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CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) — PART I

Report Symbol U-447

1. PROJECT TITLE
INDUSTRIAL AND COMMERCIAL JOB TRAINING FOR WOMEN

2. PROJECT NUMBER
608-0147

3. MISSION/AID/W OFFICE
USAID/MOROCCO

4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 2

☐ REGULAR EVALUATION ☐ SPECIAL EVALUATION

5. KEY PROJECT IMPLEMENTATION DATES
A. First PRO-AG or Equivalent FY 78
B. Final Obligation Expected FY 82
C. Final Input Delivery FY 84

6. ESTIMATED PROJECT FUNDING
A. Total $ 5,156,000
B. U.S. $ 3,236,000

7. PERIOD COVERED BY EVALUATION
From (month/yr.) October 1979
To (month/yr.) May 1981
Date of Evaluation Review June 9-12, 1981

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. Revise anticipated employment projections in Project Paper from 100% to a more realistic level.	George V. Corinaldi USAID	6/30/82
2. Maintain close surveillance on enrollment levels at Fes.	Tony Fisher AMIDEAST	6/30/82
3. More systematic effort at strengthening the OFPPT job placement system.	George V. Corinaldi USAID	6/30/82

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

- [X] Project Paper
- [X] Financial Plan
- [X] Logical Framework
- [X] Project Agreement
- [ ] Implementation Plan e.g., CPI Network
- [ ] PIO/T
- [ ] PIO/C
- [ ] PIO/P
- [ ] Other (Specify) —
- [ ] Other (Specify) —

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

- A. [X] Continue Project ~~without~~ minor Change
- B. [ ] Change Project Design and/or [ ] Change Implementation Plan
- C. [ ] Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

Mr. George V. Corinaldi, USAID Project Officer

Mr. Abderrahman El Fassi-Fihri, GOM, Director-General of OFPPT.

Dr. Tony Fisher, Chief-of-Party, AMIDEAST U.S. Contractor

12. Mission/AID/W Office Director Approval

Signature

Typed Name: Harold S. Fleming

Date: 3/15/82

AID 1330-18 (3-78)

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6080147/53

MID-POINT EVALUATION

INDUSTRIAL AND COMMERCIAL JOB TRAINING FOR WOMEN

608-0147

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I. BACKGROUND

A. The Problem:

In December 1976, AID evaluated training programs in Morocco for women and found that women were effectively excluded from the Ministry of Labor's Office of Technical Training and Job Development's (OFPPT) industrial training programs. Women were restricted to training in the commercial sectors: typing, shorthand, bookkeeping, and accounting. In fact, commercial training in Morocco in all but accounting was exclusively female; and accounting, although mixed, was heavily dominated by males. Other factors that served to limit female access to training included the lack of dormitory facilities for women and limited attention to the job placement of female graduates.

The Ministry of Labor, under whose jurisdiction OFPPT falls, stated that training programs did not purposefully exclude women but that there was either a lack of interest or a reluctance on the part of Moroccan women themselves to seek admission to the industrial training courses. In principle, the GOM favored the integration of the sexes in the training programs and also in the labor market itself.

The Ministry of Labor recognized its problem in recruiting and training women and requested USAID to collaborate with the OFPPT in establishing a pilot program for the training of women in industry-related areas. It was anticipated that a special intervention would serve as a model for the promotion of industrial training and employment of women in Morocco. Eventually, the pilot program would be replicated throughout the Office of Technical Training and Job Development system.

B. Project Design

By November 1977, a feasibility study for pilot projects to increase and improve vocational training in Morocco for women had been prepared. The positive conclusions and recommendations of this study further encouraged USAID to undertake a pilot project activity.

A project paper was prepared which set down the design of a project exclusively for women with 9-12 years of schooling, who would undertake a two-year training program in selected vocational skills areas to be carried out in Casablanca and Fes. The life-of-project was set at 42 months and to be implemented through a host country contract.

C. Project Purpose

The purpose of the Industrial and Commercial Job Training for Women Project (0147) is to integrate women trainees into the Labor Ministry's industrial and commercial training centers, to provide them with marketable skills, and to assist them in job placement appropriate to their training.

D. Host-Country Contract

On September 25, 1979, the Government of Morocco's Ministry of Labor and Technical Training, Office of Technical Training and Job Development (OFPPT) signed a host-country contract with America-Mideast Educational and Training Services, Inc. (AMIDEAST), Washington D.C., to carry out the above cited purpose. Contract duration was for 42 months (September 1979 to March 31, 1983), at an initial cost of $2,250,537[1/].

1/ The Project Termination Date has subsequently been extended to September 30, 1984, and the contract cost has been increased to $3,220,000. These changes are justified on the basis of the positive findings identified in this mid-point evaluation.

The field contract team assembled to carry out the project is made up of[2/]:

1.	The Team Leader	Dr. Anthony Fisher
2.	Human Resources Economist	Mr. Carlos Gomez
3.	Social Psychologist	Dr. Judith Graeff
4.	Electricity/Electronics Specialist	Mr. Feroze Coowar
5.	Drafting Specialist	Mr. Nolan Callahan
6.	Business Education Specialist	Mr. Ray Banville

E. Project Description:

The project is a skills training activity for women who have completed 9 to 12 years of schooling. They are selected competitively through a series of aptitude and psychological tests designed by the OFPPT's technical staff including AMIDEAST's social psychologist. Skills training takes place in two cities: Casablanca and Fes, with Moroccans being responsible for actual teaching.

