

PROJECT EVALUATION SUMMARY (PES) - PART I

Report Form 10-74

PROJECT TITLE PD-AAL-556	2. PROJECT NUMBER 608-0157	3. MISSION AID/W OFFICE USAID/Morocco
SOCIAL SERVICES TRAINING: Mid-Point Evaluation: Peace Corps Element July 1980	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) 1	
<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION		

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Equivalent FY 81	B. Final Obligation Expected FY 81	C. Final Input Delivery FY 83	A. Total \$ 7,265,000	B. U.S. \$ 4,045,000	From (month/yr.) 9/80	To (month/yr.) 4/82
					Date of Evaluation Review 4/82	

B. 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., program, SPAR, PID, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
a. Placement of 19 Moroccan teachers in training centers before departure of Peace Corps Volunteers in June 1982.	Ministry of Handicrafts and Social Affairs	June, 1982
b. Detailed inventory carried out.	Peace Corps and MAAS	June, 1982
c. Establish interior regulations for vocational skills training system.	MAAS	October, 1982
d. Establishment of a job placement system within MAAS.	MAAS/USAID	December, 1982

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PID/T	_____
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PID/C	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PID/P	_____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A. Continue Project Without Change

B. Change Project Design and/or Change Implementation Plan

C. Discontinue Project

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

George V. Corinaldi, USAID Human Resources Development Office
 Baudouin De Marcken, Peace Corps Director
 Omar El Oudghiri, Director of Entraide Nationale, MAAS

12. Mission/AID/W Office Director Approval

Signature: *[Signature]*
 Typed Name: **Harold S. Fleming**
 Date: **JUNE 17, 1982**

1. Project Title : Social Services Training
2. Project Number : 608-0157
3. Evaluation Number : 1
4. Mission/AID/W Office : USAID/Morocco
5. Estimated Project Funding: (A) Total\$ 7,265,000
(E) U.S.\$ 4,045,000
6. Period Covered by Evaluation: September 1980
April 1982
7. Date of Evaluation April 1982
8. Recommendations/Actions
 - a. Peace Corps Element of Project should be continued, as scheduled.
 - b. 27 Peace Corps teachers should depart from Morocco in June 1982, as scheduled.
 - c. Ministry of Handicrafts and Social Affairs should make every effort to:
 - (i) place 19 teachers in vocational education workshops before Peace Corps teachers depart from Morocco in June 1982;
 - (ii) establish interior regulations for the CFP system;
 - (iii) undertake planned cost sharing responsibilities with the Peace Corps;
 - (iv) establish a job placement system within MAAS.

MID-POINT EVALUATION OF
PEACE CORPS ELEMENT WITHIN

SOCIAL SERVICES TRAINING PROJECT

608-0157

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I. BACKGROUND

A. The problem

The Ministry of Handicrafts and Social Affairs (MAAS) is charged with the responsibility to help the poor in Morocco achieve greater social and economic self-sufficiency. It is a relatively new mandate for a relatively young Ministry, and the challenge forced MAAS to take stock of its own institutional capabilities to carry out the mandate. The review indicated there are serious high and middle level manpower constraints which would reduce the Ministry's effectiveness in carrying forth the new challenge. Therefore the need for additionally trained manpower within MAAS became the focal point for any request the GOM might make to outside donors to help the Ministry.

Accordingly, MAAS has entered into several technical assistance projects with other donors (UNICEF, Japan, C.R.S.) much of which centered on the training of mid-level staff to handle the technical job of administering programs for the poor.

The key problem however, which still confronted the Ministry was how to create an integrated hierarchy of social action workers who would provide a range of skill training opportunities for low income Moroccan youth and increase their employability.

In short, what was needed was a strategy which would train individuals to a new level of competency so that they, in turn, would be better prepared to train low-income Moroccans to be employable.

B. Project Design

In April 1979 the preliminary project design was developed; it was revised in January 1980, and project authorization at \$3,545,000 was approved in June 1980. The Grant Agreement with the Ministry of Handicrafts and Social

Affairs was signed in July 1980.

The project was designed to accomplish three major objectives:

1. to improve the administrative and management capability of MAAS by offering long-term and short-term training at a newly created National Institute for Social Action located in Tangier. Long-term (2 years) post secondary training would provide the Ministry with a cadre of field and administrative specialists in social work. Short-term (1-2 months) training would be for mid-level in-service Ministry personnel;
2. to up-grade and extend managerial/evaluative skills training capabilities for MAAS instructors who teach in existing training centers operated by the Ministry throughout Morocco, and
3. to establish 5 pilot skill training centers largely for poor teenage girls in non-traditional vocational skills.

