-term assistance with this);

— Approves GOM vocational instructor candidates;

— Coordinates with CRS and Peace Corps on relation between vocational training at CET's under this project and vocational training at CFP's under the anticipated OPG.

C. Professor for Institute - with background in educational psychology, higher education. Experience in teaching at university level, preferably in administration of student-teaching (intern) programs and experience in developing country. French fluency is required.

— Responsible for teaching course(s) at Institute (both for mid-level short-term and for 2 year professional program) on

. educational psychology

. methodology

— Responsible for establishment of institute library and research capability;

— With Team Leader, responsible for development of institute (year 2) internships, to include curricula, timing, placement (may require short-term assistance);

— Responsible for working on monitoring, curricula, revision and evaluation plan with other staff.

D. Professor for Institute - with experience in higher education, and in applied social work, as well as experience in developing countries. French fluency is required.

— Responsible for teaching course(s) at Institute on:

. social theory

. community development, urban-rural problems and societal change

. women in Moroccan society

— Responsible for working on curricula, monitoring, revision and evaluation plan with other staff as necessary.

E. Professor for Institute - with experience in applied social work and specialty in economics, as well as experience in developing

countries. French fluency is required.

— Responsible for refining curricula in economics and methodology, as necessary both for short-term mid-level and 2-year Institute programs;

— Responsible for teaching course(s) at Institute in:

. public management and planning

. Government services

. research methods

. economics

The long-term consultants will be utilized for (three to) four years, to assure adequate staffing for the Institute. During the final year of the project, they will work closely with Moroccan counterparts to prepare them to assume the responsibilities of the long-term consultants.

(3) Short-Term Consultants

In addition to the specialists needed initially, several short-term consultants will be required during the life of the project. They will be hired through the institutional contract. These individuals will be needed to supplement the contract team in project implementation, or in providing design, instruction or management expertise. They are described below.

A. Curricula Developer and Planner in Non-Formal Education Programs

Background in non-formal education and/or vocational education on secondary level. Teaching experience desirable as well as experience in developing countries. French fluency required. Anticipated consultancy: 3 months.

-- Develop curricula for monitor recyclage; working with institute staff responsible for recyclage courses, will integrate the on-going MASA literacy program with this training. Curricula should include courses on:

. literacy/basic math

. the women in Moroccan society

. structure and MASA mandate

. techniques in job counselling and in teaching

— Will teach a course in methodology and supervise student teaching, as required for Institute students and/or other Ministry staff.

B. Curricula Developer and Planner for Vocational Training

Background in applied vocational skills training, with

experience both in administration and teaching at secondary school level, as well as experience in developing country. French fluency is required. Anticipated consultancy: 3 months.

-- Working with Assistant Team Leader, develop curricula for vocational skills training;

-- To prepare, by end of stay, a preliminary outline of curricula for CET monitor vocational training courses; to include timing, methodology and materials;

-- To teach a course in methodology for student teaching (as required) to vocational instructors selected by the GOM and approved by Institute Staff. At the end of this course, specialist will have prepared course content for future teaching work. This specialist will also coordinate with CRS and Peace Corps regarding skills training at the CFP's under the anticipated OPG.

C. Commodities Specialist for Vocational Training Centers, Specialist in equipment and supplies for innovative skills training centers. Anticipated consultancy: one month.

-- Procure all commodities to outfit five workshops with appropriate equipment and supplies. Procurement of these commodities will not take place until final determination of the respective site for each center and the skills to be taught. Plans for equipment installation, if required, for each center shall be reviewed and approved by MASA and USAID prior to procurement of such commodities.

D. Evaluation Specialist for Institute and Lower Levels

Background in education evaluation and programming, with experience both on project and program level. Anticipated consultancy: 6 months.

-- Primary responsibility for helping MASA Evaluation Unit implement earlier planning and to revise programs as needed. This includes:

1. Working with MASA Evaluation Unit and with Institute staff to plan and carry out revisions after first years of each program in Institute, monitor recyclage and monitor vocational training programs. Specialist will work with staff to make recommendations on continuing programs.

2. Working with Evaluation Unit and with Institute staff to plan mid-project review.

— May be asked to work on overall project review at end of the fourth year.

E. Job Counsel and Development Specialist

Background in vocational training programs, job placement and recuitment for low-income young people. Prefer experience in actual counselling and in planning such programs in public secondary schools, especially in rural depressed areas or inner city, as well as experience in developing countries. French fluency required. Anticipated consultancy: 3 months.

— Work with Moroccan Ministry staff to prepare a job placement program for low-income young men and girls with basic skills. Specialist will prepare a report on the programs envisaged. Specialist will analyze possible constraints to a successful "Job Placement Drive" in Morocco.

F. Instructor - Vocational Training (Moroccan)

Five short-term instructors will be needed, with backgrounds in teaching youth specific skills. Arabic and French fluency essential, plus intimate knowledge of Moroccan skills and training necessary for labor market. Preference for those who have had both academic and practical experience teaching skill. Total person/months anticipated: 18.

— Responsible for teaching (up to four) sessions during project on particular skills to future skills instructors;

— Responsible for co-ordinating and refining curriculum and methodology for skills teaching;

— Responsible for working with apprentices to prepare the apprentice as a master instructor.

ANNEX XIII

POTENTIAL AREAS FOR TRAINING IN INNOVATIVE SKILLS AT PILOT CET CENTERS

Morocco's 1971 census contains the most recent official labor force data. There are no other more current labor statistics. Only recently has there been more inquiry into the role of women in the labor force. Appendix B gives pertinent data from the 1971 census, on occupations by broad category.

There also exist no official regional data on skills. Recent AID studies, however, give some indication as to possibilities for semi-skilled female labor. Corresponding industrial production and export data indicate that skills training relating to the touris, food and some modern sector service industries would be appropriate for Moroccan women. Drawing on these studies, eight skills are described below. Five will be chosen ultimately (by GOM and contract team personnel) from among these for the five training centers.

1. Agricultural Processing, e.g. sorting, grading, packing of fruits and vegetables for sale either in the local or export market. The regional economic plan for Fes, for instance, stresses growth in the food processing industries for olives, almonds and fruits. On both cooperative and factory levels, preservation and conservation require semi-skilled labor in drying, culling and grading, as well as more skilled labor trained to work with machine processing.

2. Poultry Raising and Marketing, e.g. raising, marketing and preparing poultry products for market. This, with other aspects of animal husbandry, would provide supplemental family income especially in rural provinces. Training would prepare girls not only for raising poultry but also for commercial aspects of marketing.

3. Typing, e.g. preparing letters, learning letter forms, typing simple documents. Employment of women in clerical fields increased 6-fold from 1960 to 1971. Government encouragement of industry and general growth in provincial market towns in cities indicates that this trend will continue. This level of training is demanded not only in cities, but in market towns as small as Kasba Tadla, pop. 20,000. The Ministry of Labor has one such training course, but this is geared strictly to the secretary level, requires education through the brevet level, and teaches a more sophisticated mix of skills. The Ministry of Labor has agreed that there is an unmet need for the lower-level course to prepare straight typists.

4. Basic office skills, e.g. reception, messages, filing, sorting mail and simple office bookkeeping. As with typing, these skills are linked to Morocco's economic transition. In addition, Morocco's tourist industry requires workers trained in office skills. The Ministry of Tourism's program offers only higher level training, such as that for hotel managers and administrators, but not for other basic staff. This Ministry has stated that special training related to tourism (i.e., handling special forms, reception) would be appropriate for this course.

5. Sewing and pattern-making, e.g. cutting, sewing and finishing for contemporary ready-to-wear. The CET curricula currently includes machine sewing courses, but the output is traditional styling of varying quality. This training would introduce pattern making, alterations and garment-making for sportswear and dresses of uniform quality. There are now several ready-to-wear factories in Casablanca with which the project might collaborate, either for trainers and/or employment for trainees. However, modern sewing is a trade equally demanded in rural areas.

6. Cosmetics, e.g. cutting and styling hair, cosmetology. The MASA now operates two experimental programs in this field in Marrakech and Casablanca, both of which are very successful. The Ministry has suggested that a systematically organized training program would be effective on a national basis; cosmetology could be practiced not only in urban areas but as a cottage industry in Morocco's rural provinces.

7. Carpentry and general repair work, e.g. making simple furniture and performing simple repairs. Again, the MASA has begun an experimental program in Marrakech. Job success by graduates should be reviewed before final selection of skills for this project. Though the apprentice and guild systems dominate this industry, a group of young women could operate on production cooperative arrangements to produce local market furniture and merchandise, for instance chairs, benches, toys for the various government or private schools and child care centers.

8. Nurses aides, e.g. aiding licenced nurses in rural areas to dispense information and medicine in regional centers. The Health Ministry training program, again, train only at higher levels. Yet currently there exist only nutrition-trained women at most of the MASA nutrition-education locations. Because this is public sector employment, budget for such future aides would have to be included in the Health Ministry plans.

The five innovative skills have not been finally determined. This will be done in the first phase of the project; additionally, new data is now being generated through another AID-financed project (Non-Formal Education for Women - 0139). This data is expected to be helpful to the MASA and USAID in making final selection. In any case, the above list will remain tentative until the first stage of the project is underway.

The sites for the five centers also need to be determined. These locations will be coordinated with those of potentially expanded centers for boys (CFPs) under the contemplated OPG to CRS.

DETAILED IMPLEMENTATION SCHEDULE

The activities comprising project implementation have been described in the detailed description of the project. The schedule for these activities is set forth below.

1. Project Paper approved by USAID, April, 1980
2. Project Agreement signed, May, 1980
3. USAID purchases modification of plans for Tangier Institute, May, 1980
4. USAID uses IQC mechanism to obtain services of commodities expert, curricula, evaluation, monitor specialists, June, 1980
5. RFP issued for long-term institutional contract, June, 1980; MASA provides evidence of contract with local contractor, budgetary sufficiency for logistic support to Center, June, 1980
6. Commodities for Social Services Institute ordered, July, 1980
7. GOM Ministry selects counterpart staff to work on Institute curricula and on planning/evaluation, July, 1980
8. Final curricula supplies ordered, August, 1980
9. Contractor proposal reviewed, contractor selected (by MASA), September, 1980
10. GOM selects candidates for Institute mid-level short courses, Sept., 1980
11. Commodities for Institute installed, November 1980; contract with U.S. institution signed by MASA
12. Curricula supplies arrive, November, 1980
13. Contractor team for Institute arrives, December, 1980
14. GOM receives applications for first long-term Institute class (to begin 9/81), January, 1981
15. Contract teaching team, in collaboration with Ministry, prepares to teach short-term courses, January 1981
16. Materials/supplies for first year curricula at Institute reviewed and ordered, January, 1981
17. Contractor short-term consultant arrives to help coordinate fall vocational training classes; sites chosen; equipment for five centers reviewed; January, 1981

13. Counterpart named for co-ordinating vocational training classes, staff and sites (and later recyclage); January, 1981

19. Short-term consultant arrives to finalize curricula for five vocational skills centers, January, 1981

20. Equipment and materials ordered for five centers, February, 1981. Local vocational instructor candidates submitted for approval to team leader and assistants.

21. Initial short course sessions end, (March-April, 1981). Baseline data examined by teachers. Curricula revised by staff and Ministry. Evaluation unit holds initial review (evaluation) on this portion and prepares first suggestions, June, 1981

22. Staff and Ministry finalize curricula for year-long courses, June, 1981

23. Curricula supplies and materials reviewed. Orders for Spring submitted as necessary, June, 1981.

24. Ministry chooses male/female monitors for vocational education courses, June, 1981

25. Commodities for five sites arrive, June, 1981

26. Equipment installed in five sites, July, 1981

27. Materials and supplies for fall Institute professional training arrive July, 1981.

28. Evaluation Unit established, August, 1981

29. (Ministry negotiates with other possible donors to supply subsequent training centers, June-August, 1981)**

30. Local teachers for vocational training (PC, local, other) brought on board. Contract manager for vocational education arrives, August, 1981

31. Vocational training classes held at five sites, 15-20 participants each. September 1981 - June 1982. Baseline data gathered at beginning and end of sessions.

32. First year professional social service students arrive at Institute, September, 1981. Baseline data gathered by Evaluation Unit.

33. GOM selects candidates for short term, mid-level training during next year, November, 1981

34. November, 1981, first vocational training classes end, students return to CET's. Two in each center stay for further training. New cycle begins, December, 1981

** This is not vital to project, but would be beneficial.

35. (Ministry arranges with donors for equipment for additional training centers, December, 1981)**

36. Some Moroccan staff return from training, join contract staff at Institute, December, 1981

37. GOM opens applications for long-term Institute class (to begin 9/82), January, 1982

38. Second semester (Institute) begins, January, 1982

39. Curricula for 2nd year Institute training finalized and materials ordered, including recyclage, January, 1982

40. February - June, 1982, three 4-week short courses taught to mid-level MASA staff

41. Literacy aspects coordinated through GOM for recyclage curricula

42. MASA counterpart and contractor select 16 centers for recyclage candidates and invite participants, March, 1982

43. February, 1982, second vocational training classes end; students return to CET's; two in each center stay for further training. New cycle begins March, 1982

44. March, 1982, two apprentices in each center prepare to assume teaching responsibility

45. June, 1982, First year Institute classes end; Staff and Ministry Evaluation Unit review results for coming year, including short-term mid-level courses

46. June, 1982, Institute staff finalize curricula for six week recyclage; Third vocational training classes end. Contractor short-term advisor arrives, reviews courses with contract staff and MASA counterpart

47. Materials for next recyclage cycle arrive, June, 1982

48. June, 1982, equipment for subsequent additional centers arrive and is installed at locations agreed upon by Ministry staff

49. June, 1982, Mid-Project Evaluation

50. September, 1982, Institute re-opens. First and second year students arrive (100 - total). Second year students take six week specialty courses

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** This is not vital to project, but would be beneficial.

51. September 1982 - June 1983, Monitors receive recyclage courses. Baseline data collected.

52. September 1982 - June 1983, vocational education courses taught (in three month cycles) as before, using Moroccan apprentice/instructors plus contract staff as master teachers/advisors.

53. September 1982 - June 1983, six four-week short courses taught to mid-level MASA staff Institute

54. Graduation of first professional Institute class, June, 1983

55. September 1983 - 3rd year of Institute begins. Revision, adaptation of curricula with Moroccan counterparts, curricula contract specialist and Ministry Evaluation Unit

56. Contract staff for vocational education depart, June, 1984

57. Contract teachers for Institute depart, January, 1984

58. Final recyclage courses end. Baseline data examined by GOM and contractor and curricula revised by staff and ministry.

59. Contract chief-of-party departs. MASA assumes full responsibility, all phases of project, September, 1984

60. Final Evaluation takes place, October, 1984.

APPENDICES

APPENDIX A

AID ON-GOING AND PROPOSED PROJECTS IN VOCATIONAL AND NONFORMAL EDUCATION MOROCCO

1. Industrial and Commercial Job Training for Women (0147)

Beginning Date: 1978

Duration: 3 years

Life of Project Funding: $2,048,000

Project Goal: To improve female participation in the skilled labor market.

Project Purpose: To increase female employment in industrial and office management areas.

2. Nonformal Education for Women (0139)

Beginning Date: 1979

Duration: 4 years

Life of Project Funding: $2,700,000

Project Goal: Improve the quality of life of Morocco's poor and deprived.

Project Purpose: To standardize and professionalize the instructional program in the Foyers Feminins and Ouvroirs to train some 100,000 women in basic education and marketable skills by 1981.

3. (Proposed) Operating Grant to Catholic Relief Services for Vocational Education for Youths.

Proposed Beginning Date: 1980

Duration: 3 years

Life of Project Funding Requested: $500,000

Project Goal: Extend and broaden job opportunities for young Moroccan men.

APPENDIX A

Project Purpose: To expand and upgrade vocational skills programs carried out by the Ministry of Social Affairs in the boys' Centres de Formation Professionale (CFP) for an additional 1500 boys.