In Casablanca, there are three separate vocational training centers located at the following sites and specializing in the following skills areas:

Hay El Mohammedi	:	Industrial Drafting, Electricity
AÏn Borja	:	Electricity/Electronics
Maarif	:	Accounting and Secretarial Skills

In Fes, there is one vocational training center where drafting, electricity, accounting and secretarial skills are taught.

AMIDEAST's three specialists in electricity/electronics, drafting and business education, do no teaching. They are advisors to the directors of the three vocational training centers in Casablanca and one in Fes. Thus, they are responsible for ordering teaching equipment; designing curricula; designing in-service training programs for teachers; and finally

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2/ Each member was tested and found to be competent in the French language before he/she was accepted by the GOM and USAID.

designing teaching materials.

Although skills training in the fields noted represent an important activity under the project, AMIDEAST is also responsible for strengthening the institutional capacity of the OFPPT to carry out surveys on job market conditions; develop a sound job placement structure; and strengthen its testing requirements. The AMIDEAST economist and social psychologist assist with these institutional issues. Additionally, the U.S. contractor is responsible for selecting and placing six women in U.S. universities for graduate studies, in vocational education, economics and psychology. The team leader is responsible for the technical and managerial soundness of project implementation and acts as an advisor to the Director of the OFPPT.

II. PROJECT EVALUATION SUMMARY (PES)

A. Summary

The mid-point evaluation of this project was held in Casablanca, June 9-12, 1981. The objective of the evaluation was to measure the project's progress toward integrating women trainees into the Ministry of Labor and Technical Training, Office of Technical Training and Job Development (OFPPT) vocational training programs. Key performance indicators and the logical framework, as contained in the Project Paper, were used as the standard against which progress was measured (see Annexes I and II). Only 30 of 48 key performance indicators were examined for the mid-point evaluation.

The Government of Morocco's Ministry of Labor and Technical Training, Office of Technical Training and Job Development (OFPPT) is the implementing agency for the project. AMIDEAST, the U.S. contractor, provides technical assistance to the OFPPT.

All of the major actors from OFPPT, AMIDEAST, and USAID participated in the panel discussions. Three AID/W resources persons also participated. (See Annex III).

The evaluation revealed that to date the project is making progress toward achieving its objectives. Moroccan women are being trained in technical areas in three (3) training centers in Casablanca and one in Fes. The AID-financed program has already had a positive impact on the non-AID sponsored classes at one of the three vocational training centers in Casablanca. Enrollment of females - there is now 17% of total enrollment whereas in 1980 the percentage was zero.

There is, however, a serious problem of enrollment of women in Fes. Less than 50 women are enrolled in classes which should now total 120. The problem is serious enough that the OFPPT recommended that the pilot program be terminated. AID/W resource persons challenged the recommentation, subsequently visited the site and came away so impressed with the new leadership that they recommended to the Director-General of OFPPT that the center remain open. OFPPT accepted the recommendation.

An informal job placement system and follow-up service is in place although both need institutional strengthening. Six women are studying for Master's Degrees at U.S. universities, and they will be included on the central advisory staff of OFPPT upon their return from the United States. A recommendation has been made to add more participants to the project. USAID has accepted the recommendation since it falls within the scope of the project, which will require an amendment to both the project Grant Agreement Annex and the AMIDEAST Contract.

Project beneficiaries are young Moroccan women who have completed between 9-12 years of schooling. Original plans in the Project Paper projected that a total of 450 of them would be trained and placed in jobs during the life-of-project. This is unrealistic, and accordingly, a revision in the project paper should be made.

An unexpected outcome of the pilot program, thus far, is that the anticipated social tensions which were to develop because traditional Moroccan women were being trained for employment in non-traditional areas has not occurred.

Finally, the project has actively incorporated in its design lessons learned from other vocational education projects. No vocational education project should be started without taking into consideration the job placement of the trainees. To leave job placement 'to chance' or to the energies and connections of the trainees is doomed to failure. Accordingly, this project gives importance to the employment of the students it trains.

B. Evaluation Methodology

The mid-point evaluation of this project was held in Casablanca from June 9-12, 1981. The objective of the evaluation was to measure the progress toward the project's purpose (See I.C. Project Purpose).

In order to determine whether or not progress had been made, the key performance indicators and the logical framework contained in the Project Paper were utilized[3/]. These indicators began with the approval of the Project Paper (April 1978) through to anticipated project completion (September, 1983), and consisted of a total of 48 items. The mid-point evaluation examined the first thirty items because the Project Paper called for it.

A review of the contractor's annual and quarterly reports was made in order to match what was expected to be accomplished with what had been accomplished. Dates of accomplishment were also noted. USAID also used its own experiences from field visits to verify what was claimed by the contractor in his reports.

Resource persons were utilized to assist in carrying out the evaluation, which was directed by the Education and Human Resources Division of USAID/Rabat. Three direct-hire professionals from AID/W participated in the panel discussions. Their competencies included anthropology, education administration, and women in development. On the GOM side, the Moroccan

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3/ See Appendixes I and II.

administrative and professional staff associated with the project attended, including the Director-General of the Office of Technical Training and Job Development. Moroccan participants who are studying in the U.S. came to Morocco in order to attend the evaluation's panel discussions and to participate in a summer workshop. Separate interviews with them were held. AMIDEAST had its six-person team members, the Washington based project Director and one of its Vice-Presidents. USAID was represented by its three officers in the Education and Human Resources Division. The Assistant Director of USAID also participated.