These training activities would be carried out through a host country contractual arrangement with a U.S. consulting firm for a period of 42 months.

Before the project was under way a major change was made to the design when Peace Corps was invited to participate with USAID in carrying out the program. Peace Corps was asked to assist MAAS in expanding its vocational skills training program for boys in 13 vocational training centers. Thus, a fourth major objective was added to the project. As a result of the change USAID was expected to add \$500,000 to the original Grant Agreement; Peace Corps was expected to provide 70 volunteers over the 36 months life-of-project of this component at a total cost of \$1,000,000, and MAAS would contribute an additional \$833,000 to meet salary, operational and materials costs of the 13

centers.

This action increased the project's authorized amount by \$500,000 from \$3,545,000 to \$4,045,000, and amendment No. 1 to the Grant Agreement was signed on March 27, 1981.

C. Project Description

Peace Corps has field 52 volunteers (not 70) to teach mechanics, wood working, welding and electricity primarily to underprivileged boys in 13 vocational education centers located throughout Morocco. Four other volunteers take care of the administrative requirements of the program, and they are stationed in Rabat.

Peace Corps recruited and provided in-service training to American volunteers who, for the most part, are generalists having limited experience in the vocational skills area they are expected to teach. Consequently, each volunteer was given intensive specialized training in one of the four technical skills areas. In addition they received training in reading, writing and speaking social and technical Arabic and in pedagogy. Pedagogy training included two weeks practice teaching with Moroccan students in Marrakech. The Volunteers are assigned by MAAS to 13 vocational education centers encompassing a total number of 40 workshops. To date, there are a total number of 52 Volunteers in the field. The first group of 27 came to Morocco in September 1980 and will leave on June 30, 1982. The second group of 25 arrived in September of 1981 and will depart on June 30, 1983.

Project plans called for the Volunteers to have, during their second year of service, a Moroccan counterpart in the workshops. Peace Corps Volunteers are expected to: (1) design and construct shop items such as blackboards, tool cabinets, workbenches, equipment stands and teaching aids; (2) develop, in

collaboration with MAAS, curriculum for their subjects; (3) maintain an inventory list of the tools and equipment supplied through USAID and MAAS financing; (4) deliver classroom instruction in Moroccan Arabic language; (5) design and administer MAAS approved final examinations; and (6) work cooperatively under the direct supervision of MAAS personnel responsible for the management of the CFPs.

Thus, each Volunteer would be required to set-up and teach a basic vocational education course in woodworking, small engine mechanics, electricity or welding at the semi-skilled level of competency. Training was originally envisaged for one year, and it was to be for boys and girls. At the completion of the training the graduates would have a level of competency which would enhance their chances of finding employment and elevating their socio-economic status.

Peace Corps Volunteers and staff are responsible for identification of equipment and material needs and submitting purchase requests to USAID. USAID reviews and approves these requests and then issues purchase orders for items purchased both locally and in the United States. Peace Corps personnel are responsible for the distribution of these items to the appropriate centers.

MAAS's responsibilities are as follows: (1) make final selection of all program CFP sites; (2) prepare the CFP facilities with administrative offices, water, toilet facilities and adequate electricity for all workshop spaces; (3) pay salaries of MAAS administrative staff assigned to each CFP; (4) assign and supervise activities of PC Volunteer trainers assigned to CFPs; (5) provide and pay salaries of counterpart teachers to work with Volunteers during second year of Peace Corps service at the CFPs; (6) take possession and aid in inventory control of all tools and materials purchased for CFPs; and (7) take increasing responsibility for the purchase of tools and materials used at the CFPs.

USAID's role is primarily to provide funds and purchase all tools materials and equipment for the project. USAID is also responsible for monitoring program progress.

D. Project Evaluation

The primary purpose of this evaluation is to review the key performance indicators taken from the USAID Project Paper and, with these in mind, evaluate the progress to date towards achieving the major project objectives. MAAS, USAID and Peace Corps input activities were^{to} be critiqued to assess individual and combined impact on the project. Problems were raised and recommendations made concerning how the project can be maintained and improved.

II. PROJECT EVALUATION SUMMARY (PES)

The Peace Corps component of project Social Services Training (608-0157) is sub-divided into two phases. Each phase was carefully reviewed during the evaluation identifying major issues and suggesting remedial action for each issue discussed.