APPENDIX B

TABLE 1. Morocco
Economically Active Population, by Age and Sex: 1960 and 1971
(Population in thousands. Figures may not add to totals due to rounding)

Year and age	Male			Female		
	Total population	Economically active		Total population	Economically active	
		Number	Percent of total		Number	Percent of total
1960[1]						
Total, 15 years and over	2,891	2,618	90.6	3,110	246	7.9
15 to 19 years	313	219	70.1	328	29	8.8
20 to 24 years	370	344	93.0	479	30	6.2
25 to 29 years	404	393	97.1	500	30	6.0
30 to 34 years	364	355	97.5	428	31	7.3
35 to 39 years	310	301	96.9	288	24	8.5
40 to 44 years	272	262	96.3	293	28	9.7
45 to 49 years	175	168	96.1	142	15	10.6
50 to 54 years	188	179	94.9	205	22	10.6
55 to 59 years	96	90	94.0	64	7	10.8
60 to 64 years	157	143	91.1	185	17	9.2
65 years and over	242	165	68.0	198	12	6.3
1971[2]						
Total, 15 years and over	4,067	3,244	79.8	4,222	532	12.6
15 to 19 years	755	443	58.7	711	118	16.6
20 to 24 years	505	427	84.6	554	75	13.5
25 to 29 years	412	390	94.5	508	57	11.2
30 to 34 years	397	382	96.3	504	51	10.2
35 to 39 years	394	382	96.8	429	47	11.0
40 to 44 years	361	346	95.7	397	52	13.0
45 to 49 years	271	256	94.5	232	35	15.0
50 to 54 years	266	244	91.6	246	47	18.9
55 to 59 years	154	137	88.9	102	23	22.5
60 to 64 years	178	113	63.3	198	15	7.7
65 years and over	373	125	33.5	341	13	3.8

[1]Data refer to the Moroccan Moslem population which constituted 95.2 percent of the total population. Figures exclude 148,936 males and 54,472 females who are economically active and under 15 years of age.

[2]Figures are for people of all nationalities, 99.1 percent of whom are Moroccan Moslems. Data exclude 181,317 males and 82,074 females who are economically active and under 15 years of age.

Note: In 1960, the economically active population comprised all persons who, at the time of the census, worked for pay or profit; were family helpers; or were seeking work. The female economically active population figures exclude an official estimate of 1,231,550 family helpers in agriculture.

In 1971, the economically active population comprised all persons who, at the time of the census, worked for pay or profit; were family helpers; or were 15 years of age or older and seeking work. The female economically active population figures exclude an undetermined number of family helpers in agriculture.

Source: Data are from the 1960 and 1971 censuses as reported in Morocco SCS, 1965, table 22; and Morocco DS, 1976, table 01AE, respectively.

TABLE 2. Morocco

Distribution of Labor Force, by Sex and Industry: 1960 and 1971
(Population in thousands. Figures may not add to totals due to rounding. For meaning of symbols, see text)

Year and Industry	Population			Percent		
	Both sexes	Male	Female	Both sexes	Male	Female
1960[1]						
Total classified workers	2,680	2,394	287	100.0	100.0	100.0
Agriculture, forestry, hunting, and fishing	1,823	1,681	142	68.0	70.2	49.6
Mining and quarrying[2]	35	35	(Z)	1.3	1.5	0.1
Manufacturing	227	155	71	8.5	6.5	24.8
Electricity and water	6	6	(Z)	0.2	0.2	(Z)
Construction	51	51	(Z)	1.9	2.1	0.1
Commerce	194	188	6	7.2	7.9	2.1
Transport, storage, and communication	68	67	1	2.5	2.8	0.3
Services	277	211	66	10.3	8.8	23.0
1971[3]						
Total classified workers	3,614	3,125	516	100.0	100.0	100.0
Agriculture, forestry, hunting, and fishing[4]	2,067	1,844	223	56.8	59.0	43.3
Mining and quarrying[2]	42	41	2	1.2	1.3	0.3
Manufacturing	421	307	114	11.6	9.8	22.1
Construction	167	163	3	4.6	5.2	0.6
Electricity and water	12	11	1	0.3	0.4	0.2
Commerce	308	288	20	8.5	9.2	3.8
Transport, storage, and communication	114	109	5	3.1	3.5	1.0
Services	510	362	148	14.0	11.6	28.6

[1]Data refer to the Moroccan Moslem population which constituted 95.2 percent of the total population. Excludes 281,140 males and 6,100 females who were unemployed, and 95,595 males and 7,910 females whose industry was not determined. It appears that 3,000 unemployed workers were classified by industry.

[2]Includes petroleum and gas bottlers and refinery workers.

[3]Figures are for people of all nationalities, 99.1 percent of whom are Moroccan Moslems.

Excludes 302,038 males and 98,672 females who did not report their industry or provide sufficient information, were unemployed seeking work for the first time, or were working outside of Morocco.

Agricultural workers comprise 98.2 percent of the males in this category and 98.2 percent of the females.

Note: Data for 1960 and 1971 include the economically active population under 15 years of age. Female labor force data for 1960 exclude an official estimate of 1,231,550 family helpers in agriculture. Female labor force for 1971 does not include an undetermined number of family helpers in agriculture.

Source: Data are from the 1960 and 1971 censuses as reported in Morocco SOC, 1975, table VIII and Morocco DS, 1976, tables 06AE and 12AE.

TABLE 3. Morocco

Distribution of Labor Force, by Sex and Occupation: 1960 and 1971 (Population in thousands. Figures may not add to totals due to rounding).

Year and occupation	Population			Percent		
	Both sexes	Male	Female	Both sexes	Male	Female
1960[1]						
Total classified workers	2,824	2,533	292	100.0	100.0	100.0
Professional, technical, and related workers	72	67	5	2.6	2.7	1.6
Administrative and managerial workers	6	6	(Z)	0.2	0.2	(Z)
Clerical and related workers	28	26	2	1.0	1.0	0.7
Sales workers	165	161	4	5.8	6.4	1.3
Service workers	241	177	64	8.5	7.0	21.9
Agriculture, animal husbandry and forestry workers, fishermen, and hunters	1,859	1,717	142	65.8	67.8	48.8
Production and related workers, transport equipment operators, and laborers	453	378	75	16.0	14.9	25.7
1971[2]						
Total classified workers	3,663	3,121	542	100.0	100.0	100.0
Professional, technical, and related workers	155	132	23	4.2	4.2	4.3
Administrative and managerial workers	16	15	1	0.4	0.5	0.2
Clerical and related workers	104	77	27	2.8	2.5	4.9
Sales workers	233	222	11	6.4	7.1	2.0
Service workers	320	199	121	8.7	6.4	22.3
Agriculture, animal husbandry and forestry workers, fishermen, and hunters	210	1,858	239	57.2	59.5	44.1
Production and related workers, transport equipment operators, and laborers	739	619	121	20.2	19.8	22.3

[1]Data refer to the Moroccan Moslem population which constituted 95.2 percent of the total population. Female labor force excludes an official estimate of 1,231,550 family helpers in agriculture. Data exclude 237,646 males and 9,140 females with insufficient information to classify by occupation.

[2]Figures are for people of all nationalities, 99.1 percent of whom are Moroccan Moslems. Data exclude 306,157 males and 72,763 females who were either unemployed workers seeking their first job or workers with insufficient information to classify by occupation. Female labor force excludes an undetermined number of family helpers in agriculture.

Note: Data for 1960 and 1971 include the economically active population under 15 years of age. Detailed data on occupation from the 1971 census were classified into broad occupational categories at the U.S. Bureau of the Census using as a guide the International Labour Organization's International Standard Occupational Classification of 1968.

Source: Data are from the 1960 and 1971 censuses as reported in Morocco SCS, 1985, table VII-1; and Morocco DS, 1976, tables 04AE and 11AE.

TABLE 4. Morocco

DISTRIBUTION OF AGRICULTURAL AND NONAGRICULTURAL EMPLOYED WORKERS, BY STATUS AND SEX: 1960 AND 1971
(Population in thousands. Figures may not add to totals due to rounding)

Sex and status	1960[1]				1971[2]			
	Agricultural		Nonagricultural		Agricultural		Nonagricultural	
	Population	Percent	Population	Percent	Population	Percent	Population	Percent
BOTH SEXES								
Total classified workers	1,808	100.0	845	100.0	2,036	100.0	1,462	100.0
Employers and workers on own account	987	54.6	288	34.1	923	45.3	423	28.9
Salaried employees and wage earners	362	20.0	544	64.4	418	20.5	978	66.9
Unpaid family helpers	459	25.4	13	1.6	696	34.2	61	4.2
MALE								
Total classified workers	1,666	100.0	704	100.0	1,815	100.0	1,193	100.0
Employers and workers on own account	958	57.5	243	34.6	887	48.9	363	30.4
Salaried employees and wage earners	344	20.7	451	64.1	390	21.5	798	66.9
Unpaid family helpers	364	21.8	9	1.3	538	29.7	32	2.7
FEMALE								
Total classified workers	141	100.0	141	100.0	221	100.0	269	100.0
Employers and workers on own account	28	20.1	44	31.4	35	16.0	60	22.3
Salaried employees and wage earners	17	12.1	93	65.9	28	12.7	180	67.0
Unpaid family helpers	96	67.8	4	2.7	158	71.3	29	10.7

[1]Data refer to the Moroccan Moslem population which constituted 95.2 percent of the total population. Data exclude 118,897 males and 12,696 females with insufficient information to classify by industry or status, 281,140 males and 6,100 females who were unemployed, and 1,231,550 estimated female family helpers in agriculture.

[2]Figures are for people of all nationalities, 99.1 percent of whom are Moroccan Moslems. Data exclude 114,312 males and 39,909 females of unknown status and/or industry, and 275,853 males and 71,809 females who were unemployed.

Note: Data for 1960 and 1971 include the economically active population under 15 years of age.

Source: Data are from the 1960 and 1971 censuses as reported in Morocco SCS, 1965, table VIII-3; and Morocco DS, 1976, table 19AE, respectively.

UNCLASSIFIED

INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

AGENCY FOR INTERNATIONAL DEVELOPMENT

Washington, D.C. 20523

MOROCCO: PROJECT 608-0157

SOCIAL SERVICES TRAINING

AMENDMENT ONE

GRANT

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1. TRANSACTION CODE: A (A = ADD, C = CHANGE, D = DELETE)

PP

2. DOCUMENT CODE: 3

3. COUNTRY/ENTITY: USAID/MOROCCO

4. DOCUMENT REVISION NUMBER: 1

5. PROJECT NUMBER (7 digits): 608-0157

6. BUREAU/OFFICE: A. SYMBOL: NE; B. CODE: 03

7. PROJECT TITLE (Maximum 40 characters): SOCIAL SERVICES TRAINING

8. ESTIMATED FY OF PROJECT COMPLETION: FY 83

9. ESTIMATED DATE OF OBLIGATION: A. INITIAL FY 80; B. QUARTER 3 (Enter 1, 2, 3, or 4); C. FINAL FY 83

10. ESTIMATED COSTS ($000 OR EQUIVALENT $1 –)

A. FUNDING SOURCE	FIRST FY 80 B. FX	C. L/C	D. TOTAL	LIFE OF PROJECT E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	900	300	1,200	2,700	1,345	4,045
(GRANT)	(900)	(300)	(1,200)	(2,700)	(1,345)	(4,045)
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY					3,220	3,220
OTHER DONOR(S)						
TOTALS	900	300	1,200	2,700	4,565	7,265

11. PROPOSED BUDGET APPROPRIATED FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE C. GRANT	D. LOAN	E. 1ST FY 80 F. GRANT	G. LOAN	H. 2ND FY 81 I. GRANT	J. LOAN	K. 3RD FY 82 L. GRANT	M. LOAN
(1) EH	600	760		1,200		800		1,245	
(2)									
(3)									
(4)									
TOTALS				1,200		800		1,245	

A. APPROPRIATION	N. 4TH FY 83 O. GRANT	P. LOAN	O. 5TH FY ___ R. GRANT	S. LOAN	LIFE OF PROJECT T. GRANT	U. LOAN
(1)	800				4,045	
(2)						
(3)						
(4)						
TOTALS	800				4,045	

12. IN-DEPTH EVALUATION SCHEDULED: MM 06 YY 82

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1 (1 = NO, 2 = YES)

14. ORIGINATING OFFICE CLEARANCE

SIGNATURE: Harold S. Fleming

TITLE: Director, USAID/Morocco

DATE SIGNED: MM 02 DD 18 YY 81

15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

Final Revision Received

MM 04 DD 06 YY 81

AID 1330-4 (3-76)

I. SUMMARY OF SUPPLEMENT

This paper supplements the Project Paper as approved and is incorporated as a part of that PP. The project components it describes, including funding and implementation details, are incorporated as part of the project, as of the date of approval of this supplement. The goal and purpose of the activity described in this supplement accord with the project goal and purpose set forth in the body of the PP. This supplement simply adds one additional activity to those contemplated in the body of the PP.*

The activity will enlarge MASA's potential for training boys in basic work skills. The activity itself consists of: (1) furnishing and equipping 13 vocational skills training centers for young Moroccan men and boys, clients of the MASA (who represent beneficiaries described at length in the PP (see Section III.A.), and (2) training such beneficiaries During the next two and a half years, approximately 2,000 young Moroccans will receive training in basic work skills through this activity.

Basic income-generating skills will be taught to the beneficiaries by Peace Corps volunteers, working initially with locally-available instructors and eventually with instructors selected and trained through the experience provided by this activity. The MASA will furnish the centers where the training will be carried out, as well as directors and maintenance personnel for such centers. USAID will fund the purchase and installation of equipment and local material for these centers. Members of the long-term USAID-funded contract team described in the body of the PP (Annex XII 2.B.)

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* Note: The potential support for skills training for boys discussed in Section II of the Social Services Training PP refers to implementation through an OPG to Catholic Relief Services. However, implementation of that potential OPG concept has been invalidated by this Project Supplement.

will coordinate with Peace Corps/Morocco and with the MASA to help assure that this activity meshes with the other social services training activities described in the PP.

II. DETAILED DESCRIPTION OF THE ACTIVITY*

The objective of this activity is to provide non-formal vocational training for undereducated youths, coming from the lowest economic sector of Morocco society, in order that these youths can more readily find gainful employment and improve their socio-economic position.

To achieve this objective the following actions will be carried out:

1. Nine existing CFP's will be expanded with improved facilities, equipment and instruction, and four new CFP's opened and supplied with necessary equipment and instructors.
2. Curricula will be developed and coordinated for the CFP's noted above, to provide for teaching basic skills to young men attending these MASA centers.
3. A coordinated system of data collection will be developed and periodic analysis and evaluation of this training activity (including progress of the students) carried out.**
4. During implementation of this activity, qualified students will be identified as candidates for possible training as trainers.

At the present time, over seven hundred students are being trained in nine vocational education centers (CFPs) which have been partially equipped and maintained by the MASA, in some cases with help from the local councils.

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* A large portion of this material is derived and/or taken verbatim from the application for the Operational Program Grant noted earlier.

** MASA and Peace Corps action: see page 7-8.

A list of those centers, courses offered and current enrollment is attached as Annex 1 to this supplement. Seven Peace Corps Volunteers are assisting currently as instructors in such centers, with the rest of the instruction furnished by Moroccan teachers paid by the MASA. As stated, the nine CFPs now operating already have some equipment and most utilize Peace Corps instructors. However, there is a clear need for more equipment, expanded quarters for training additional students, additional instructors and a coordinated program of instruction, as well as additional CFPs. Community interest and need is evident, as the location and buildings for four "new" centers are already available, awaiting only equipment and instructors. Potential student interest is high with far more applications than places available.

This activity thus expands and supplements an already existing developmental program that is fulfilling a socio-economic need, but which, because of limited resources, cannot adequately complete its goal of providing non-formal vocational education for undereducated youths. Two inter-related actions will assist this non-formal training program. First existing centers will be expanded by providing additional equipment and Peace Corps instructors; secondly, Peace Corps instructors and equipment will be supplied for new centers where more students can be trained.

II.A. The MASA Vocational Training Centers (Centres de Formation Professionnell

The operation of the MASA CFP program is described in general terms in the body of the PP. At the present time, 9 CFPs are open where instruction is given in one or more of six skill areas: auto-mechanics, metal working, plumbing, welding, tailoring and wood working. (See Annex 1, this supplement). Youths attending the centers come mainly from rural

areas, many of them being housed in SMB (Société Musulmane de Bienfaisance) facilities since this organization was specially created to sponsor orphanages for poor children and for adolescents of unfavorable family origin.