The basic documents used during the evaluation were the contract, the contractor's reports, the Project Paper and the Project Agreement.

C. External Factors

The five assumptions for achieving the project's purpose are still valid as we reach the mid-point in the project's life. (See logical framework in Appendix II). Already the OFPPT has expanded its enrollment from 9,000 in 1979 to 11,000 in 1981. It is estimated that women now account for 5 to 8% of the total 1981 enrollment in OFPPT's training system. It is projected that the percentage will be 20% by 1985. In the Hay Mohammedi training facility in Casablanca, for example, women trainees in 1981 comprised 17% of the student body over and above those classes of the center were USAID resources are involved. This fact is the most direct evidence we have that the success of the pilot classes have had a positive effect on the non-pilot classes. Although OFPPT doesn't have a complete set of comparative enrollment data, for males and females starting in 1980, OFPPT with AMIDEAST's assistance has begun to collect comparative enrollment date for 1981 to illustrate a beginning trend in rising female applicants for industrial training. Table No. 1 is presented below.

(see table next page)

COMPARATIVE ENROLLMENT DATA
FOR MALES AND FEMALES FOR OFPPT TRAINING IN
CASABLANCA

	1980		1981	
	Males	Females	Males	Females
1. Number of Applicants				
Commercial Studies	242	411	404	449
Industrial Studies	1,047	87	768	276
2. Numbers who Took Admissions Tests				
Commercial Studies	no data available		241	286
Industrial Studies			421	141
3. Number Admitted to Classes				
Commercial Studies	no data available		67	119
Industrial Studies			322	61

D. Inputs

The evaluation noted the tardiness of project start-up, due primarily to the fact that the Request for Proposal (RFP) was withdrawn after it was published because the document had a number of technical inaccuracies in it. Consequently, the document had to be rewritten and then resubmitted to the public for bidding. This action delayed project start-up by one year, and caused some strain on OFPPT resources, because OFPPT had recruited two classes of students and teachers and then had to disband the classes.

Panel discussions reviewed the purchase of vocational education equipment, and noted the ill-effects caused by the reissurance of the RFP. It resulted in delays of 12 months in project start-up, including ordering of U.S.-manufactured equipment. In addition to late ordering, the equipment had to be of 220 volts, and some equipment had to be specifically adapted for Moroccan conditions. The result was many items required special waivers to purchase outside of the United States.

However, due to the availability of some training equipment at one of the OFPPT centers in Casablanca and the availability of a staff, both administrative and technical, OFPPT resources were utilized in order to launch the beginning training program. In short, if OFPPT did not possess infrastructural resources of its own, the training programs would have been further delayed in starting.

There is another equipment issue which was identified as a problem, namely, the large number of inoperative pieces of U.S. equipment which arrived. This was very disconcerting, and caused additional strain on carrying out the training program. A solution to this problem was difficult to envisage, as we all expect high quality products from the United States, and we have found that this expectation is often not realized.

Despite these problems the project had with the poor timing of U.S. inputs, it was the general overall quality of both GOM and U.S. staff

which saved the day. Fortunately, the OFPPT had a developing training infrastructure which the U.S. contract team could rely upon until the arrival of U.S. equipment. On the U.S. side, AMIDEAST fielded an excellent technical team, with a strong leadership capability, which included both field team leader and the Washington based project manager.

E. Outputs[4/]

The evaluation panel focussed a large amount of time on project outputs since it is progress towards the achievement of these discrete units that the evaluation was attempting to measure.

1. Establishment of Pilot Classes

a. Pilot Classes

The panel noted that pilot classes in vocational training for women were established in Casablanca and Fes. Classes in electronics, electricity, industrial and construction drafting, accounting and secretarial studies are being taught to women who have completed 9-12 years of schooling in three training centers in Casablanca and one training center in Fes.

Total enrollment levels for girls studying in the Casablanca centers are in phase with the projected levels stated in the Project Paper. The projected target is 180; actual enrollment in 1981 was 199 (see Table No. 2). Enrollment levels for girls in Fes are significantly off the projected level, as stated in the Project Paper. Total enrollment of females in training was 47 in 1981 while the projected level is placed at 120. An analysis of the enrollment pattern in Fes indicated that there are no women enrolled in the industrial drafting and electronics classes, and accordingly, OFPPT made a decision to close these sections and move them to another city in Morocco.

4/ The three major outputs of the project are:

(a) two pilot centers successfully training women in industrial and commercial skills; the training center in Casablanca; and one in Fes;

(b) job placement and follow-up service for women operational;

(c) women professionals included on the central advisory staff of OFPPT.

ENROLLMENT LEVELS FOR FEMALES
IN OFPPT VOCATIONAL TRAINING CENTERS

	PROJECTFD IN PROJECT PAPER				ACTUAL			
	1978-79	1979-80	1980-81	1981-82	1978-79 1st yr.	1979-80 1st & 2nd yr.	1980-81 1st & 2nd yr.	1981-82
CFQP/CASABLANCA								
Industrial Drafting	15	30	30	30	14	29	28	
Construction Drafting	15	30	30	30	19	43	22	
Electricity	15	30	30	30	14	28	34	
Electronics	15	30	30	30	13	31	33	
Accounting	10	20	20	20	7	21	27	
Secretarial skills	20	40	40	40	25	48	48	
TOTAL ...	90	180	180	180	92	200	199	
CFQP/FES								
Construction Drafting	15	30	30	30	10	0	7	
Electricity	15	30	30	30	13	16	15	
Electronics	0	0	0	0	0	0	0	
Accounting	10	20	20	20	0	2	6	
Secretarial Skills	20	40	40	40	0	12	19	
TOTAL	60	120	120	120	23	30	47	

The panel learned that the causes for the overall low enrollment in Fes were as follows:

(i) There is no demand for students in construction, industrial drafting and electronics;

(ii) While the boys who attended the training center in Fes have dormitory facilities, there are no dormitory facilities available for women. Also, the OFPPT does not plan to build a dormitory for women, despite the fact that the location of the training center is not sited along the main transportation arteries in Fes.;

(iii) The director of the center was not really interested in encouraging women to attend the pilot classes.

Despite these reasons, AID/W resource persons challenged OFPPT's decision to close the pilot class in Fes, and accordingly, they requested permission to visit the site to see for themselves what the present situation was like. Permission was granted, and a joint American/Moroccan delegation made a site visit to Fes.

On the basis of fresh evidence, especially the fact that a new Director was now in charge of the training facility, the joint American/Moroccan delegation, upon their return to Casablanca, recommended that the pilot class in Fes remain open. The Director-General of OFPPT accepted the recommendation, but made it clear that no plans were in the offering to build dormitory space for women in Fes.

b. Accomplishments of AMIDEAST Team

There are three vocational skills specialists on the AMIDEAST team. They are in the fields of (i) electronics and electricity; (ii) industrial drafting, and (iii) business education (i.e. accounting and secretarial studies).

The panel noted that the functions of these experts are to design and/or up-grade curricula; conduct teacher training sessions; order and install teaching equipment; and train trainers in the use of the equipment. Each specialist gave a report on his accomplishments and problems encountered.

(i) Electronics and Electricity Specialist

The electronics/electricity expert, Mr. Feroze Coowar, joined the AMIDEAST team in February 1981. He is the most recent member of the team. Since his arrival he has up-graded the electronics/electricity curriculum, organized teacher training activities; designed and installed the electronics laboratory at one of the training sites in Casablanca (Aïn Borja) and developed an equipment inventory control list.

(ii) Industrial Drafting

Mr. Noel Callahan is the industrial drafting expert and he has been with the team since the inception of the program. He has been responsible for designing the industrial drafting program which includes curricula for: drawing, general technology, machine shop, applied physics, mathematics, and technology of instruction. Additionally he has organized training sessions for Moroccan teachers in teaching methodology. A system of evaluating student training programs has been established, and a follow-up system on students who completed the two-year course of study has been carried out.

(iii) Business Education

Mr. Raymond Banville is the business education specialist, who created a practical laboratory for developing business education skills. He set up two language laboratories, audio-visual materials in classrooms, developed micro-teaching exercises, new exercises to improve typing skills, and put together ESL tapes for classroom use. Mr. Banville worked with the instructors who taught business education skills in order to help them improve their own skills.

The evaluation stressed the point that the three vocational education specialists provided the technical intervention into the project. Through new technical knowledge, supported with technical equipment, OFPPI has increased its capacity to train qualified women in technical skills. But the technical dimension of the project could be undermined if the social and economic milieu in which the project operates is not fully understood.

Accordingly, three other kinds of experts were placed on the AMIDEAST team to complement the technical intervention of the vocational education specialists, namely, a psychologist, an economist, and a manager. Each one described his work during the evaluation.

(iv) Psychologist

Dr. Judith Graeff is the specialist who is concerned with identifying social influences which might have a negative impact on the training and employment of Moroccan women. The work she has carried out centers on: researching the attitudes of political and religious leaders on the employment of women; the social and cultural constraints that working women face outside of their homes; assisting women trainees during their on-the-job intern experience; and up-grading the attitudinal and psychological tests given candidates for entry into the pilot classes. Dr. Graeff also indicated she would undertake a special study of the social milieu in Fes.

(v) Economist

Mr. Carlos Gomez, the economist, has undertaken a vast Labor Market Survey begun in June 1980. He mailed 7,541 questionnaires to businesses in Morocco employing 10 people or more, and of that total, 2,675 of them answered. The questionnaire, after careful verification of the incoming questionnaires, Mr. Gomez considered 2,352 to be useful.

The objective of the study is to determine the attitude of employers towards employing females in traditionally male-oriented jobs. Additionally, the survey seeks to identify job vacancies in the labor market, especially as they relate to the fields of electricity, electronics, industrial and construction drafting, accounting, and secretarial skills.

It was brought out that the work undertaken by Graeff and Gomez should not be confused. The former is looking at the social profile of women, especially working urban women; Gomez's work seeks to understand the labor market, and the attitudes of employers toward employing women.

Dr. Gomez described the process of codifying and processing the collected data by teams. Verification was carried out by computer, chart findings, transcription, conversion of the code to area-studies code for National Data and the like. Although the study is not yet in final form, preliminary findings suggest that the technical intervention in the teaching of electronics, electricity, industrial construction drafting, accounting and secretarial skills is in an area where jobs are available, and employers will hire trained females.

(vi) Chief-of-Party

AMIDEAST's team leader is Dr. Anthony Fisher, who received a special vote of thanks for his managerial performance from the Director-General of the OFPPT. Dr. Fisher is responsible for making certain that the major pieces of the puzzle fit together properly.

2. Establishment of Job Placement and Follow-up Services

The project design calls for the establishment of job placement and follow-up services for women who successfully complete their training in the pilot classes. The placement system is not to be a separate one from OFPPT's regular efforts to place males into jobs who also successfully complete their training.