With exception of one CFP in Marrakech, the vocational education training centers are located in small towns which are the hubs of the surrounding agricultural area. There is close association with the local authorities. In some cases it is the city council which has provided the building for the center. In many instances city councils have expressed their continued interest in this non-formal educational venture and have offered to provide additional facilities should instructors and material become available.

From the beginning of this impetus, a very close connection with the needs of the community has been reflected in the courses taught. Metal working and woodworking courses predominate since these are the two most needed skills. Closely following is auto-mechanics and/or general mechanics, again reflecting needs for semi-skilled labor in this field. The emphasis is on the practical. CFP'training is experience oriented.

In some centers the youths already are relating learning experience with work experience, making items used in other MASA installations. One carpentry class in Amizmiz, for instance, is an example of how, with the proper instruction and planning, such a class can be almost completely self-supporting. This carpentry class, with a very well trained man as an instructor, makes items for sale and is able to purchase wood and other materials in order to function as a viable center. Unfortunately this is

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* A local charitable organization with a long history of collaboration with the MASA.

not the case in most of the CFPs. In general, lack of materials, equipment and instructors create severe problems. The MASA is providing substantial financial support for this program, but sufficient resources are not available to properly equip the training centers. In addition, more and better trained instructors are necessary if the centers are to fill the demands of the large group of youths needing this type of non-formal education. A description of currently operating and potential CFP center sites is attached as Annex 2 to this supplement.

At present 7 Peace Corps Volunteers work at CFP's in Marrakech, Azemmour, Safi, and Tetouan. To carry out the activity described in this supplement during the LOP, Peace Corps will supply approximately seventy additional volunteers to be placed in the other centers. A total of 13 CFPs will be expanded (or established), furnished with equipment and staffed by PCVs. A list of these CFPs is attached as Annex 3 to this supplement. The PCVs will provide interim instruction for two years. At the end of the project the volunteers will have identified the most likely students as candidates for further training as trainers.

II.B. Equipment Required

Some equipment supplied by the MASA already is in use at the now-functioning CFPs. A general list of equipment needed to equip the thirteen vocational training centers in two or more skill areas is attached as Annex 4 to this supplement. The list is an accurate reflection of the needs, as determined by PCVs already working in the centers, i.e. with experience in actual training, and by Moroccan counterparts. It is a

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* In two series of approximately thirty-five each.

"no frills", practical and realistic list, which takes into account the types of tools which will be available to the student when working for an employer.

The procurement of the equipment will be organized through cooperation among USAID, PCV, MASA, etc. USAID, in connection with the Peace Corps, will be responsible for purchasing such equipment both from the U.S. and locally as appropriate, and for its arrival in country The MASA will provide warehouse space and transportation from port of entry to final destination for initial installation.

Peace Corps Volunteers will pick up the equipment necessary for the centers to which they have been assigned and will be responsible for installation and use of the equipment. Peace Corps staff have conducted a site survey of installation requirements and have determined that there are no major difficulties in this regard. Upon procurement by USAID, the equipment will become the property of MASA. The Peace Corps, acting on behalf of MASA, will select and arrange for delivery of the equipment to the centers where it will be used. A system of inventory and accountability satisfactory to USAID will be put into operation by MASA and the Peace Corps as soon as possible.

Since the whole thrust of the activity is to encourage and develop this grass-roots approach to non-formal technological education, every effort will be made to have planning, decision-making and evaluative response obtained at the local level. Peace Corps/Morocco will utilize the services of a staff member on a full-time basis to help oversee the local control and appropriate utilization of the equipment. In this regard USAID will fund the local purchase of a vehicle* for utilization by Peace Corps and MASA staff engaged in monitoring the installation and utilization of such equipment and training materials, plus other

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* USAID authorization for a procurement waiver will be requested shortly for this purpose.

transportation costs and miscellaneous similar items of support to assure timely utilization of the equipment and material. That expense is included as a separate item in the budget.

III. IMPLEMENTATION OF ACTIVITY

Implementation of this activity will be divided into three stages, extending from the fall of 1980 to the spring of 1982. While each phase represents a distinct portion of the overall activity, it is anticipated that there will be some overlap in time sequence, etc.

The three phases of implementation are described below:

Phase One (approximately October, 1980 - December, 1980)

During the initial phase of the activity, Peace Corps Volunteers (who already have been selected) will receive final training in Morocco in Arabic language. They will be assigned to specific CFPs, for teaching assignments, by Peace Corps/Morocco in conjunction with the MASA.

Tools and equipment will be purchased locally for the most part, especially for initiation of this activity. Additional equipment may be ordered from the U.S. as required for later stages. The anticipated equipment requirements are shown in Annex 4. USAID will purchase the equipment in accord with normal procurement practices, utilizing the recommendations of Peace Corps and MASA staff. After final review of equipment availability by USAID, Peace Corps and the MASA, a plan for distribution of the equipment will be devised through cooperation of the MASA, USAID and the Peace Corps. A system of inventory control and accountability will be developed by MASA and the Peace Corps.

Curricula for the basic skills training will be devised by the MASA in cooperation with Peace Corps/Morocco.

At the conclusion of Phase One, the following will have been accomplished:

1. Peace Corps Volunteers selected and in final stages of training in Morocco.
2. Training equipment needs reviewed, equipment and local training tools and material purchased as appropriate.
3. Training curriculum developed.

Phase One should be complete by approximately December, 1980.

Phase Two (approximately Jan., 1981 - December, 1982)

The second phase of the project involves actual operation of new CFP training centers as well as expanding existing centers with additional staff and equipment. (See Annex 3, this supplement, for list of new and existing CFPs to be affected). Phase Two embraces two school years, allowing for two successive groups of students to be trained at the CFPs. During this phase, curricula for the CFPs will be reviewed and refined according to need and experience, with emphasis on practical aspects. During this phase, MASA personnel, assisted by the PCVs, will institute and maintain records concerning availability of employment which CFP graduates encounter upon leaving the centers as apprentices. Liaison by MASA personnel and the PCVs with local community employers, including local government, will help indicate where apprentices can be placed initially. During the two school years, approximately 2,000 young men and boys will receive training in the basic skills described above. During this phase, likely future trainers will be identified and will be provided on-the-job training, as trainers, by acting as assistants to the PCVs. Phase Two will accomplish the activities noted below.

1. 13 new or expanded CFPs in operation.
2. Peace Corps Volunteers assigned to CFP (training centers) working with trainees.
3. Approximately 2,000 CFP students trained in at least one basic skill.
4. System of record keeping (follow-up) established and in operation.

Phase Three (approximately January, 1983 - September, 1983)

Phase Three, the concluding phase, will take approximately 9 months. Phase Three will include assembling and analyzing data accumulated during the proceding two years.

The curriculum used in the training centers during Phase Two will be reviewed and analyzed during this phase. Data regarding this curriculum will be summarized for further development of MASA's non-formal education centers. The system of local cooperation, with attention paid to long term semi-skilled labor needs based on data obtained from employers and graduates of the training centers, (which will have been developed during Phase Two), will be turned over to the MASA. Final evaluation of the activity will be made by all those concerned with the project, and recommendations based on that evaluation transmitted to the MASA. At the conclusion of Phase Three, MASA will assume responsibility for operation of all phases of this activity, including obtaining or preparing future skills trainers (from among candidates identified, and at least partially trained, as likely trainers).

Phase Three accomplishments include:

1. Institutionalization of the training centers.

2. Final evaluation completed and data transmitted to MASA.

3. Assumption by the MASA of full responsibility of this activity.

IV. EVALUATION OF THE ACTIVITY

The evaluation plan for this activity takes into account principally two elements: first, the expansion and enhancement of an already established MASA program, and second, the opportunity given an individual a MASA CFP attendee -- for economic advancement and for development of his own human potential.

At present, as noted in the body of the PP, there is relatively little in-depth data on the CFP clientele. Any plan for evaluation must begin by collecting initial data upon which to base the mid-terms and final evaluation. Most of the data collection steps will be performed by PCVs in conjunction with appropriate MASA personnel. At the outset of the program, baseline data forms will be used by the persons responsible for enrolling and training the students at each CFP. Baseline data will include information on: size of family, father s and mother's employment parent's and siblings education, amount of education trainee obtained before enrollment, trainee expectations for employment. By keeping simple, specific records, data will be obtained to help measure the progress toward achieving the objective of the activity, i.e. to train poor, undereducated youths in vocational skills in order that they may find gainful employment and thus improve their socio-economic position.

The mid-term and final evaluation will help measure:

1. Effectiveness of the curricula developed for the provincial training centers.

2. Learning progress of the students at the provincial training centers.

3. Employment opportunities available to students upon completion of training as apprentices.

4. Adequacy of income generating potential associated with specific courses.

Student Progress and Effectiveness of the Curricula

Some CFPs are already using student progress reports. These will be revised to include analysis of curricula as well.

Evaluation of Employment Opportunities

Since the objective of the activity is to increase the economic viability and socio-economic status of CFP-trained youths, it is necessary to evaluate the type of placement and salaries they receive upon completion of training. Follow-up records will be kept (by each CFP) for the two years and nine months of the activity's duration and used for such evaluation. As noted, final evaluation will be made six months after completion of training. Regular follow-up six months after the student completes training, will be a part of the on-going evaluation of the student's socio-economic progress.

Summary

In sum, evaluation will be made on all CFPs involved in the program, the number of students trained and success of the training in terms of learning and job placement as apprentices. These evaluations are quantifiable and possible to measure within the duration of the activity, with some overlap into the following year.

V. INPUTS AND CONTRIBUTIONS TO THE ACTIVITY

A. USAID/Morocco

Principal inputs to the activity come from three sources: USAID, the MASA, and Peace Corps. USAID's contribution will fund primarily the purchase of training equipment and teaching materials. Total USAID funding during the life of project for this activity will be approximately $497,000. Estimated expenditures by USAID for equipment and materials by fiscal years is shown below. The tentative list of such equipment and materials is attached as Annex 4.

Estimated Expenditures (by USAID) for Equipment and Materials

By Fiscal Years

Fiscal Year	Estimated Expenditures for Equipment (Local & U.S. Purchase)	Estimated Expense for Training Material (primarily local purchases)	TOTAL
1981	$191,000*	$ 45,000	$236,000
1982	144,000	16,000*	$160,000
1983	-	51,000**	51,000
Totals	$335,000	$ 112,000	$447,000

* Includes initial replacement and repair of tools.

** Includes replacement and repair, and represents half of contribution for this, with GOM contributing remaining half. USAID will also supply $50,000 for the purchase of a vehicle, other transportation costs and similar miscellaneous items, bringing USAID's contribution for this activity to $497,000. USAID's total contribution to the project will be approximately $4.03 million.

B. MASA Contribution

The MASA will provide buildings, already existing equipment and managerial and administrative personnel for the 13 centers where this activity will be carried out. This contribution is estimated at

approximately $830,000 over the life of this activity, or nearly double the AID contribution. In addition, the MASA will gradually assume the cost of providing training materials used in carrying out the activity The estimated expenditures by the MASA for training materials by fiscal years is shown in the following table.

Estimated Expenditures by MASA for Training Materials by Fiscal Years

Fiscal Year	Estimated Expenditure for Training Materials
1981	—
1982	$44,000 (based on estimates for 25 training shoprooms)
1983	$51,000 (approximately half of total; see previous tab
TOTAL	$95,000

However, MASA's principal contribution will consist of salaries for directors, instructors and caretaking personnel for the CFPs, plus maintenance costs. The table below shows the anticipated contribution for those category items from the MASA, according to fiscal years.

Overall MASA Contributions by Fiscal Years
(in Dirhams)

	FY-81	FY-82	FY-83	TOTAL
Salaries	DH 374,000	DH 892,000	DH 1,076,000	DH 2,342,000
Maintenance	DH 156,000	DH 156,000	DH 156,000	DH 468,000
Training Materials - from preceeding table)	—	DH 176,000	DH 206,000	DH 382,000
Totals	DH 530,000	DH 1,214,000	DH 1,438,000	DH 3,192.000
Approx. Dollars equiv.	$ 138,000	$ 320,000	$ 375,000	$ 833,000

In FY 1984, the MASA will assume full responsibility for continuing the activity. The MASA is pledging itself to this effect through an exchange of implementation letters. A copy of AID's implementation letter in this regard is attached as Annex 6.

C. Peace Corps Contribution

During the LOP, the Peace Corps will bring to Morocco approximately 70 volunteers trained to teach in the CFPs. A description of the type of training the PCV's will receive is set forth in Annex 5 to this Supplement. Since the training centers do not aim at training master mechanics or master welders or, in other words, do not offer the same kind of vocational education as is offered by the Ministry of Labor's schools, a special approach is necessary in teaching the students enrolled in these centers. The Peace Corps has recruited generalists, volunteers with some background in the skills to be taught, but not necessarily with a work experience as masters in the trades. These generalists will be given intensive training in a university which has had experience in this type of training and has successfully educated groups for this purpose.

The Peace Corps is providing two training periods for the volunteers, both in the U.S. and Morocco, plus language training. Peace Corps is also furnishing transportation for the PCVs, costs of their lodging and living expenses (estimated at approximately $840,000 over the LOP), and the salary for a full-time program director. Total Peace Corps contribution is estimated at $1,608,000.

As noted, Peace Corps/Morocco is engaging a full-time staff member to help oversee the installation, control and utilization of the equipment and materials furnished for this activity. This individual will function

in addition to Peace Corps/Morocco's advisor on vocational training and education. It is not anticipated that additional USAID direct-hire staff will be required in connection with this activity.

Total contributions, from USAID, MASA, and Peace Corps, to this activity are shown below:

Overall Contribution to Activity

USAID	$ 497,000
MASA	833,000
Peace Corps	1,608,000
TOTAL .	2,938,000

ANNEXES

ANNEX 1

CFPs Operating Currently

At the present time the following centers are functioning, offering instructions in the following skills:

TOWN	COURSES	No. OF STUDENTS
Azemmour	Welding, Carpentry	18
Safi	Welding, Electricity	80
Ait Ourir	Welding Carpentry	90
Imintanout	Welding Carpentry	20
Amizmiz	Welding Carpentry	62
Tetouàn	Welding Carpentry	no figures available, school just ready to open to accept Students
Al Kelaa	Welding Carpentry	40
Marrakech Ville * Centre Professionnel du Harti (for boys)	Carpentry Welding Plumbing Auto-mechanics, General Mechanics, Electricity	380
Centre Professionnel Merchich (for girls)	Welding Carpentry	42
Total no. of Centers: 9	Total no. of Courses: 22	Total no. of students: 732 plus

* Tailoring is also offered but will not be included in this program since this center is equipped and no requests have been made to offer this course at other centers.

ANNEX 2

DESCRIPTION OF CENTERS SURVEYED

ON SITE EXAMINATIONS

PROVINCE	CENTER & STAFF	COURSES	EQUIP.	BUILDING	PROVINCIAL AUTHORITIES RECOMMENDATION	REMARKS
AL HOCEIMA		Welding, Auto-Mechanics			Mr. Raisouni, Khalifa Mr. El Khayari, Delegate	Very little interest shown; no buildings available.
EL KELAA	2 Instructors	Welding, Carpentry Wants also: Agric. Mechanics	Very limited	Large room to expand	Mr. El Alege, Governor of El Kelaa Mr. Gaouzi, Sect'y General Mr. El Mokhtatif, Delegate	Wants additional centers in Ben Guerir and in Tamelelt. Governor suggested welding, carpentry and agricultural mechanics as most important agricultural station can be used for courses
EL LAYOUNE		Auto-Mechanics				No site review. Does Ministry want to open there or can we transfer auto-mechanics to other province?
TAOUNATE		Carpentry Want also: electricity plumbing and mechanics		Excellent facilities available Can use city Council buildings by April 1980	Mr. Nahaoueh Tricha, Governor Mr. Borki Sect'y General Mr. Abadou, Division Sociale	Wants a complex with carpentry, electricity, plumbing, general mechanics. Much building going on. Need trained workers.