Job placement is the crux of this project and although OFPPT does have the basis of a placement system, the system needs strengthening. Three elements make up the system, and they were described as follows:

(a) on-the-job intern training for second year students;
(b) liaison with locally organized employment councils;
(c) individual efforts of teachers to place graduates in jobs.

Each element is important but it appeared that the strengthening of the employment councils gave the best hope for placing graduates in jobs. The evaluation did note, however, that the general economic situation in Morocco, and especially in Casablanca, which is the industrial center of the country, is on a downturn. Unemployment has risen, thus, it will not be easy to place graduates if the economic conditions continue to worsen.

3. Training of Women Professionals

Six women have been selected for U.S. participant training at the graduate level. Two are following training in economics, two in psychology and two in vocational education. They will return to Morocco to work in OFPPT's central staff. The evaluation panel held a special session with 5 of the 6 participants who returned to Morocco to participate in the evaluation.

It is AMIDEAST/Headquarters that provides the guidance and supervises the academic progress of the six women participants. The Project Director, Dr. Samira Harfoush, described the visitations, and gave general briefing on the program areas in which the participants are studying. Each of the 5 participants then gave the panel a description of their view of their training, and how the training would prepare them for their work with OFPPT. Everyone was impressed with the students' commitment to return and work towards integrating women into OFPPT's vocational training system.

4. Summary of Output Issues

Overall the project is moving well towards its objectives, however, there are two main problems which will require the contract team's attention. The first centers on the situation in Fes. Enrollment targets are signfficantly out of line with the projections made in the Project Paper. Only 47 women were enrolled instead of the planned 120. Clearly, the absence of a dormitory for women is a key factor which explains the low enrollment level. Thus, if OFPPT continues to adhere to a policy decision not to construct a new dormitory for women in Fes, it is difficult to see how the enrollment level of 120 can be reached, in spite of the eagerness of the new Director of the Training Center.

Second, the Project Paper projects that over the life of the project 450 will be trained and 450 will be employed, that is a highly unrealistic projection which should be revised.

Finally, now that there will be a graduating class in 1981, more attention has to be given to job placement and follow-up services, in

the sense of implementing the institutional base for this important project element.

F. End-of-Project Status

As indicated earlier, the purpose of this project is to integrate women trainees into the Labor Ministry's industrial and commercial training centers, to provide them with marketable skills, and to assist them in job placement appropriate to their training. This can be measured by assessing the degree to which the end-of-project status is being met and the evaluation showed evidence that women are being integrated into OFPPT's training centers and that their training is marketable because a national survey of business in Morocco verified that there is a need for the skill areas which are being taught.

G. Goal/Subgoal

"To assist Moroccan women to participate in the economic development of their country both as contributors and beneficiaries."

Data on numbers of Moroccan women with remunerative employment in the commercial and industrial sectors are based on population data taken in 1960 and 1971 and published by the U.S. Department of Commerce, Bureau of the Census, July 1980. According to this source, in 1960 2.1% of the total female work force were employed in commerce and 0.3% in transport, storage and communication. In 1971 the percentages were 3.8 and 1.0 respectively. In absolute numbers the increase is shown to be significant. In 1960 6,000 women worked in commerce while in 1971 the figure rose to 20,000. Likewise for transportation, storage and communication the number of Moroccan women employed increased from 1,000 in 1960 to 5,000 in 1971. A new census of population will be taken in 1982, thereby giving the latest data on female employment in Morocco. It is expected that the census will demonstrate that many more Moroccan women are in the commerce and industrial sectors than 10 years ago.

H. Beneficiaries

The direct beneficiaries of this project are the Moroccan women

who will receive vocational skills training in electronics, electricity, industrial and construction drafting, accounting, secretarial studies, and subsequently will be assisted in finding employment. It is anticipated that approximately 300-350 women will be in this category. These women have completed 9-12 years of schooling, but were not able to continue their education in the formal school system. By lateral transfer to the non-formal system of education these direct beneficiaries will have gained a new lease on life.

As the enrollment levels of women increase within the OFPPT vocational training system, women who were once without skills training will be able to secure training and assisted in finding employment. OFPPT estimates that by 1985 20% of its total enrollment, which is estimated might reach 15,000, will be women. Thus, the project will have a direct spin off effect on future enrollees.

Additionally, the project will benefit at least six (6) women who will receive Masters Degrees in the fields of vocational education, psychology and economics. They will return to Morocco to be employed in the central office of the OFPPT. Project plans also call for additional participant training in the U.S.

As a result of recommendations made in this evaluation 9 Moroccan participants (men and women) will receive one year of specialized training in the U.S. Six (6) additional women will undertake 2 year Master's Degree studies in specialized technical fields.

Final four (4) short-term participants will be selected by OFPPT to study in the U.S. for four months. Upon their return they will be expected to return to their administrative post with OFPPT. Thus, participant training both in-country and in the U.S. represents a positive direct impact on the lives of Moroccan women under this project.

I. Unplanned Effects

Just before this project was launched some skeptics anticipated that the training of females side-by-side with males and the employment of women outside the traditional home environment would create severe social tensions between males and females. This expectation was due to the fact that what was being proposed was not within the social norm in Morocco, and therefore the experiment would not work.

The mid-point evaluation proved the skeptics wrong. Males and females are being trained in the same facility and no significant social problems have been noted. Minor problems in the home environment have been noted (one divorce case) but these problems are so insignificant that the project will continue as designed.