PROVINCE	CENTER & STAFF	COURSES	EQUIP.	BUILDING	PROVINCIAL AUTHORITIES RECOMMENDATION	REMARKS
MARRAKECH	Ait Ourir					
	2 instructors 1 Director	Welding, Carpentry	Very limited	Very small room for welding-need larger space	Interviewed: Mr. Daoudi, Interim Chef du Cercle	Old School to be converted into rooms for Carpentry and Welding.
	Welding Instructor Grad of C.F. du Harti Carpentry Instructor - Algerian Refugee			Carpentry space is adequate	Dr. Naim Brini, Pres. City Council Mr. Ghowili - SMB Director Very much in favor of training center	No problem to train girls in Carpentry and Welding. SMB Director says girls make best chairs Mr. Sammate recommends starting with 20 girls No employment problem; city Council needs labor for building
	Imintanout					
	2 Instructors Grad. of C.F. du Harti	Carpentry Welding Wants also Electricity Plumbing, General-Mechanics	Very little	5 room building to be ready	Mr. El Ouali Kaisser Chef du Cercle Mr. Agouraim - SMB	Chef du Cercle says no problem in obtaining buildings No problem in training girls in Welding and Carpentry. Wants a complete Center.

PROVINCE	CENTER & STAFF	COURSES	EQUIP.	BUILDING	PROVINCIAL AUTHORITIES RECOMMENDATION	REMARKS
MARRAKECH	<u>Amizmiz</u>					
	2 Instructors, graduates of C.F. du Harti for Welding. Instructor for Carpentry is grad. of Min. of Labor School in Casablanca	Welding, Carpentry	Limited	rooms small-need bigger rooms	Mr. Ahmed Essaifi, Chef du Cercle Mr. Bouzamala, SMB Director	Local Council gave land for building next to SMB, but no money to build. Not much work in area but employment in Marrakech. Excellent organization for carpentry shop. Make objects on demand. Profit divided -
	<u>Chichaoua</u>	Complete Complex Welding, Carpentry, Plumbing, Electricity Auto-Mechanics	None	None	Mr. Sammate, Delegate Marrakech Mr. El Mekki Lambrani Chef du Cercle	Mr. Sammate would like a complete complex here; the area is a crossroads of 3 provinces. There are buildings belonging to Ministry of Agriculture which could be used with the permission of the Ministry.

PROVINCE	CENTER & STAFF	COURSES	EQUIP.	BUILDING	PROVINCIAL AUTHORITIES RECOMMENDATION	REMARKS
MARRAKECH	Marrakech Ville					
	Centre Professional du Harti 1 Director 7 Instructors 2 Japanese Vol. 2 P.C. Vol.	Carpentry, Welding, Plumbing, Auto-Mechanics Gen'l. Mech., Electricity Tailoring	Fair	Growded	Mr. Sammate, Delegate	Need more equipment and more room. The center is organized and is a good school to use as a Demonstration School given more equipment and expanded quarters.
	Centre Professionel Merchich	Carpentry, Welding	Fair	Growded	Mr. Sammate - Mrs. Sammate Would like girls to learn how to make toys and games.	Girls make useful items, do good work. Need more room and adequate equipment.
TETOUAN	2 Peace Corps Volunteers	Welding, Carpentry Want also: Agric. Mech. Electricity Plumbing.	Fair	Good	Mr. Boubker Louah, Secretary General	Secretary General would like additional courses to be offered at old Spanish Military Base. Very inadequate buildings, needing much repair.

PROVINCE	CENTER & STAFF	COURSES	EQUIP.	BUILDING	PROVINCIAL AUTHORITIES RECOMMENDATION	REMARKS
CHAOUEN		Auto-Mechanics Want also: Welding, Electricity		Excellent building will be available in a short time when governor's office move to new location	Mr. El Ghousdani, Governor of Chaouen. Mr. Abdelaoui, Sect'y General Mr. Ben Souda, Delegate	Auto-mechanics, electricity, welding, are courses suggested by governor and other authorities. Great need to train youths.

ANNEX 3

CENTERS PROPOSED FOR EXPANSION AND PROPOSED ADDITIONAL CENTERS

The MASA has indicated that additional centers are needed, in three provinces which have been formed in the past few years. These are: Taounate, Chaouen, El Kelaa. Provincial authorities wish also to expand course offering in existing centers, as well as add new centers in areas where there is need. A list of the centers, courses and number of students which will be affected by this expansion follows:

TOWN	COURSES	No. of STUDENTS
Azemmour	Welding. Carpentry	80
Safi	Welding. Electricity	160
* Ait Ourir	Welding, - Carpentry, Electricity	120
Imintanout	Welding - Carpentry, General-Mechanics, Electricity	150 -
*Amizmiz	Welding - Carpentry. Electricity, General-Mechanics -	120
* Chichaoua	Welding, Carpentry, Electricity Gereral-Mechanics	280
Taounate	Carpentry. Electricity, General-Mechanics	160
Chaouen	Welding, Electricity, General-Mechanics	120

* In Marrakech Province.

TOWN	COURSES	No. OF STUDENTS
Tetouan	Welding, Carpentry	80
El Kelaa	Welding, Carpentry, Electricity, General-Mechanics	120
Ben Guerir	Welding, Carpentry, General-Mechanics	60
Marrakech Ville	Welding, Electricity	600
Centre Professionnel du Harti (for boys)	Carpentry Plumbing, General-Mechanics, Auto-Mechanics	
Centre Professionnel Merchich (for girls)	Welding, Carpentry, Playground Equipment and toy making	100
Total No. of Centers: 13	Total no. of Courses: 42	Total no. of Students: 2,150

The above sites are subject to final evaluation (by MASA.) Alternative sites may be substituted.

Note: A valid question may be raised as to the basis for the selection of the particular centers, the course offerings and number of students enrolled. The MASA established the centers based on a combination of factors such as (a) need (many of the centers are in rural areas where technical training is limited to a few apprenticeships and there is a need for semi-skilled labor), (b) interest of the local MASA delegate and (c) support of the governing bodies of the province and town. Course offering is based on employment needs. This

statement is based on interviews with authorities in all the provinces and town where these centers are established or to be established. In every instance the courses suggested by the Ministry were the ones said by the local authorities to be needed in that area. The only discrepancy found was the omission of agricultural mechanics which was requested in many areas predominently rural.

Initially anticipated enrollment figures probably do not reflect the real interest in this form of training. In the majority of currently operating centers enrollment already is higher than anticipated and there are more requests for admittance than space for students. When queried as to the availability of students, local and provincial authorities were unanimous in their assurances that far more students were available than facilities and that more facilities were needed. In some towns, the local government has already set aside adequate buildings for such centers and has indicated willingness to convert buildings for such uses on supply of electricity and water. Interviews with governors, secretaries-general, caïds, khalifas, and delegates with rare exception, all lead to the conclusion that there is a need for the training centers in the areas selected, a need for the courses offered and large numbers of potential students.

Sites selected for the vocational training centers reflect generally expected employment needs. The center in Marrakech, for example, although it has not kept complete records on employment, reports there are no problem for graduates of the center to obtain jobs. Often trainees who go to work as part of the practicum of the course are hired by the owners of the shops in which they are doing their training. In fact, some quit the course to take the job offer.

Annex 3 (Cont'd)

In a new province such as Taounate there is an acute housing crisis with more buildings needed than labor to fill the need. In El Kelaa Des Sraghna, another new province, there is ample evidence of tremendous expansion in the past two to three years with building and development plans for the next twenty years. Even in Chaouen, where the economy is very poor and employment opportunities few, there appears to be a valid need for general mechanics and welders. In some instances, as in Azemmour, there are many students eager for the training but few jobs on the local scene. However, just south of Azemmour, in Safi, there is great demand for semi-skilled workers due to harbor development and the phosphate industry. Since Moroccans are not unused to migration, students have no objection going elsewhere for employment given the skills for obtaining available jobs

ANNEX 4

TOOLS, EQUIPMENT AND MATERIALS FINANCING SCHEDULE FOR FY-81 THROUGH FY-83

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Page 1	WOODWORKING SHOP -	Tools, equipment and materials costs for one shop for FY-81
Page 2	ELECTRICAL SHOP	Tools, equipment and material costs for one shop for FY-81
Page 3	MECHANIC SHOP	Tools, equipment and material costs for one shop for FY-81
Page 4	WELDING SHOP	Tools, equipment and materials costs for one shop for FY-81
Page 5	BUDGET ITEMS FOR FY-81	
Page 6	BUDGET ITEMS FOR FY-82	
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WOODWORKING SHOP

Item	Description	Cost
1	Table saw with attachments	$1,800.00
2	Hand tools and measuring devices	$2,100.00
3	Small power equipment - Drill press and electrical hand drill	$1,700.00
4	Safety equipment	$100.00
5	Teaching materials for FY-81 - Wood stock, veneers, etc.....	$2,100.00
6	Teaching Aids	$105.00
7	Work bench stock with vises	$510.00
8	Misc. items - Fasteners, adhesives, finishes, brushes, etc.....	$250.00
	ONE SHOP FY-81..... Total	$8,665.00

ELECTRICAL SHOP

Item	Description	Cost
1	Electrical measuring devices	$610.00
2	Hand tools and measuring devices	$1,800.00
3	Plaster and cement tools	$185.00
4	Small power equipment - Electrical hand drill, solder iron, drill press	$1,300.00
5	Safety equipment	$100.00
6	Teaching materials for FY-81 - Electrical wire, conduit, hardware, etc.....	$1,000.00
7	Teaching aids - Cement walls in classroom, mounting boards, diagrams, illustrations, etc.....	$970.00
8	Bench stock w/wiring	$345.00
9	Misc. materials - Stock for projects, clean-up materials, repair parts, step ladder, etc.....	$510.00
	ONE SHOP FY-81 ..... Total	$6,820.00

MECHANIC SHOP

Item	Description	Cost
1	Motorized equipment	$1,300.00
2	Hand tools	$2,050.00
3	Small power equipment - Electrical hand drill, bench grinder, drill press	$2,100.00
4	Oxy-Acetylene system	$740.00
5	Calibration and adjustment devices - Feeler gauges, compression gauges, calipers, etc.....	$300.00
6	Safety equipment	$100.00
7	Teaching aids - Tech. manuals, engine illustrations, etc.....	$100.00
8	Spare parts for engine repair for FY-81	$800.00
9	Small air compressor with hose and attachments	$1,200.00
10	Work bench and motor mounting stock	$420.00
11	Misc. Items - Oil and gas can, shop coveralls, fuel and lubricants	$340.00
	ONE SHOP FY-81 ..... Total	$9,450.00

WELDING SHOP

Item	Description	Cost
1	2 Oxy-acetylene systems	$1,480.00
2	2 Arc welding systems	$2,000.00
3	Hand tools	$2,200.00
4	Safety equipment - Leather aprons and gloves, goggles, helmuts,etc	$460.00
5	Small power equipment - Grinder, drill press, electrical hand drill	$1,850.00
6	Teaching materials for FY-81, welding rods, metal stock, etc.....	$2,400.00
7	Oxygen and acetylene bottle rental - 4 bottles	$100.00
8	Bottle refils	$500.00
9	Misc. items - Fasteners, special stock, flux, solder, etc.....	$450.00
10	Forge with blower	$250.00
11	Work bench with metal vises	$850.00
12	Anvils	$180.00
	ONE SHOP FY-81 ..... Total	$12,720.00

FY-81 - BUDGET ITEMS

Item	Description	Cost
1	Woodworking shop - $8,665.00 each x 6 shops = ...	$51,990.00
2	Electrical shop - $6,820.00 each x 7 shops = ...	$47,740.00
3	Mechanic shop - $9,450.00 each x 5 shops = ...	$47,250.00
4	Welding shop - $12,720.00 each x 7 shops = ...	$89,040.00
	TOTAL FY-81 COST	$236,020.00

FY-82 BUDGET ITEMS

In FY-82, 15 new shops will be outfitted, staffed and opened. The costs for these shops will be :

Item	Description	Cost
1	Woodworking - 4 shops - $8,665.00 each x 4 = ...	$34,660.00
2	Electrical - 3 shops - $6,820.00 each x 3 = ...	$20,460.00
3	Mechanical - 4 shops - $9,450.00 each x 4 = ...	$37,800.00
4	Welding - 4 shops - $12,720.00 each x 4 = ...	$50,880.00
	FY-82 NEW SHOP SUB TOTAL	$143,800.00

Prior to the beginning of the 1982 school year (Sept-Oct, 1982), the 25 existing training shops will need repair and replacement of some tools and equipment. The estimated costs of this will be :

1	Woodworking - 6 shops - $700.00 each x 6 = ...	$4,200.00
2	Electrical - 7 shops - $500.00 each x 7 = ...	$3,500.00
3	Mechanical - 5 shops - $600.00 each x 5 = ...	$3,000.00
4	Welding - 7 shops - $700.00 each x 7 = ...	$4,900.00
	SUB TOTAL	$15,600.00

The GOM will be expected to supply teaching materials for the shops established in FY-81. These materials will be used during the FY-82 school year.

1	Woodworking - 6 shops x $2,000.00 = ...	$12,000.00
2	Electrical - 7 shops x $1,500.00 = ...	$10,500.00
3	Mechanical - 5 shops x $1,500.00 = ...	$7,500.00
4	Welding - 7 shops x $2,000.00 = ...	$14,000.00
	SUB TOTAL	$44,000.00

TOTAL USAID COST FY-82	$159,400.00
TOTAL GOM COST FY-82	$44,000.00
TOTAL FY-82 BUDGET	$203,400.00

FY-83 BUDGET ITEMS

Prior to the beginning of the 1983 school year (Sept-Oct, 1983), the 15 shops established in FY-81 & 82 will need repair and replacement of some tools and equipment. The estimated cost of this will be :

1	Woodworking - 10 shops x $725.00 each = ...	$7,250.00
2	Electrical - 10 shops x $530.00 each = ...	$5,300.00
3	Mechanical - 9 shops x $635.00 each = ...	$5,715.00
4	Welding - 11 shops x $725.00 each = ...	$7,975.00
	Sub Total	$26,240.00

Teaching materials for FY-83 are estimated to be :

1	Woodworking - 10 shops x $2,200.00 each = ...	$22,000.00
2	Electrical - 10 shops x $1,700.00 each = ...	$17,000.00
3	Mechanical - 9 shops x $1,500.00 each = ...	$13,500.00
4	Welding - 11 shops x $2,200.00 each = ...	$24,200.00
	Sub Total	$76,700.00

TOTAL FY-83 ..... $102,940.00

It is expected that USAID and the GOM will share the FY-83 costs equally.

FY-83 USAID TOTAL ... $51,470.00

FY-83 GOM TOTAL $51,470.00

TOTAL PROGRAM COSTS FOR USAID AND GOM FY-81 THROUGH FY-83

USAID

Tools, equipment and materials

FY 1981	Total cost	$236,020.00
FY 1982	Total Cost	$159,400.00
FY 1983	Total Cost	$ 51,470.00
Vehicle, transportation cost for material distribution and misc. upkeep		$ 50,000.00
	USAID Total Cost	$496,890.00

GOM

FY 1982	Total Cost	$ 44,000.00
FY 1983	Total Cost	$ 51,470.00
	GOM Total Cost	$ 95,470.00

TOTAL PROGRAM COSTS FOR TOOLS, EQUIPMENT AND MATERIALS	$592,360.00

Inclusion of this supplementary activity will also increase the GOM contribution to the project overall. The estimated increased contribution, in the form of salaries for directors of the CFPs, utilization of such Centers and salaries of instructors, is set forth below.

ADDITIONAL GOM CONTRIBUTION

Salaries of CFP Directors, Instructors, and other personnel	565,220
Utilization and Maintenance of CFPs	161,000
	$ 726,220

TRAINING WHICH PCV's WILL RECEIVE

The training of the Peace Corps generalists for this activity will be within a limited framework. The volunteers will work with the basic equipment found in the training centers; the volunteers will be taught in the same framework as their future students; they will be instructed in the few rules and regulations that exist in Morocco at present in terms of safety codes and so forth. In other words, the volunteer instructors will start with the realities of the Moroccan milieu, the reality of the Moroccan student, and the actual equipment they have to work with. Since the Peace Corps training program is devised for the special kind of education that is needed for the Moroccan-oriented intensive training course for generalists may prove far more effective than a course which retrains specialists.

Peace Corps personnel who are specialists in training volunteers in vocational education have expressed confidence that the training program devised for training generalists is viable.

1. Although generalists will be recruited to be trained as volunteers, every effort will be made to recruit trainees who have had some previous vocational experience in a skill area. Hundreds of applications will be considered; 40 candidates will be selected for a 10 day intensive pre-selection program and of that number it is expected that approximately 35 will be retained.