The project designers were certain that Moroccan women could be integrated into vocational training centers without suffering social stigma or pressures. Those who challenged the notion were proven wrong and it is from that perspective that the unplanned effects should be viewed.

J. Use of Lessons Learned

Many vocational education projects undertaken in the Third World and financed by AID have failed because the project design focussed solely on training. No effort was given to job placement after training. Fortunately, the Project Industrial and Commercial Job Training for Women avoided this weakness and has incorporated in its design a job placement component. It is no longer viable to leave job placement to chance, or to the energies and connections of the trainees. Such a strategy is doomed to failure. Admittedly, the job placement element of the project needs strengthening but the main point is that both the OFPPT and AMIDEAST recognize its importance.

III. ACTION RECOMMENDATIONS

Despite the late start-up in project activities, due to the reissurance of the Request for Proposal, AMIDEAST has made significant progress towards reaching planned outputs. However, there are three major program matters requiring action, these are:

1. to revise the anticipated employment projections in the Project Paper to a more realistic level. The present projection is based on the

assumption that 100% of the graduates or 450 women will find employment.

2. to keep a close watch on the training center in Fes, where enrollment levels have been below the projected target of 120.

3. to make a more systematic effort at strengthening the OFPPT job placement system.

Prepared by George V. Corinaldi
Human Resources Development Officer

USAID/Morocco
March, 15, 1982

ANNEX I.

OJECT 608-0147. Industrial and Commercial job training for women	Mid-Project Evaluation June 8, 1981
OJET 608-0147. Formation professionnelle des femmes dans l'Industrie et le Commerce	Evaluation du mi-Projet 8 Juin 1981
	CASABLANCA

Project Paper approved by AID/W.	1. Approbation du document de Project par AID/W.
Project agreement and PIO/T signed by GOM.	2. Signature de l'accord de projet et du PIO/T par le G.M.
R.F.P Issued.	3. Etablissement de la demande de proposition.
Annual examination for admission to OFPPT training centers. Special effort made to recruit women for industrial/commercial training for pilot centers at Fes and Ain borja.	4. Examen d'entrée annuel aux centres OFPPT. Efforts déployés pour recruter des femmes qui suivront une formation commerciale/industrielle dans les centres pilotes de Fes et de Ain Borja.
Contractor selected	5. Sélection du titulaire du contrat.
Arrival of contract team leader. Briefed by OFPPT and USAID. Commodities ordered from United States after assessment of requirements by team leader.	6. Arrivée du chef de l'équipe contractante. Mise au courant par l'OFPPT et l'USAID. Commande aux U.S.A. du matériel après évaluation des besoins par le chef d'équipe.
OFPPT selects 150 women trainees for pilot activity in Fes and Aïn Borja: drafting, 45; electricity, 30; electronics, 15; and secretarial, 40; accounting 20.	7. Selection de 150 stagiaires formés par l'OFPPT pour les activités pilotes se déroulant à Fez et à Aïn Borja: dessin industriel, 45; électricité, 30; électronique, 15; secrétariat 40; comptabilité, 20.
Arrival of 3 training experts: electricity/electronics; drafting; secretarial/accounting.	8. Arrivée de 3 experts en formation dans les domaines suivants: electricité/électronique; dessin industriel; secrétariat/comptabilité.
Arrival of Human Resources Economist.	9. Arrivée de l'économiste en ressources humaines.
Arrival of Social Psychologist.	10. Arrivée du psychologue social.
Contract economist begins to establish baseline data on current and potential economic roles of Moroccan women by reviewing existing studies, by consulting with GOM officials in Rabat, and by interviewing employers of the Conseils de Perfectionnement at Fes and Casablanca. Assessment report on employment opportunities for women in Fes and Casablanca will be undertaken over six-month period.	11. L'économiste sous contrat commence à établir les données de base sur les rôles économiques actuels et potentiels des marocains en examinant les études existantes, en consultant les officiels du Gouvernement Marocain à Rabat et en interrogeant les employeurs membres des conseils de perfectionnement de Fez et de Casablanca. Ce rapport d'évaluation sur les possibilités d'emploi pour les femmes à Fez et Casablanca couvrira une période de 6 mois.

Social psychologist arranges orientation sessions for new women trainees at Fes, Aïn Borja, and at the Teacher Training Institutes. Guidance counseling continues throughout the year.

Training begins at the CFQPs at Fes and Aïn Borja.

OFPPT and contractor select six women for training in the United States for Master's level training in human resources economics, social psychology, and vocational education.

Six trainees depart for the United States for five months of intensive full-time English language training prior to academic training.

Social psychologist begins study of attitudes of certain groups towards women training for and succeeding in industrial and commercial jobs in Morocco. Groups to be interviewed will include: women trainees, male trainees, instructors, administrators, parents, employers, and officials.

Economist submits assessment report on employment opportunities for women in Fes and Casablanca to contractor, OFPPT, and USAID.

Team leader submits assessment report on industrial program at pilot centers with recommendations for revision as appropriate.

Participant trainees in United States complete English training and begin academic training.

12. Le psychologue social organisera des séances d'orientation pour les nouvelles stagiaires à Fez et à Aïn Borja et aux écoles normales. L'orientation continue tout au cours de l'année.

13. Début de la formation donnée aux Centres de Formation et de Qualification Professionnelles (CFQP) de Fez et d'Aïn Borja.