2. The Peace Corps Volunteers will receive approximately 300 hours of skill training. This exceeds junior and senior high school certification requirements for teaching a vocational skill. Woodworking, for example, requires only 216 hours.

3. The trainees will be taught in classes of 2 to 8 students with more time devoted to individual needs than is found in the routine university course.

4. The level of instruction and content at the university under contract to train the volunteers will be carefully controlled by Peace Corps personnel with frequent visits to monitor the training.

5. Trainees will receive an additional 8 weeks of training in Morocco, a good part of which will be concerned with special skill training. The activities of the PCV's, especially concerning training, utilization of equipment, data collection and activity evaluation, will be coordinated by Peace Corps Morocco staff, MASA personnel, and , as appropriate, by USAID-funded contract team members as noted in the body of the PP.

Department of State

OUTGOING TELEGRAM

ORIGIN AID-35

ORIGIN OFFICE NETC-04
INFO NEPD-03 AANE-01 NEDP-01 NENA-03 PPCE-01 PPPB-02 GC-01
PPEA-01 GCNE-01 PDC-02 AADS-01 CMGT-02 ED-01 CH8-01
PVC-02 PDPR-01 98-00 /028 A2

INFO OCT-00 /035 R

DRAFTED BY AID/NE/TECH/SPRD:GERALD MILLER:SHC
APPROVED BY AID/A-AA/NE:BRADSHAW LANGMAID
AID/A-NE/DP:PETER SELLAR (INFO)
AID/NE/TECH:LEWIS READE
AID/NE/TECH/MRST:ANN DOMIDION
AID/NE/NENA/TH:GEORGE LEWIS (DRAFT)
AID/NE/DP:GERALDINE DONNELLY
AID/NE/GC:STEVE CARLSON (DRAFT)
AID/PPC/PDPR:DONALD FOSTER-GROSS
AID/A-NE/TECH/SPRD:PETER BENEDICT
AID/SER/CM:FRANK MOULTON (INFO)
AID/PPC:GERALD SEGAL (DRAFT)
AID/NE/NENA:JAMES PHIPPARD (DRAFT)
AID/NE/NENA:RICHARD ROUSSEAU (DRAFT)
AID/DS/ED:DAVID KIMSLEY (INFO)
DESIRED DISTRIBUTION
ORIGIN NETC CH 8 INFO AANE NEDP NEPD NENA PPEA PPCE PDPR PPPB GC GCNE PDC AADS CMGT ED PVC 98-00 END

----------867736 050182Z /13

R 041557Z JUL 80
FM SECSTATE WASHDC
TO AMEMBASSY RABAT

UNCLAS STATE 176858

AID ADM

E.O. 12065: N/A

TAGS:

SUBJECT:NEAC REVIEW OF CATHOLIC RELIEF SERVICES VOCATIONAL TRAINING OPG PROJECT 608-0164

1. NEAC REVIEWED CRS PROPOSAL ON 6/19/80. IT CONCLUDED THAT, BECAUSE THIS PROJECT IS SO CLOSELY INTERTWINED WITH PROJECT 608-0157, ACTION ON CRS PROPOSAL SHOULD BE DEFERRED UNTIL THE PP FOR 608-0157 IS RECEIVED FROM THE MISSION AND STUDIED. (FYI: COPY OF PP RECEIVED AID/W 6/23/80 END FYI).

2. IT WAS FURTHER RECOMMENDED THAT THE MISSION BE GIVEN OPPORTUNITY TO RESPOND TO THE FOLLOWING ISSUES PUT FORTH BY THE PROJECT REVIEW COMMITTEE:

A. CRS CONTRIBUTION:
THE BUDGET (P. 34) PROVIDES FOR LITTLE CRS CONTRIBUTION. THE CRS CONTRIBUTION IS PORTRAYED AS QUOTE MONITORING, STAFF SERVICES, ACCOUNTING, REPORTING UNQUOTE AT DOLS

90,000. IT IS NOT CLEAR TO WHAT THIS REFERS SINCE THE AID GRANT FUNDS FOR 4 FULL-TIME CRS POSITIONS WOULD BE MORE THAN ADEQUATE TO FULFILL THESE FUNCTION. CRS APPEARS TO BE LIKE A SOLE SOURCE CONTRACTOR IN THIS CASE THAN LIKE A PVO.

B. STAFFING:

DUTIES OF PROJECT DIRECTOR, ASSISTANT PROJECT DIRECTOR, BOOKKEEPER AND SECRETARY ARE NOT WELL SPELLED OUT. BESIDES ORDERING AND INVENTORYING COMMODITIES AND CONDUCTING AN EVALUATION, THERE IS LITTLE ELSE THAT IS DISTINCTLY THE RESPONSIBILITY OF CRS STAFF AND WOULD JUSTIFY 10 PERSON-YEARS OF CRS STAFF TIME CONTEMPLATED AT AN LOP COST OF A QUARTER MILLION DOLLARS. THE PRC NOTES THAT PEACE CORPS VOLUNTEERS (PCV) ARE THERE TO DO THE TRAINING AND

CURRICULUM DEVELOPMENT IN CONJUNCTION WITH THE MASA STAFF (AND MOST LIKELY THOSE ADVISORS CONTRACTED FOR PROJECT 608-0157).

ANNEX 6

C. COMMODITIES VERSUS TECHNICAL SUPPORT:
HALF OF THE GRANT IS FOR COMMODITIES. IF MAIN OBJECTIVE OF THIS GRANT IS TO PROVIDE THE EQUIPMENT TO TRAINING CENTERS, AND GIVEN OTHER APPARENT COMPLEMENTARY OR EVEN DUPLICATIVE ASPECTS OF 608-0157 AND THIS PROPOSAL, THEN IT MIGHT BE BETTER TO AVOID FUNDING AN ENTIRELY NEW PROJECT WITH ALL ITS QUESTIONABLE SUPPORT COSTS AND REVISE THE PP FOR PROJECT 608-0157 FOR DOLS 442,585.22 WORTH OF EQUIPMENT, LOCAL MATERIALS AND OCEAN FREIGHT.

D. FUNDING:
FUNDS FOR THIS PROJECT DO NOT APPEAR READILY AVAILABLE. IF, INDEED, THIS PROJECT IS MEANT TO RELATE TO SOCIAL SERVICES TRAINING PROJECT 686-0157, BY THE TIME FUNDING DOES MATERIALIZE IT WOULD COME TOO LATE TO DOVETAIL WITH IT. RATHER SUGGEST PROJECT 608-0157 MIGHT BE AMENDED TO INCLUDE THE PURCHASE AND DISTRIBUTION OF THE EQUIPMENT AND MATERIALS AND THE LOP FUNDING COULD BE INCREASED BY APPROXIMATELY DOLS 500,000 (WITH EXPECTATION IT WOULD BE AVAILABLE IN FY 83). THE AMENDMENT COULD PERMIT THE ALREADY APPROPRIATED FIRST YEAR FUNDING TO BE USED TO PURCHASE THE NEEDED EQUIPMENT AND MATERIALS IN FY 80.

E. COUNTERPARTS AND COUNTERPART TRAINING FOR PCVS:
THERE IS NO DISCUSSION ABOUT THE ROLE OF THE PCV IN THE CLASSROOM. WILL HE/SHE WORK ALONG WITH A MOROCCAN SKILL TRAINER? IF SO, WHAT IS THE BALANCE OF RESPONSIBILITY? WHO WILL BE IN CHARGE? WHO WILL TRAIN THE MOROCCAN SKILLS TRAINERS? WILL THE PCV PLAY A ROLE IN TRAINING THE TRAINERS? IF PROJECT 608-0157 IS TO TRAIN THE TRAINERS, WILL THE PCV BE A PART OF PROJECT 608-0157? WHO WILL TAKE THE RESPONSIBILITY FOR WRITING THE CURRICULA? HOW WOULD THE PROJECT ENSURE MASA CAPABILITY OF ASSUMING FULL RESPONSIBILITY FOR TRAINING PROGRAMS ONCE PEACE CORPS VOLUNTEERS (PCV) HAVE COMPLETED THEIR PARTICIPATION?

F. REDUNDANCY OF INSTITUTIONALIZATION EFFORT:

STAGE III OF THIS PROJECT (PAGE 36) IS DEDICATED TO QUOTE INSTITUTIONALIZATION OF THE TRAINING CENTERS UNQUOTE

THAT ARE UPGRADED IN STAGE II. SINCE INSTITUTIONALIZATION OF NON-FORMAL SKILL TRAINING CURRICULUM FOR THE TRAINING CENTERS WITHIN MASA IS, IN PART, THE RESPONSIBILITY OF PROJECT 608-0157 THERE ARISES A QUESTION OF REDUNDANCY, OR AT LEAST OVERLAP, BETWEEN PROJECTS. BY INTEGRATING PCV COMPONENT INTO THE STAFF TRAINING OF 608-0157 PCVS CAN SERVE AS THE LINK BETWEEN TRAINING INSTITUTE IN TANGIERS AND SKILL TRAINING CENTERS. IN FIRST YEAR OF PCV ASSIGNMENT PCVS COULD WORK IN SKILL TRAINING CENTERS TO LEARN SYSTEM AND DEVELOP A CURRICULUM BOTH FOR TRAINING CENTERS AND FOR TRAINING THE TRAINERS. IN SECOND YEAR OF PCV ASSIGNMENT HALF THE PCV TEAM WOULD WORK IN TRAINING CENTERS WITH IN-SERVICE TRAINING OF MOROCCAN SKILL TRAINERS. THIS ASSURES INSTITUTIONALIZATION AND AVOIDS REDUNDANCY.

G. GENDER:
ACCOMPANYING LETTER FROM THE MISSION STATES, QUOTE IN FACT THE PROGRAM PROPOSED FOR SUPPORT THROUGH THIS GRANT COMPLEMENTS NEATLY THE RECENTLY (MISSION) APPROVED SOCIAL SERVICES TRAINING PROJECT (0157). THE SOCIAL SERVICES PROJECT CONTEMPLATES INNOVATIVE SKILLS TRAINING FOR WOMEN ATTENDING MASA CENTERS; THE CRS PROPOSAL IS DEVOTED EXCLUSIVELY TO CENTERS TRAINING YOUNG MEN UNQUOTE. DOES THIS, IN FACT, MEAN THAT 608-0157 IS A WOMEN'S PROJECT AND 608-0164 IS A MEN'S PROJECT? THE CRS PROPOSAL ACTUALLY PROPOSES SOME TRAINING OF WOMEN AS WELL AS MEN.

3. PLEASE ADVISE MISSION COMMENTS TO ISSUES IN PARA 2 PLUS WHATEVER INFORMATION HELPFUL TO NEAC IN FORMING

Final Decision CHRISTOPHER

UNCLASSIFIED

Department of State

INCOMING TELEGRAM

PAGE 01 RABAT 05864 171744Z 4215 RABAT 05864 171744Z

ACTION AID-35

INFO OCT-01 /036 W

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R 171320Z JUL 80
FM AMEMBASSY RABAT
TO SECSTATE WASHDC 9819

UNCLAS RABAT 5864

AIDAC

E.O. 12065: N/A
SUBJECT: COMBINING VOCATIONAL TRAINING OPG (0164) WITH SOCIAL SERVICES TRAINING (0157)

REF: STATE 176858

1. USAID HAS REVIEWED CONTENTS OF REFTEL INTERNALLY AND HAS DISCUSSED SAME WITH LOCAL CRS REPRESENTATIVE. ON BASIS OF REVIEW AND DISCUSSIONS, USAID PREPARED TO ATTEMPT AMEND PROJECT 0157 TO INCLUDE EQUIPMENT, LOCAL MATERIALS AND OCEAN FREIGHT OUTLINED IN PROJECT 0164.

2. HOWEVER, THIS COURSE OF ACTION RAISES SOME QUESTIONS FOR WHICH USAID NEEDS GUIDANCE IN ADDITION TO THOSE RAISED IN REFTEL. ONE CONCERNS FORM OF AMENDMENT TO PROJECT PAPER. USAID PROPOSES PREPARE AND REVIEW SUCH AMENDMENT AS SEPARATE DOCUMENT. I.E. SUPPLEMENT TO PP, RATHER THAN FULLY REVISE ORIGINAL PP. (REFERENCES TO ORIGINAL PP TEXT WILL BE UTILIZED AS APPROPRIATE, OF COURSE.) USAID ALSO ASSUMES IT HAS AUTHORITY FOR APPROVAL OF SUCH PP REVISION, INCLUDING (EVENTUAL) REVISION OF RECENTLY-SIGNED PROJECT AGREEMENT.

3. USAID CALCULATES THAT INCLUSION OF FORMER OPG ITEMS IN REVISED 0157 PP WILL STRETCH UTILIZATION OF INITIAL FUNDS TO MAXIMUM, AS MUCH EQUIPMENT PURCHASE (FOR BOTH ASPECTS) AND CONTRACTING NEEDS TO BE DONE EARLY ON. USAID WILL SUPPLY DEFINITIVE FIGURES IN THIS REGARD SHORTLY, BUT OUR INITIAL IMPRESSION IS THAT WHILE THERE MAY BE BARELY ENOUGH FOR FY-81, THERE WILL NOT BE FOR FY-82. USAID THEREFORE REQUESTS SPECIAL CONSIDERATION FOR MAKING ADDITIONAL FUNDS AVAILABLE IN FY-82, IN VIEW OF THIS UNFORESEEN INCREASED DEMAND ON SUCH FUNDS.

4. IN RESPONSE TO REQUEST FOR COMMENTS ON ISSUES RAISED IN PARAGRAPH 2 OF REFTEL, MOST MAY HAVE BEEN DISPOSED OF ALREADY. DURING RECENT CONVERSATION WITH LOCAL CRS REPRESENTATIVE, USAID, WHILE EXPRESSING GREAT APPRACIATION OF ITS RELATIONSHIP TO AND RELIANCE ON CRS (ESPECIALLY AS CONCERNS MINISTRY OF SOCIAL AFFAIRS AND HANDICRAFT AND TITLE II, PL-480), EXPLAINED DIFFICULTY WHICH CONSIDERATION OF OPG (AND POTENTIAL INCLUSION OF CRS) AS SEPARATE PROJECT CAUSED, IN VIEW OF LACK OF ANTICIPATED FUNDING, CONSEQUENT DELAY IN ARRIVAL OF EQUIPMENT, ETC. DURING DISCUSSION, POSSIBILITY OF CRS NON-PARTICIPATION AROSE. GENERAL CONCLUSION OF MEETING WAS THAT IT WOULD BE TO IMMEDIATE BENEFIT OF PROJECT FOR CRS NOT REPEAT NOT TO PARTICIPATE. LOCAL CRS REPRESENTATIVE EXPRESSED REGRETFUL AGREEMENT WITH THIS CONCLUSION. FYI, BASED UPON THIS CONVERSATION, WE BELIEVE RELATIONSHIP WITH LOCAL CRS OFFICE HAS NOT SUFFERED ANY IRREPARABLE DAMAGE AS RESULT THIS SITUATION. END FYI. WE LATER OBTAINED INDICATION FROM MASA EXECUTIVES THAT ALTERNATIVE APPROACH, I.E. INCLUDING VOCATIONAL TRAINING EQUIPMENT, LOCAL MATERIALS PURCHASE AS PART OF 0157, WOULD BE SATISFACTORY, DESPITE LACK OF PARTICIPATION BY CRS. GIVEN THESE INDICATIONS, ISSUES A, B,C,D AND F, AND TO SOME EXTENT G, BECOME MOOT. ISSUE E, COUNTERPART AND COUNTERPART TRAINING FOR PCVS, WILL BE ANSWERED DURING PREPARATION OF AMENDMENT TO PP, BUT INITIAL RESPONSE IS THAT PCVS WILL ACT AS TRAINERS IN CLASSROOM, TOGATHER, WHEN POSSIBLE, WITH ALREADY-AVAILABLE MOROCCAN SKILLS TRAINERS (PREVIOUSLY TRAINED BY MINISTRIES SUCH AS LABOR) AND WILL ALSO IDENTIFY POTENTIAL FUTURE TRAINERS FROM OUTSTANDING STUDENTS. ADDITTIONAL TRAINING OF TRAINERS IS LIKELY TO TAKE PLACE DURING SECOND PHASE (SECOND YEAR) OF PROJECT, BUT DETAILS NEED TO BE DISCUSSED WITH PEACE CORPS. ASSURANCE OF EVENTUAL MASA ASSUMPTION OF FULL RESPONSIBILITY FOR TRAINING WILL BE ADDRESSED IN PP AMENDMENT. WITH COMBINATION OF 0157 AND 0164, ISSUE G CAN BE EXPECTED TO LOSE ITS SIGNIFICANCE, ALTHOUGH THERE STILL IS LIKELY TO BE DIFFERENCE IN TYPES OF TRAINING PROVIDED TO BOYS AS OPPOSED TO GIRLS. IN ESSENCE, HOWEVER, THE COMBINED PROJECT WILL BE ONE FOR BOTH MEN AND WOMEN.

5. USAID HAS NOT YET DISCUSSED FULL IMPLICATION OF COMBINATION WITH MSA PERSONNEL ALTHOUGH INTENDS TO DO SO SHORTLY. WILL APPRECIATE AID/W REACTION. DUKE

ACTION
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Department of State

OUTGOING TELEGRAM

PAGE 01 STATE 206046 7781
ORIGIN AID-35

INFO OCT-00 /035 R

DRAFTED BY AID/NE/TECH/HRST: ANN DOMIDION: ES
APPROVED BY AID/A-AA/NE: ALFRED WHITE
AID/NE/NENA/TM: MARY HUNTINGTON (DR
AID/NE/TECH/SP-RD: GERALD MILLER (DR
AID/NE/PD: JUSTIN WILLIAMS (DRAFT)
AID/PPC/PDPR: FOSTER GROSS (INFO)
AID/NE/TECH/HRST: STANLEY APPLEGATE
AID/NE/TECH: LEWIS READE
AID/GC/NE: STEPHEN CARLSON (DRAFT)
AID/NE/DP: BRADSHAW LANGMAID
DESIRED DISTRIBUTION
ORIGIN NETC INFO AANE NENA PPEA PPCE PDPR PPPB GC GCFL GCNE 5H-00 END
----------023424 030854Z /34

R 030653Z AUG 80
FM SECSTATE WASHDC
TO AMEMBASSY RABAT

UNCLAS STATE 206046

AIDAC

E.O. 12065: N/A

TAGS:

SUBJECT: COMBINING VOCATIONAL TRAINING OPG (0164) WITH
SOCIAL SERVICES TRAINING (0157)

REF: (A) RABAT 5064, (B) STATE 176858

1. PROJECT REVIEW COMMITTEE MET JULY 25 TO DISCUSS REF. SUBJECT. A-AA/NE HAS AGREED TO USAID PROPOSAL THAT MISSION PREPARE AND REVIEW SEPARATE AMENDMENT TO PP RATHER THAN FULLY REVISE ORIGINAL PP. MISSION ALSO HAS AUTHORITY FOR APPROVAL OF PP AMENDMENT IN THE FIELD, INCLUDING REVISION OF PROJECT AGREEMENT SIGNED JULY 9, 1980, SUBJECT TO RLA APPROVAL. SINCE MISSION DOES NOT NOW NEED ADDITIONAL FUNDING AND (0157) PROJECT DESCRIPTION IN PROJECT AUTHORIZATION COULD INCLUDE EQUIPMENT, WE CONCLUDE THAT NO PROJECT AUTHORIZATION AMENDMENT IS REQUIRED AT THIS TIME.

2. AID/W APPRECIATES UNDERSTANDING EXPRESSED BY CRS IN VIEW OF LACK OF SUFFICIENT FY 80 FUNDS FOR SEPARATE OPG.

3. WHEN MISSION RECALCULATES NECESSARY LEVELS OF FUNDING FOR 0157 BASED ON INCLUSION OF OPG EQUIPMENT ITEMS, PLEASE INFORM AID/W SOONEST OF PROPOSED FY 81 AND FY 82 FUNDING FIGURES.

4. CURRENT BUREAU BUDGET PLAN FOR 0157 PROVIDES DOLS 300,000 IN FY 81 AND DOLS 1,000,000 IN FY 82. OBTAINING ADDITIONAL FUNDS IN THIS TIME FRAME WILL BE EXTREMELY DIFFICULT AND MAY HAVE TO COME FROM YOUR OWN ALREADY VERY LIMITED PROGRAM LEVELS. NEWSOM

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Department of State

INCOMING TELEGRAM

PAGE 01 RABAT 05992 281851Z 050311 AID0421
ACTION AID-35

ACTION OFFICE NETC-04
INFO NEDP-01 CH6-01 NENA-03 PPCE-01 PDPR-01 PPPB-02 GC-01
PPEA-01 GCFL-01 GCNE-01 FM-02 RELO-01 MAST-01 DO-01
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INFO OCT-01 /036 W
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R 281146Z AUG 80
FM AMEMBASSY RABAT
TO SECSTATE WASHDC 5495

UNCLAS RABAT 5992

AIDAC

E.O. 12065 N/A 608-0157
SUBJECT: SOCIAL SERVICES TRAINING (015) FUNDING LEVELS FOR;
REQUEST FOR RFP PREPARATION

REFS: (A) STATE 206046;

1. USAID APPRECIATES CONFIRMATION (CONTAINED REFTEL) OF AUTHORITY TO APPROVE PP AMENDMENT INCLUDING REVISION OF PROAG, AND WILL FORWARD SAME WHEN APPROVED,

2. WITH COOPERATION OF PEACE CORPS/MOROCCO, HAVE RECALCULATED NECESSARY LEVEL OF FUNDING. FOR TOTAL LIFE OF PROJECT , AID FUNDING WILL INCREASE BY $496,000. PROPOSED FUNDING LEVELS FOR FY-80 AND FY-82 SHOULD BE INCREASED BY 236,000 AND 160,000 RESPECTIVELY, IF AT ALL POSSIBLE.

3. WHILE PROCEEDING WITH PP, PROAG, AMENDMENTS, USAID ALSO NEGOTIATING WITH GOM ON RFP FOR LONG-TERM TECHNICAL SERVICES WHICH REPRESENT BULK OF PROJECT. HOST COUNTRY CONTRACTING ORGANIZATION, MINISTRY OF SOCIAL AFFAIRS AND HANDICRAFT (MASA) ALREADY HAS RAISED QUESTION OF INCLUSION OF TENTATIVE COST PROPOSAL AS PART OF TECHNICAL PROPOSAL. BASED UPON EARLIER EXPERIENCES WITH MINISTRY OF LABOR AND MINISTRY OF YOUTH AND SPORTS USAID IS AWARE THAT INCLUSION OF EXTIMATED BUDGET AS PART OF TECHNICAL CRITERIA IS ONLY ADEQUATE METHOD FOR AVOIDANCE EXTREME DIFFICULTY NEGOTIATION CAN FACE IN ATTEMPTING TO MESH THE TWO CONTRACTING SYSTEMS. THEREFORE, IN ORDER TO ADVANCE HOST COUNTRY CONTRACTING PROCESS IN TIMELY AND EQUITABLE FASHION, REQUEST AUTHORITY ASAP TO REQUIRE ESTIMATED BUDGET AS PART OF TECHNICAL PROPOSAL. SUCH EXTIMATION WILL BE WEIGHTED NO MORE THAN 25 PERCENT FOR PURPOSES OF SELECTION CRITERIA

4. WILL APPRECIATE RECEIPT OF WAIVER TO ABOVE EFFECT ASAP.
SEBASTIAN

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Department of State

INCOMING TELEGRAM

PAGE 01 RABAT 06768 291349Z 070307 AID3457
ACTION AID-35

ACTION OFFICE NETC-04
INFO NEPD-03 NEDP-01 NENA-03 PPCE-01 PDPR-01 PPPB-02 GC-01
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INFO OCT-01 NEA-07 /043 W
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R 261502Z SEP 80
FM AMEMBASSY RABAT
TO SECSTATE WASHDC 5882

UNCLAS RABAT 6768
AIDAC

E.O. 12065 N/A
SUBJECT: SOCIAL SERVICES TRAINING PROJECT (0157) - APPROVAL OF SUPPLEMENT TO PP

REF: STATE 206046

1. ON SEPTEMBER 26, USAID APPROVED AN AMENDMENT TO THE REFERENCED PP INCORPORATING PROVISION OF EQUIPMENT TO NTE 13 VOCATIONAL TRAINING CENTERS (CFPS) OF THE MINISTRY OF SOCIAL AFFAIRS AND HANDICRAFT (MASA) WHERE PEACE COPRS VOLUNTEERS WILL TEACH BASIC SKILLS TO MASA CLIENTS. IN ACCORD WITH AUTHORITY PROVIDED IN REFTEL, AMENDMENT IS PROVIDED IN FORM OF SUPPLEMENT TO PP, WHICH ALSO REVIEWED AND APPROVED BY RLA, WITH CHANGES HE SUGGESTED INCORPORATED THEREIN. A COPY OF THE SUPPLEMENT AS APPROVED IS BEING FORWARDED TO AID/W VIA POUCH.

2. ALSO IN ACCORD WITH SUGGESTION MADE BY RLA, APPROPRIATE CHANGES IN THE PROJECT AGREEMENT ARE BEING EFFECTED THROUGH EXCHANGE OF PROJECT IMPLEMENTATION LETTERS. FYI, MASA PREFERS THIS METHOD RATHER THAN FORMAL PROAG AMENDMENT PROCESS, AS MASA NOT REQUESTING ADDITIONAL FUNDS FROM FINANCE MINISTRY IN REGARD TO THIS SUPPLEMENTARY ACTIVITY, BUT RATHER WILL COVER OWN EXTRA ADDITIONAL (MINOR) CASH OUTLAYS FROM CURRENT BUDGET AND OTHER RESOURCES. END FYI. COPY OF IMPLEMENTATION LETTER, WHICH ALSO APPROVED BY RLA, ALSO BEING FORWARDED.
SEBASTIAN

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

REVISED ANNEX 7

Life of Project: From FY 80 to FY 83
Total U.S. Funding: $4,045,000
Date Prepared: 1/5/81 (Fourth Revision)

Project Title & Number: SOCIAL SERVICES TRAINING 608-0157 MOROCCO

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes: To prepare, extend and diversify employment and training opportunities for disadvantaged young Moroccan men and women.	Measures of Goal Achievement: 1. The majority of young Moroccan men and women trained in centers run under the auspices of the Ministry of Social Affairs (MASA), Division of Social Action, will have obtained remunerative employment as a result of that training. 2. Training provided to young Moroccan men and women in MASA centers will lead to activity (on their part), (see next page)	1. Follow-up studies of individuals attending MASA Centers for education and work and vocational education centers. Contrast with situation of similar groups who have not attended centers, as well as groups who attended centers prior to improved training. 2. Similar follow-up on individuals who become self-employed through the system. (see next page)	Assumptions for achieving goal targets: Increased knowledge and skills result in a more productive life for young Moroccan men and women.
Project Purpose: To improve the quality and range of skill training opportunities for low-income Moroccan youth, by (1) improving the MASA's administrative and management capabilities, (2) up-grading and extending skill training capabilities of MASA instructors, (3) providing innovative skills training in pilot (regional) centers, and (4) providing vocational skills training in 13 centers.	Conditions that will indicate purpose has been achieved: End of project status. 1. Job oriented skills training is improving, and new skills areas are being introduced into local MASA Centers. 2. Key personnel of MASA/SAD, at national regional and local levels, are receiving training in planning, implementation, evaluation and techniques designed to foster the (see next page)	1. Visits to MASA Centers, discussions with center directors, trainers. 2. Visits to MASA regional offices, national headquarters; records of MASA and the SST Institute. 3. Visits to the SST Institute. 4. Analysis of operations of MASA at all levels.	Assumptions for achieving purpose: 1. That training provided to MASA trainers, directors, and administrators will improve the capability of MASA, at local, regional and national levels, to provide job-oriented training and education. 2. That MASA will have the cooperation of the Ministry of Labor, the Ministry of Health, etc., as needed.
Outputs: 1. Better trained local level trainers and instructors for MASA Education and Work Centers. 2. Trained Provincial Level MASA Staff, including Center Directors, Delegates, assistants to Delegates. 3. Trained National MASA Staff and Professional Social Service Personnel to staff system at key points in the future.	Magnitude of Outputs: 1. Instructors and trainers for (a) Education and Work Centers, including Cooperatives 1440 (b) Vocational Education Centers 310 2. Provincial Level MASA Staff 120 3. Professional Central and Regional Staff (long term trainees at the Institute) 100 Total 1970	1. Records of training centers (local and regional). 2. Records of regional and provincial centers. 3. Records of the SST Institute. (see next page)	Assumptions for achieving outputs: Assumptions for achieving ouputs: that MASA's organization is capable of assuming greater responsibility and more diverse activities.
Inputs:	Implementation Target (Type and Quantity) (U.S. $ 000)	1. Contract with U.S. Contractor, 1980-1983. 2. Arrangements by GOM for operation of the SST Institute, 1980, and 5 regional centers, 1981. (see next page)	Assumptions for providing inputs: 1. That funds will be available to support the acquisition of technical services, participant training, and equipment. 2. That adequate technical services, etc. are available. (see next page)

Inputs	AID Direct	Contract Financed	GOM
1. Technical Services	68	1,800	
2. Training	75	765	
3. Construction	300		
4. Commodities	675	125	
5. Overhead		237	
6. Salaries			958
7. Buildings			1,880

(see page 2)

ANNEX 7

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

REVISED ANNEX 2

Project Title & Number: SOCIAL SERVICES TRAINING: 608-0157 MOROCCO

Page 2

Life of Project: From FY 80 to FY 83
Total U.S. Funding: $4,045,000
Date Prepared: 1/5/81 (Fourth Revision)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes:	Measures of Goal Achievement: generating income greater than that obtainable withoug such training.	3. Analysis of employment situations surrounding MASA Centers on local, provincial, and regional levels.	Assumptions for achieving goal targets:
Project Purpose:	Conditions that will indicate purpose has been achieved: End of project status. provision (by MASA) of job-oriented skills at local levels. 3. Vocational/educational skills training is functioning on an institutionalized basis in regional and local centers under the Social Services Training Institute/MASA (SAD) overall administration.		Assumptions for achieving purpose:
Outputs: 4. Functioning Social Services Training Institute to assure progress of program, five regional centers as satellite training units, and 13 vocational training centers. 5. Curricula for training at three levels: national, regional, local-developed and tested. 6. Information System.	Magnitude of Outputs: 4. A completed network of five regional centers, the SST Institute, the provincial & local centers forming an integrated program: Voc/educ./admin./implementation/eval./counseling/job placement training, and 13 vocational training centers. 5. One training curriculum completed, tested and in use at each of the three levels: national, regional & local. (see next page)	4. Visits to the SST Institute, regional, and local centers. 5. Records of curricula completed and distributed for use in all centers at all levels. 6. Records and personnel of the system as a function of MASA network.	Assumptions for achieving outputs:
Inputs:	Implementation Target (Type and Quantity)	3. Participant arrangements, 1981-1983. 4. Assumption of expenditures by GOM, 1980. 5. GOM assuming full operation of complete program by 1984.	Assumptions for providing inputs: 3. That FFP, Title II, funds will continue to support MASA/SAD until the program is able to manage on its own.