14. L'OFPPT et le contractant sélectionnent 6 femmes qui suivent aux U.S.A. les cours du Master d'économie en ressources humaines, de psychologie sociale et de formation professionnelle.

15. Départ des 6 stagiaires pour les U.S.A. qui suivront un cours d'anglais intensif à plein temps avant leur formation universitaire.

16. Le psychologue social commence l'étude des attitudes de certains groupes vis-à-vis de la formation et du succès des femmes dans les emplois industriels et commerciaux au Maroc. Les groupes qui seront interrogés comprendront: les stagiaires femmes, les stagiaires hommes, les instructeurs, les administrateurs, les parents, les employeurs et les officiels.

17. L'économiste soumet son rapport d'évaluation sur les possibilités d'emploi pour les femmes à Fez et à Casablanca au contractant, à l'OFPPT et à l'USAID.

18. Le chef d'équipe soumet le rapport d'évaluation sur le programme industriel aux centres pilotes en recommandant des révisions lorsque cela sera jugé opportun.

19. Les stagiaires finissent aux U.S.A. leur formation en langue anglaise et commencent leurs études universitaires.

. Annual examination for admission to OFPPT training programs: special effort made to recruit women for the pilot centers.

NUAL PROJECT EVALUATION—JULY 1979

. Selection of new women students

. Psychologist submits attitudinal study to contractor, OFPPT, and USAID.

. Contractor team plans for new academic year.

. Second year students return and new women students register for total female enrollment of 120 at Fes and 180 at Aïn Borja.

. Economist travels extensively to familiarize herself with the organization and effectiveness of the Conseils de Perfectionnement at the various CFQPs throughout the country in an effort to sensitize local employers to the normalcy and efficacy of women employment.

. Social psychologist conducts orientation sessions for new women students.

. Economist submits written report on findings and recommendations for more effective use of Conseils de Perfectionnement in pursuit of project purpose.

. Contract team works closely with Directors of CFQPs and employer members of the Conseils de Perfectionnement at Fes and Aïn Borja to plan for job placement, apprenticeship, and follow-up for first group of women graduates.

20. Examen d'entrée annuel pour les stages à l'OFPPT: l'accent est mis sur le recrutement des femmes pour les centres pilotes.

EVALUATION ANNUELLE DU PROJET—JUILLET 1979

21. Sélection des nouvelles étudiantes

22. Le psychologue soumet son étude sur les attitudes à l'entrepreneur, à l'OFPPT et à l'USAID.

23. Projets de l'équipe sous contrat pour la nouvelle année scolaire.

24. Retour des étudiantes de 2ème année et immatriculation des nouvelles étudiantes dont le nombre devra s'élever à 120 à Fez et 180 à Aïn Borja.

25. Voyages fréquents de l'économiste pour se familiariser avec l'organisation et l'efficacité des Conseils de Perfectionnement dans les divers CFQP du pays afin de sensibiliser les employés locaux à l'aspect normal que revêt le travail des femmes et à son efficacité.

26. Le psychologue social dirige des séances d'orientation pour les nouvelles étudiantes.

27. L'économiste soumet par écrit des rapports sur les conclusions et les recommandations en vue d'utiliser plus efficacement les Conseils de Perfectionnement pour atteindre le but du projet.

28. L'équipe sous contrat oeuvre de près avec les Directeurs des CFQP et les employeurs membres des Conseils de Perfectionnement à Fez et à Aïn Borja afin de planifier le placement, l'apprentissage et le suivi par la suite de la première promotion qui sortira diplomée.

. On-the-job training for second year students of drafting and electricity, etc., on trial basis for four weeks with cooperating employers. Supervision by staff.

. Annuel examination for admission of new trainees.

-PROJECT EVALUATION--JULY 1980

. Graduation of first class of women students. 60 from Fes and 90 from Aïn Borja receive job placement and counseling services from contract team and OFPPT staff.

. Close follow-up of new women workers at place of employment by contract team for next several months.

. Selection of new women students announced by OFPPT.

. Third year of pilot program opens with female enrollments of 180 at Aïn Borja and 120 at Fes.

. Social psychologist conducts orientation sessions for new women students at Fes and Aïn Borja.

. Contractor submits comprehensive follow-up study of first group of women workers in the pilot program to OFPPT and USAID.

. OFPPT and contractor plan for replication of pilot program for women at CFQPs at Meknes, Tangier, Rabat, and Kenitra by October 1981.

. Contractor team works closely with Directors of CFQPs at Fes and Aïn Borja to plan for job

29. Formation sur le tas pour les élèves de 2ème année en dessin industriel, en électricité, etc., à l'essai pendant 4 semaines chez les employeurs ayant accepté de coopérer. Supervision par le personnel dirigeant.

30. Examen d'entrée annuel des nouveaux stagiaires.

EVALUATION AU MILIEU DE PROJET--JUILLET 1980

31. Remise des diplômes à la première promotion des étudiantes. 60 diplômées de Fez et 90 d'Aïn Borja ont obtenu un emploi et des conseils de l'équipe contractante et du personnel de l'OFPPT.

32. Contrôle suivi des nouvelles ouvrières/employées sur leurs lieux de travail par l'équipe sous contrat pendant les quelques mois suivants.

33. Sélection des nouvelles étudiants annoncée par l'OFPPT.

34. 3ème année du programme pilote s'ouvre avec l'inscription de 180 femmes à Aïn Borja et de 120 à Fez.