	AID Direct	(U.S. $ 000) Contract Financed	GOM
8. Operational Expenses			365
9. Travel			17
	$ 1,118	$ 2,927	
	$ 4,045		$ 3,220

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

REVISED ANNEX 1

Project Title & Number: SOCIAL SERVICES TRAINING: 608-0157 MOROCCO

Date Project: 80 83
Total U.S. Funding: $ 4,045,000
Date Prepared: 1/5/81 (Fourth Revision)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes:	Measures of Goal Achievement:		Assumptions for achieving goal targets:
Project Purpose:	Conditions that will indicate purpose has been achieved: End of project status.		Assumptions for achieving purpose:
Outputs:	Magnitude of Outputs: 6. An Information System set up within MASA		Assumptions for achieving outputs:
Inputs:	Implementation Target (Type and Quantity)		Assumptions for providing inputs:

ANNEX 8

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
RABAT, MOROCCO

United States Address :
Rabat (ID)
Department of State
Washington, D.C. 20520

العنوان المحلي :
137 ، شارع علال بن عبد الله
صندوق البريد 120
الرباط ـ المغرب
الهاتف : 61ـ303

Adresse locale :
137, Avenue Allal Ben Abdallah
B.P. 120
Rabat, Maroc
Téléphone : 303-61

September 25, 1980

Subject: Social Services Training Project - 608-0157
Implementation Letter No. 1

Dear Mr. Minister:

As has been discussed with Mr. Boulasri of your staff, A.I.D. desires to expand the scope of our Agreement of July 9, 1980 to include a supplementary activity, namely, the purchase of equipment for up to thirteen centers for Vocational Training (Centres de la Formation Professionnelle) of the M.A.S.A. to enable such centers to provide training in basic vocational skills to Moroccans attending those centers. The training to be provided through these facilities will be carried out initially with the cooperation of Peace Corps volunteers and eventually by MASA personnel, as described in more detail below. AID expects to fund these new activities through the addition of $496,000 to the total budget for the project, subject to their being made available by the Congress. We also understand that the MASA will undertake to cover funding for the purchase of a certain amount of training materials but that no additional funding request to the Government of Morocco will be necessary.

Accordingly, we propose, pursuant to Section 2.1 of the Agreement of July 9, 1980, to amend Annex I to that Agreement as follows:

(A) The following paragraph is added to Section I "OVERVIEW"

"In addition, USAID will provide equipment and material for establishment and/or expansion of up to 13 MASA Centers for Vocational Training (Centres de la Formation Professionnelle). Each such expanded or newly-established CFP will be equipped to train Moroccan clients of the MASA in at least one of the following basic skills: carpentry, welding, electricity and engine repair. Each such CFP center will be staffed by

His Excellency
Mr. Abdallah Gharnit
Ministre des Affaires Sociales et
de l'Artisanat
Rabat

Peace Corps volunteers (initially) and by MASA personnel".

(B) Section III "EDUCATION AND WORK CENTERS" is amended by addition of the following Paragraph C.

"A further component of the project is the furnishing of equipment for basic skills training in up to 13 vocational training centers (CFPs). For this activity, USAID will provide funding for equipment and materials for expansion or establishment of up to 13 CFPs, so that Moroccans attending such centers can learn basic skills in at least one of the following: woodworking, electrical repair, welding or engine repair. The MASA will supply Centers and Center staff for this activity; the skills training will be conducted initially by Peace Corps Volunteers and eventually by MASA personnel. The sites for these centers will be determined by Peace Corps and the MASA. This training activity will be coordinated closely with other social services activities described in the preceeding paragraphs".

(C) Section IV "SUMMARY OF PROJECT OUTPUTS" will be amended by the addition of the following paragraph 8.

"8. Approximately 2,000 Moroccans trained in basic skills in woodworking, electrical repair, welding and engine repair, with facilities and equipment for such training installed and functioning in up to 13 Centers for Vocational Training (CFPs)"

(D) Section V "SUMMARY OF AID INPUTS" is amended by addition of the following paragraph 9.

"9. Equipment for up to 13 vocational training Centers (CFPs) for training in basic skills".

(E) Section VI "SUMMARY COSTS AND FINANCIAL PLAN" is amended in the manner described below:

To the columns of AID input, the following notation is added:

"The following items are added to Category III. Equipment & Supplies CFPs for Basic Skills Training (13)

	FX	LC
- Equipment and supplies	246	201
- Vehicle and transportation		50
THE GRAND TOTAL IS CHANGED TO	2,936	1,106

In the column on GOM inputs, the following item is added:

(E) SUPPORT FOR BASIC SKILLS TRAINING AT CFPs

1. Salaries for CFP directors, instructors, guardians		$565.0
2. Utilization and upkeep of CFP centers		161.0
3. Operational costs for materials, replacement, etc. (beginning FY-82)		95.5
FOR THE GOM INPUTS, THE GRAND TOTAL IS CHANGED TO	7.0	3.235.0

Consistent with these changes, we would intend that the condition precedent to disbursement for equipment for the pilot centers (Section 4.4 of the Agreement) not be interpreted to apply to the equipment for the centers for Vocational Training which are the subject of this letter. We would propose, however, that the covenant of the Government of the Kingdom of Morocco to continue project activities (Section 5.2. of the Agreement) be interpreted to apply to the centers for Vocational Training.

If the above proposals are acceptable to you, please indicate your agreement by signing one copy of this letter and returning it to me.

Sincerely yours,

Harold S. Fleming

Harold S. Fleming
Mission Director

ANNEX 8

OFFICIAL FILE

PROJECT AUTHORIZATION AMENDMENT

Name of Country: Kingdom of Morocco

Name of Project: Social Services Training

Number of Project: 608-0157

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, the Social Services Training project for Morocco was authorized on June 24, 1980. Based upon the authority delegated to me by the Assistant Administrator for the Near East (per 80 State 323785), I hereby amend that authorization as follows:

   The authorized grant amount of "Three Million Five Hundred Forty-Five Thousand United States Dollars ($3,545,000)" in Paragraph 1 is revised to provide "Four Million Forty-Five Thousand United States Dollars ($4,045,000)".

2. Except as amended hereby, the authorization cited above remains in full force and effect.

Harold S. Fleming
Director, USAID/Morocco

Date: FEB 18 1981

ANNEX 9

A.I.D. PROJECT No. 608-015

DATE: MAR 27 1981

AMENDMENT NO. 1

TO

PROJECT GRANT AGREEMENT

BETWEEN

THE GOVERNMENT OF THE KINGDOM OF MOROCCO

AND

THE GOVERNMENT OF THE UNITED STATES OF AMERICA

FOR

SOCIAL SERVICES TRAINING

PROJET A.I.D. NO. 608-0157

DATE: MAR 27 1981

AVENANT NO. 1

ACCORD DE DON POUR PROJET

ENTRE

LE GOUVERNEMENT DU ROYAUME DU MAROC

ET

LE GOUVERNEMENT DES ETATS-UNIS D'AMERIQUE

POUR LA

FORMATION POUR LES SERVICES SOCIAUX

5. Section 3.2 of the Agreement is amended by deleting "two million four hundred thousand U.S. Dollars ($2,400,000)" and substituting in lieu thereof "three million two hundred twenty thousand U.S. Dollars ($3,220,000)".

6. Section 4.1 is amended by deleting "This initial disbursement will not exceed $100,000, as described in Article 2.2(c)".

7. Section 4.2 is amended by deleting "(except for the initial disbursement of up to $100,000 noted above)".

8. Section 8.2 of the Agreement is amended by deleting "Annex 1" and substituting in lieu thereof "Revised Annex 1".

9. Except as amended above, the Agreement shall continue in full force and effect.

IN WITNESS WHEREOF, the Government of the Kingdom of Morocco and the Government of the United States of America, each acting through its duly authorized representative, have caused this Amendment No. 1 to be signed in their names and delivered as of the day and year first above written.

THE UNITED STATES OF AMERICA

BY : Harold S. Fleming

TITLE: Director, United States AID Mission to Morocco

DATE : MAR 27 1981

BY : Leo Pastore

TITLE: Co-Director, Peace Corps Morocco

DATE : 26 mars 81

5. Section 3.2 de l'Accord. Au lieu de: "deux millions quatre cent mille dollars des Etats-Unis (U.S. $2.400.000)", lire: "trois millions deux cent vingt mille dollars des Etats-Unis (U.S. $3.220.000)".

6. Section 4.1 - Supprimer "Ce premier déboursement ne dépassera pas $100.000 selon l'Article 2.2(c)".

7. Section 4.2 - Supprimer: "(excepté le déboursement initial de $100.000 dont il est question plus haut)".

8. Section 8.2 de l'Accord - Au lieu de "Annexe 1", lire: "Annexe 1 Révisée".

9. Sauf en ce qui concerne les modifications ici apportées, l'Accord restera pleinement en vigueur dans tous ses effets.

EN FOI DE QUOI, le Gouvernement du Royaume du Maroc et le Gouvernement des Etats-Unis d'Amérique, chacun agissant par l'intermédiaire de son représentant dûment agréé, on fait signer le présent Avenant No. 1 en leur nom, et l'on fait remettre à la date sus-mentionnée.

LE GOUVERNEMENT DU ROYAUME DU MAROC

PAR :

TITRE:

DATE :

PAR :

TITRE:

DATE :

REVISED ANNEX I TO PROJECT AGREEMENT

I. OVERVIEW

The purpose of the Project is to improve the quality and range of skill training opportunities for low income, Moroccan youth and thereby increase their employability. This will be accomplished through the four activities described below:

A. Improve the administrative and management capability of the Ministry of Social Affairs and Handicraft (MASA). A Social Services Training Institute will be established in Tangier to train new and existing mid-level MASA personnel to administer and manage social action and non-formal education programs.

B. Up-grade and extend skill training capabilities of MASA instructors (called instructors (males)/instructors (females) in social action, non-formal education and skill training programs: this will be accomplished primarily through in-service training activities à the Tangier Institute.

C. Establish pilot skill training centers. These will offer two-year courses of instruction for (largely) poor teenage girls in non-traditional skills.

D. Furnish and Equip 13 vocational skills training centers. Basic work skills training will be taught primarily to boys by Peace Corps volunteers and Moroccan instructors.

ANNEXE 1 A L'ACCORD DE PROJET
(ANNEXE REVISEE)

I. VUE D'ENSEMBLE

L'objet du projet est d'augmenter les possibilités de formation professionnelle dans des spécialités diverses, pour les jeunes Marocains issus des couches défavorisées, et par là même d'augmenter leur chance d'accès à l'emploi. Ceci sera réalisé grâce aux quatre actions décrites ci-dessous:

A. Améliorer les possibilités en cadres du Ministère des Affaires Sociales et de l'Artisanat (MASA). Un Institut de Formation des Travailleurs Sociaux sera établi à Tanger pour former des cadres moyens (futurs et actuels). On leur enseignera comment administrer et gérer une action sociale ou des programmes d'éducation extra-scolaire.

B. Perfectionner et étendre la qualification en matière de formation professionnelle des instructeurs males et instructeurs-femmes du MASA dans le domaine de l'action sociale, dans le cadre de programmes de formation professionnelle et d'éducation extra-scolaire: ceci sera accompli principalement par des activités de recyclage à l'Institut de Tanger.

C. Créer des centres de formation professionnelle pilotes. Ceux-ci offriront essentiellement à des jeunes filles, issues en grande partie des couches défavorisées, une formation en deux ans, dans de nouvelles spécialités.

D. Fournir et équiper 13 centres de formation professionnelle. La formation professionnelle de base sera enseignée principalement aux garçons par des instructeurs du Corps de la Paix et des instructeurs Marocains.

The Project should have a major impact on both the quality of non-formal education and employment opportunities for large numbers of poor Moroccan youth who, for various reasons, remain outside the formal education system. MASA should develop a professional training and management system affecting all levels of its 6,000 member cadre.

The Project (a) should help develop staff for MASA and (b) provide new work opportunities for MASA clients by:

1. provision of basic non-formal education and in-service training, or recyclage, for the lowest level staff, the MASA instructors who are charged with developing work and life skills for MASA clients;

2. provision of in-service training for mid-level MASA personnel, to enable them to supervise and improve the skills development fostered by MASA instructors, plus provision of professional social services staff training for MASA executives and similar professionals;

3. establishment of five skills training centers to teach selected new skills to groups of young, principally female instructors;

4. provision of equipment and staff for the Institute;

5. technical assistance for an Evaluation Unit within MASA's Social Action Division;

Le Projet devrait avoir une influence primordiale à la fois sur la qualité de cette éducation extra-scolaire et sur les possibilités d'emploi d'un grand nombre de jeunes Marocains qui, pour des raisons diverses, restent à l'écard du système éducatif scolaire. Le MASA devrait instaurer un système de formation professionnelle et de gestion touchant l'ensemble de ses 6.000 employés, à tous les niveaux.

Le Projet devrait (a) aider à perfectionner le personnel du MASA et (b) fournir de nouvelles possibilités d'emploi à ceux placés sous le patronage du MASA, ceci par les moyens suivants:

1. education extra-scolaire et recyclage pour les employés des 1ers niveaux, les instructeurs du MASA qui sont chargés de concevoir des modes de vie et de travail pour ceux dont s'occupe le MASA;

2. recyclage des cadres moyens, pour leur permettre de contrôler et de perfectionner les méthodes appliquées par les instructeurs du MASA; et formation de spécialistes des services sociaux pour les cadres supérieurs du MASA et spécialistes assimilés.

3. création de cinq centres de formation professionnelle pour enseigner une sélection de spécialités nouvelles à des groupes de jeunes, principalement des femmes, instructeurs;

4. fourniture d'équipement et de personnel pour l'Institut;

5. assistance technique au bénéfice d'une cellule d'Evaluation au sein de la Direction de l'Action Sociale du MASA.

6. selection of thirteen vocational skills training centers to be equipped for teaching of basic vocational skills to boys and girls.

II. SOCIAL SERVICES TRAINING INSTITUTE

A. Phase I of Institute Development

The first phase of the Project provides for equipment purchase and installation in the existing Institute building in Tangier. The building will be outfitted to accommodate up to 176 live-in students, including a refectory (cafeteria) and living quarters. Minor modifications of the building will provide sufficient space, simultaneously, for long-term students, for mid-level staff to attend month-long in-service training and for male and female instructors to attend month-long recyclage courses.

During the same phase, curricula for the first (short-term) courses will be planned in detail and required teaching materials obtained. The courses will continue throughout the life of the Project.

Concurrently, curricula experts will develop a preliminary outline for a two-year professional course in social work. To expedite this first phase AID will employ short-term consultants. MASA will contract for the services of a local architect to modify plans and specifications for the Institute building so as to provide for installation of the dormitory and refectory equipment. MASA will hire a local contractor to install the equipment. During this phase, Moroccans will continue training abroad as social service professionals including special training in evaluation methodology.

6. sélection de 13 centres de formation professionnelle devant être équipés pour l'enseignement de la formation professionnelle de base en faveur des garçons et des filles.

II. INSTITUT DE FORMATION DES TRAVAILLEURS SOCIAUX

A. Phase I de Création de l'Institut

La première phase du Projet consiste en l'achat et à l'installation de l'équipement dans le bâtiment actuel de l'Institut à Tanger Le bâtiment sera aménagé pour accueillir jusqu'à 176 étudiants internes, avec un réfectoire et des logements. Après certaines petites modifications du bâtiment il y aura suffisamment de place pour abriter, de façon simultanée, des étudiants en formation, des cadres moyens en stage de formation d'un mois et des instructeurs (hommes et femmes) en recyclage pendant un mois.

Durant cette même phase, on établira le programme des premiers cours (de courte durée) et l'on se procurera le matériel pédagogique nécessaire. Ces mêmes cours se poursuivront pendant toute la durée du Projet.

D'autre part, des experts élaboreront un schéma préliminaire pour un enseignement professionnel en science sociale de deux ans. Pour mener à bien cette première phase, l'A.I.D emploiera des consultants en mission de courte durée. Le MASA passera également contrat pour engager un architecte local qui modifiera les plans et certains caractères spécifiques du bâtiment de l'Institut de façon à pouvoir y aménager un internat comprenant le dortoir et le réfectoire. Le MASA contactera un entrepreneur local chargé d'exécuter les modifications nécessaires et l'installation de l'équipement. Pendant cette phase, des Marocains poursuivront à l'étranger leur formation de spécialistes de l'action sociale qui comprend une formation spéciale en méthodologie de l'évaluation.

Lastly, during this phase, an evaluation plan will be developed for monitoring the project and for revising its components as appropriate. Technical assistance will be provided to newly-appointed MASA Social Action Division staff to develop a planned Evaluation Unit within that Division.

Enfin, pendant cette phase-là, on établira un plan d'évaluation pour suivre le projet et pour revoir certaines de ses composantes, si nécessaire. On fournira une assistance technique au nouveau personnel de la Direction de l'Action Sociale pour créer un Service d'Evaluation au sein de cette Direction.

B. Phase II of Institute Development

The second phase of the Project will initiate long-term training at the Institute, using contract staff, initially, both to plan two-year curricula and to teach courses. The two-year courses at the Institute thus will prepare students to be future social service administrators and managers, both for MASA and other ministries.

During this phase U.S. technical advisors will teach the short-term courses (whose curricula was planned earlier), and at the same time will work with MASA staff to plan the curricula and order materials for the two-year professional course.

This phase of the project also is tied directly to low-level recyclage and vocational skills training for female instructors, especially through action-oriented "internships" of Institute students during the second year of the training. At the end of each semester, Institute staff will work with the MASA Evaluation Unit to revise and improve overall course content and methodology.

The MASA Evaluation Unit will collect data, using a tracing system to follow students, and will determine recommended changes, in curricula or training design,

B. Phase II de Création de l'Institut

La seconde phase du Projet verra, à l'Institut, la création d'une formation longue durée par du personnel sous contrat qui aura pour tâche, au départ, de planifier les programmes des deux années et d'enseigner. Ces cours de deux ans à l'Institut permettront la formation des futurs administrateurs et gestionnaires des services sociaux, à la fois pour le MASA et d'autres ministères.

Pendant cette même phase, des conseillers techniques américains dispenseront les cours destinés aux stagiaires de courte durée (cours dont les programmes auront été planifiés auparavant). Ils travailleront en même temps avec le personnel du MASA à établir les programmes et à commander le matériel relatif aux cours professionnels de deux années, dont ils assureront également l'enseignement.

Cette phase du projet est également directement liée à un recyclage élémentaire et à une formation professionnelle des instructeurs-femmes, en particulier par un système de stages pratiques des étudiants de l'Institut pendant la deuxième année d'étude. A la fin de chaque semestre, le personnel de l'Institut travaillera avec le service d'Evaluation du MASA pour revoir et perfectionner le contenu de l'enseignement dans son ensemble, ainsi que sa méthodologie.

Le Service d'Evaluation du MASA, en suivant les étudiants, recueillera les renseignements sur leur évolution et déterminera les changements appropriés, concernant le contenu

while the project is still in early enough stages to be modified without drastically up-setting procedures. Such data collection and analysis will help form a nucleus for developmental research and documentation capability within MASA.

The curricula offered at the Institute will be of three types: (a) in-service (recyclage) training for instructors, (b) short-term mid-level training for provincial and regional level personnel, and (c) social service training at the professional level.

III. EDUCATION AND WORK CENTERS (CET) & (CFP)

This major component of the Project extends over a three-year period and should provide innovative training to lower level MASA personnel through several programs. These include:

A. Participant training for mid-level MASA staff, to study job counselling programs;

B. Vocational training at 5 pilot centers of female (and possibly some male) instructors to learn to teach new non-traditional skills;

C. Vocational skills training at 13 centers, primarily for boys.

A. Participant Training

Participant training under the Project include sending 5 mid-level MASA personnel to the U.S. (or a third country) for up to one (1) year training in job counselling. On their return they will serve, as appropriate:

des programmes ou le mode de formation: alors même que le projet en est encore à un stade où l'on peut le modifier sans véritablement le bouleverser. Cet ensemble de renseignements et de genre d'analyse aideront à constituer une base de recherche en matière de développement, et de documentation au sein du MASA.

L'Institut propose trois types de stage: (a) recyclage pour les instructeurs; (b) formation de courte durée, de niveau moyen pour le personnel provincial et régional, et (c) formation des travailleurs sociaux.

III. CENTRES D'EDUCATION ET DE TRAVAIL (CET) & (CFP)

Cette partie importante du Projet s'étend sur une période de trois ans et devrait aboutir à une innovation dans la formation du personnel des premiers niveaux du MASA, et ceci grâce à plusieurs formules, telles que

A. Formation à l'étranger de cadres moyens (Boursiers) du MASA qui étudieront les techniques d'orientation professionnelle;

B. Formation professionnelle dans 5 centres pilotes pour les instructeurs-femmes (et peut-être quelques instructeurs-hommes); elles apprendront à enseigner de nouvelles matières non traditionnelles;

C. Formation professionnelle dans 13 centres enseignée principalement aux garçons.

A. Formation de Cadres Moyens (boursiers) du MASA

Dans le cadre du Projet, cette formation consistera à envoyer 5 cadres moyens du MASA aux U.S.A. (ou dans un autre pays) pour un stage d'orientation professionnelle, pouvant durer jusqu'à un an. A leur retour ils seront chargés:

1. to act as general counsellors for provincial level directors;

2. to be assigned to specific provinces as appropriate;

3. to develop and coordinate Ministry plans for job counselling.

B. Vocational Skills Training in 5 Pilot Centers

This, the provision of training of trainers in innovative skills, is one of the most progressive elements in this project. Five teaching units for specific skills will be planned. The skills indicated will be selected, curriculum designed and equipment ordered and installed for the 5 training centers. The sites are yet to be determined. A condition precedent is included in the Agreement on this subject.

C. Vocational Skills Training at 13 Centers

Peace Corps Volunteers will select the equipment, consistent with consultations with MASA, and carry out the installation. The A.I.D.-funded contract team will be responsible for carrying out Phase II activities and will coordinate with Peace Corps/Morocco and with MASA to help ensure that the equipment element meshes with other social services training activities.

IV. SUMMARY OF PROJECT OUTPUTS

The outputs of the Project are expected to be the following:

A. 1,000 MASA CET and CFP instructors trained in improved non-formal education techniques designed to make them more responsive to their clients;

1. du rôle de conseillers des Directeurs Provinciaux;

2. de responsabilités diverses dans certaines provinces selon les nécessités;

3. d'établir et de coordonner les programmes du Ministère en matière d'orientation professionnelle.

B. Formation Professionnelle des Instructeurs dans 5 Centres Pilotes

La formation des instructeurs-femmes dans des spécialités nouvelles est un des éléments originaux de ce projet. On planifiera cinq (5) unités d'enseignement pour des spécialités déterminées, qui seront sélectionnées. Le programme sera élaboré et l'équipement commandé et installé pour les 5 centres de formation. Les sites n'étant pas encore déterminés, une condition préalable a été incluse dans l'Accord à ce sujet.

C. Formation Professionnelle dans 13 Centres.

Les Volontaires du Corps de la Paix sélectionneront l'équipement, après consultations avec le Ministère des Affaires Sociales et de l'Artisanat (MASA), et entreprendront l'installation des centres. L'équipe, dont les services sont financés sous contrat A.I.D sera responsable des activités de la Phase II et seront en liaison avec le Corps de la Paix au Maroc et le MASA, en vue de s'assurer que la nature de la fourniture répond aux besoins du projet de formation professionnelle.

IV. SOMMAIRE DES OBJECTIFS DU PROJET

Les résultats escomptés sont les suivants:

A. Formation de 1.000 instructeurs pour les CET et CFP du MASA dans de nouvelles techniques d'éducation extra-scolaire leur permettant de mieux répondre aux besoins réels des bénéficiaires;

B. 500 MASA CET instructors trained to teach new, non-traditional vocational skills to MASA clients;

C. Mid-level MASA staff (260 men and women) trained in better methods of planning and management of programs, with emphasis on vocational training, job counselling and cooperative formation. Additional mid-level MASA staff (5 people) trained in job counselling and placement techniques;

D. Professional staff of MASA and eventually other ministries (150 people) trained in modern techniques of program management, social administration, management and planning of social services programs;

E. The Institute receiving 100 long-term students and up to 50 short-term students, with equipment and installation for classrooms, library, administration, cafeteria and lodging, functioning in Tangier.

F. Five innovative skills training centers located in various provinces and equipped with facilities for demonstration and teaching, teaching five of the following skills:

1. agricultural processing
2. animal husbandry
3. typing
4. office skills
5. sewing and pattern making
6. cosmetology
7. carpentry
8. nurse's aide

B. Formation de 500 instructeurs pour les CET du MASA, destinés à enseigner les nouvelles matières professionnelles, non-traditionnelles;

C. Formation des cadres moyens pour le MASA (260 hommes et femmes) destinés à mieux gérer et planifier les programmes, notamment ceux de la formation professionnelle et de la formation coopérative, ainsi que celle d'autres cadres moyens du MASA (5 personnes) spécialisés dans les techniques d'orientation professionnelle et de placement;

D. Formation des travailleurs sociaux de haut niveau pour le MASA et éventuellement d'autres ministères (150 personnes) dans les techniques modernes de gestion de programmes, l'administration sociale, la gestion et la planification de programmes d'oeuvres sociales;

E. Création et équipement de l'Institut des travailleurs sociaux pouvant accueillir 100 étudiants pour des stages de longue durée, et jusqu'à 50 pour des stages de courte durée, comprenant des salles de classes, une bibliothèque, des bureaux pour l'administration, un réfectoire et des dortoirs; le tout équipé et en état de fonctionnement.

F. Création de cinq centres de formation professionnelle dans des spécialités nouvelles, situés dans différentes provinces et équipés de matériel pour la démonstration et l'enseignement des cinq spécialités suivantes:

1. techniques agricoles
2. élevage
3. dactylographie
4. travail de bureau
5. couture et coupe
6. cosmétologie
7. menuiserie
8. aide-soignante

G. 2,000 yount Moroccans, primarily boys, will receive training in basic work skills in the thirteen vocational skills training centers, during the life of the project.

H. Evaluation Unit within MASA's Division of Social Action monitoring on-going programs, with methodology and implementation plans for evaluating programs developed and in operation.

V. SUMMARY OF A.I.D. INPUTS

A. A.I.D.

The inputs described below constitute A.I.D.'s planned contribution to the Project. A.I.D.'s inputs consist of:

1. Technical services of five experts: (a) one administrator/educator as team leader; (b) one vocational education or non-formal education expert as deputy; (c) three professors; and (d) six short-term consultants. These services are to be provided under a contract between MASA and a U.S. institution or entity expressed in vocational education.

2. Long-term participant training for five Moroccans for two years in France. These 5 will return to teach at the Institute.

3. Short-term participant training for 5 Moroccans for 1 year in the U.S.. These will return to direct and organize job counselling for girls and boys in the various training programs.

G. 2.000 jeunes Marocain, principalement des garçons, recevront une formation professionnelle de base dans 13 centres de formation professionnelle, durant la durée du projet.

H. Formation d'une Cellule d'Evaluation au sein de la Direction de l'Action Sociale du MASA pour suivre les programmes en cours d'exécution utilisant une méthodologie d'évaluation des programmes en état de projet ou en cours d'exécution.

V. CONTRIBUTION DE L'A.I.D.

A. A.I.D.

L'A.I.D. contribue au Projet par les moyens suivants:

1. Services techniques de cinq experts: (a) un administrateur/éducateur comme chef d'équipe; (b) un expert en information professionnelle ou en éducation extra-scolaire comme adjoint; (c) 3 professeurs; (d) six consultants pour une courte période. Ces services seront fournis sous contrat entre le MASA et une institution ou entité américaine versée dans la formation professionnelle.

2. Bourses de stage de longue durée pour cinq Marocains pour des études de deux ans en France. Ces 5 Marocains reviendront enseigner à l'Institut.

3. Bourses de stage de courte durée pour 5 Marocains pour des études d'un an aux Etats-Unis. Ces cinq Marocains organiseront l'orientation professionnelle des garçons et des filles dans les différents programmes de formation.

4. In-country in-service training for 1,000 MASA instructors.

5. In-country training for up to 500 instructors to become teachers in one of five new vocational skills.

6. In-country short- training for 260 mid-level MASA personn

7. In-country training for 150 personnel (from MASA and similar ministries) to become social service professionals.

8. Equipment for the Institute for five pilot vocational skills centers and for thirteen vocational training centers in basic skil

B. Peace Corps

The inputs described below constitute the Peace Corps planned contribution to the project

Technical services approximately 70 Peace Corps volunteers.

VI. SUMMARY COST ESTIMATES AND FINANCIAL PLAN (U.S. $000)

A summary of the Parties' contributions to the Project is shov low:

A. A.I.D. Inputs

Total life of project funding by A.I.D. is expected to reach $4,045,000 subject to availability of funds. Of this total approximately $1,118,000 will be expended directly by A.I.D.; and the remaining $2,927,000 will be expended by a U.S. firm under contract to the Ministry of Social Affairs and Handicraft. Input breakouts of these two categories of A.I.D. funding are as follows:

4. Recyclage sur place de 1.000 instructeurs du MASA.

5. Formation sur place de 500 instructeurs pour CET dans les 5 nouvelles matières professionnelles.

6. Formation de courte durée sur place de 260 cadres moyens du MASA.

7. Formation sur place de 150 travailleurs sociaux de haut niveau destinés au MASA et aux autres ministères.

8. Equipement de l'Institut pour l'ouverture de cinq centres pilotes de formation professionnelle et de 13 centres de formation professionnelle en technique de base.

B. Corps de la Paix

La description de la participation projetée par le Corps de la Paix est décrite ci-dessous:

Services techniques par à peu près 70 volontaires du Corps de la Paix.

VI. SOMMAIRE DES COUTS ESTIMATIFS ET PLAN FINANCIER (EN MILLIERS DE DOLLARS U.S.)

Le sommaire des contributions des Parties au Projet est donné ci-dessous:

A. Apports de l'A.I.D.

Il est prévu que le financement total de l'A.I.D. au projet s'élève à $4.045.000 sous réserve de disponibilité des crédits. Environ $1.118.000 du total seront dépensés directement par l'A.I.D., et que les $2.927.000 restants seront dépensés par une société américaine sous contrat avec le Ministère des Affaires Sociales et de l'Artisanat (MASA). La ventilation de l'apport de ces deux catégories de financement de l'A.I.D. est la suivante:

ILLUSTRATIVE BUDGET

A.I.D. Direct

	FY 80	81	82	83	TOTAL
1. Technical Services		68			68
a. Architectural Services		(18)			
b. Curriculum Adv.		(25)			
c. Evaluation Adv.		(25)			
2. Training	60	15			
5 participants for two years in France					
3. Construction		300			300
Modification to Tangier Institute					
4. Commodities		375	200	100	675
a. Equipment for Tangier Institute		(175)			(175)
b. Equipment for 13 vocational centers		(200)	(200)	(100)	(500)
TOTAL	60	758	200	100	$1,118

A.I.D. Contract Financed

	FY 80	81		83	TOTAL
1.		600	600	600	1,800
2. Training		300	300	165	765
3. Commodities		100	25	-	125
4. Overhead		15	100	122	237
TOTAL		1,015	1,025	887	$ 2,927

GRAND TOTAL ..... $ 4,045,000

BUDGET A TITRE INDICATIF

	FINANCEMENT DIRECT						FINANCEMENT PAR CONTRAT				
	FY 80	81	82	83	TOTAL		FY 80	81	82	83	TOTAL
1. Services Techniques		68			68	1. Services Techniques		600	600	600	1.800
a. Services architecturaux		(18)									
b. Conseiller en programme		(25)									
c. Conseiller en évaluation		(25)									
2. Formation	60	15			75	2. Formation		300	300	165	765
Stage de 2 ans en France au profit de 5 participants											
3. Construction		300			300	3. Equipement		100	25	-	125
Modification de l'Institut de Tanger											
4. Equipement		375	200	100	675	4. Frais Généraux		15	100	122	237
a. Equipement de l'Institut de Tanger		(175)			(17						
b. Equipement de 13 centres de formation professionnelle		(200)	(200)	(100)	(500)						
TOTAL	60	758	200	100	$1.118	TOTAL		1.015	1.025	887	$2.927

GRAND TOTAL ..... $ 4.045.000

B. GOM Inputs

Total life-of-project funding by the GOM is expected to reach $3,200,000. The illustrative budget is as follows:

ILLUSTRATIVE BUDGET

	FYs 80	81	82	83	84	TOTAL
			($000)			
Salaries	-	240	240	240	238	958
Buildings	-	1,880	-	-	-	1,880
Operational Expenses	-	95	90	90	90	365
Travel	-	10	7	-	-	17
TOTAL						$ 3,220

B. Apports du Gouvernement Marocain

Le financement total par le Gouvernement Marocain pour toute la durée du Projet devrait s'élever à $3.200.000. Le budget donné à titre indicatif est le suivant:

BUDGET A TITRE INDICATIF

	Années budgétaires américaines 80	81	82	83	84	TOTAL
			(en milliers de dollars U.S.)			
Salaires	-	240	240	240	238	958
Bâtiments	-	1,880	-	-	-	1,880
Dépenses de Fonctionnement	-	95	90	90	90	365
Déplacements	-	10	7	-	-	17
TOTAL ...						$ 3,220