35. Le psychologue social dirige des séances d'orientation pour les nouvelles étudiantes à Fez et à Aïn Borja.

36. Le titulaire du contrat soumet une étude exhaustive sur le travail effectué, après sa sortie, de la première promotion pilote à l'OFPPT et à l'USAID.

37. L'OFPPT et le contractant auront dressé des plans pour recommencer le programme pilote s'adressant aux élèves femmes des CFQPs à Meknes, Tanger, Rabat et Kénitra avant le 31 Octobre 1981.

38. L'équipe sous contrat oeuvre étroitement avec les directeurs des CFQps de Fez et d'Aïn Borja pour

ANNEX II

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

LIFE OF PROJECT $3,089,000
FROM FY 78 TO FY 82
TOTAL U.S. FUNDING
DATE PREPARED April 14, 1978

PROJECT TITLE & NUMBER Industrial and Commerical Job Training for Women, 608-0147

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes: ssist Moroccan women to participate in the nomic development of their country both as tributors and beneficiaries.	Measures of Goal Achievement: 1. Increased number of women with remunerative employment in commercial and industrial sectors. 2. Decrease in unemployment rates among active women. 3. Increased number of women seeking training and employment in industry and commerce. 4. Increased job opportunities for women.	1. Labor Ministry reports 2. Planning Ministry reports 3. Reports of OFPPT 4. Contractor's reports 5. USAID's reports 6. Other donors' reports	Assumptions for achieving goal targets: 1. GOM has committed itself to improve level and quality of life of neglected elements in society. 2. Recognition by GOM that job training and employment generation for the less educated requires special intervention. 3. GOM appreciates positive role that women can play in development. 4. Cultural constraints to female employment in industry waining.
Project Purpose: ntegrate women trainees into the Labor stry's industrial and commercial training ers. to prepare them with marketable skills to assist them in job placement appropriate heir training.	Conditions that will indicate purpose has been achieved. End of project status. 1. Two centers at Fes and Ain Borja integrated with women trainees. 2. Plans completed for replication of integration in four other centers: Meknes, Tangiers, Kehitra, and Rabat. 3. Job development and placement service for women functioning. 4. Increasing number of women students completing training and entering labor market.	1. GOM reports 2. Contractor's reports 3. USAID reports 4. Observations and analysis by the Evaluation Committee	Assumptions for achieving purpose: 1. that OFPPT will continue to expand. 2. that OFPPT will gradually integrate other centers after pilot models. 3. that training provided is appropriate for available jobs. 4. that sufficient numbers of Moroccan women are interested in such training and employment. 5. that Moroccan employers are willing to hire women workers.
Outputs: Two pilot centers successfully training in industrial and commercial skills. Job placement and follow-up service for operational. omen professionals included on central visory staff of OFPPT.	Magnitude of Outputs: 1. 1450 women graduated. 2. 450 women placed in appropriate jobs; 2 Moroccan women economists trained for job placement service. 3. 2 Moroccan women with MS in vocational education; 2 Moroccan women with MS in psychology.	1. Reports of Centers at Fes and Ain Borja 2. Reports of contractors 3. Interviews of women trainees and graduates 5. Interview of employers 6. Evaluation of training effectiveness 7. Evaluation of job placement service.	Assumptions for achieving outputs: 1. that trainees will utilize the skills learned in gainful employment. 2. that employers will cooperate with centers and job development unit. 3. that women will in fact accept occupational roles as drafters, electricians, etc. 4. that male faculty and male trainees will cooperate with integration plan. 5. that U.S. training will be appropriate and successful.
Inputs: AID echnical services: .S. administration and contract overhead educator/manager 42 pm economist 42 pm social psychologist 42 pm training experts 126 pm raining: academic training 216 pm modities GOM ersonnel 1,708 pm erating Costs ternational Travel	Implementation Target (Type and Quantity) AID 1. 2,200 2. 288 3. 380 Inflation 147 Contingency 74 3,089 GOM 1. 924 2. 1,000 3. 12 1,936		Assumptions for providing inputs: 1. that U.S. can identify contractor with necessary technical and linguistic proficiency. 2. that qualified candidates for training can be recruited. 3. that GOM will encourage integration of women as trainees and workers.

ANNEX .III

PARTICIPANTS

OFFICE DE LA FORMATION PROFESSIONNELLE ET DE LA PROMOTION DU TRAVAIL (OFPPT)

- Mr. Abderrahmane El Fassi-Fihri, Director
- Mr. Mohamed El Ghali, Service de Psychologie Appliquée
- Mr. Mohamed Foulani, Directeur du CQFP de Hay El Mohammedi
- Mr. Ahmed El Houari, Directeur du CQFP de Maarif
- Mr. Brahim Bouraoui, Directeur de l'Institut National de Formation des Cadres Techniques
- Mr. Ben Amar Seghrouchni, Directeur de l'Institut des Métiers du Bâtiment.

AMIDEAST

- Ms. Dorothy LaGuardia, Vice-President
- Dr. Samira Harfoush, Project Director
- Dr. Anthony Fisher, Team Leader
- Mr. Carlos Gomez, Human Resources Economist
- Dr. Judith Graeff, Social Psychologist
- Mr. Noel Callahan, Expert in Drafting
- Mr. Ray Banville, Expert in Business Education
- Mr. Feroze Coowar, Expert in Electricity & Electronics
- Ms. Sue Buret, Director, AMIDEAST/Morocco

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- Mr. Harry J. Petrequin, Acting Director
- Mr. George V. Corinaldi, Human Resources Development Officer
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- Dr. Mona Hammam, Social Science Expert, NE/TECH