Peace Corps has fielded a total of 52 volunteer vocational education teachers in Morocco between October 1980 and October 1981. These volunteers teach in 40 classroom/workshops in such areas as welding, carpentry, electricity, and general mechanics. Additionally, Peace Corps purchased tools and equipment and installed them in each of the 40 classrooms/workshops. These materials were funded by a U.S. dollar grant to Peace Corps which totalled \$500,000.

A number of problems presented occurred during the early implementation period, which in some ways affected the quality of the program. These were: poor quality of locally purchased tools and equipment; delays in releasing commodities from customs; absence of Moroccan teachers to replace 27 departing Peace Corps

volunteers; absence of a record keeping system satisfactory to MAAS?

Despite the problems it was concluded that Peace Corps has carried out its objectives and that this component of the Social Services Training project should continue until its planned termination date, June 1983.

III. EVALUATION METHODOLOGY

The mid-point evaluation was held in the Peace Corps' offices in Rabat, Morocco, on April 13, 1982.

The evaluation was organized by:

- . Mr. Howie Opper, Mr. Chip Pandall, Peace Corps;
- . Mr. Nourredine Hajibi, Ministry of Handicrafts and Social Affairs; and
- . Mr. Abdellatif Benabdesselam, USAID.

Basic data for the evaluation was collected through a series of site visits to the 13 centers (made mostly by the Peace Corps' program directors); reviewing the USAID Project Paper; reading Peace Corps' reports, and by talking with the Volunteers during their periodic general meetings.

The key performance indicators were taken directly from the USAID Project Paper as follows:

PHASE ONE - OCTOBER 1980/DECEMBER 1980

- 1/ Selection and training of Peace Corps Volunteers
- 2/ Purchase of tools and equipment
- 3/ Reviewing and distributing the equipment
- 4/ Establishing the curricula

PHASE TWO - JANUARY 1981/DECEMBER 1982

- 1/ 13 new and/or expanded CFP's in operation
- 2/ Reviewing and refining the curricula
- 3/ PCV's assigned to CFP's working with training apprentices
- 4/ Identification of Moroccan future trainers
- 5/ Establishing a record keeping system and in operation
- 6/ Complete list of apprentices in training.

Once these indicators were identified pre-evaluation sessions were held with USAID, Peace Corps and MAAS to review the major issues which were affecting the project's progress. Thus, there was concensus on what the major issues were before the evaluation session took place.

The final problem was to decide who should conduct the evaluation. It was jointly agreed that USAID should take that responsibility, and accordingly, the evaluation sessions were conducted by USAID's Human Resources Officer.

IV. DISCUSSION AND MAJOR ISSUES

A. Phase One - October 1980/December 1980

1. Selection and Training of Peace Corps Volunteers

Mr. Howie Opper, Peace Corps, reviewed the progress made on this element. He noted that candidates were selected as generalists and not as skilled tradesmen or experienced vocational education teachers. Candidates were subsequently given ten weeks of intensive training at the University of Eastern Michigan in four areas: (a) technical studies; (b) social and technical Arabic with some technical French terms; (c) cross cultural instruction, and (d) pedagogy. While in Morocco, the Volunteers were given an additional six weeks of training which included the four topics noted above plus two weeks of practice teaching with Moroccan students in Marrakech.

This program of training applied to the first group of Volunteers who came to Morocco. A total of 27 of them were selected, trained, and assigned to their posts by October 17, 1980.

Issues:

After the Volunteers had been teaching at the CPPs for a few months, MAAS and Peace Corps jointly agreed to expand the Electrical and Small Engine Mechanic curricula. The Volunteers, not being skilled tradesmen lacked the depth of

experience to adequately teach these new curriculum elements. It was also noted that the Volunteers technical Arabic was weak. Reports from various MAAS officials indicated that the small engine course of instruction should be changed to auto mechanics. This type of instruction would provide CFP students with skills in greater demand in the prevailing job market. Peace Corps had originally obtained permission from MAAS to limit the mechanic instruction to small engines for two reasons: (1) the general principals of small engines are the same as for automobile engines and general tool use and shop practices are quite similar and (2) the limited time for Volunteer training presented doubts as to whether generalists could adequately absorb the large amount of material associated with automechanics. It was also noted that a velo motor, although simpler, is based on the same general principles as an automobile engine.

Arabic instruction has improved and Peace Corps now has a technical book prepared for dealing with technical terms.

Remedial Action

The first group of Volunteers was given additional technical training enabling them to teach the modified curricula. Volunteers were provided funds to employ tutors to strengthen their technical language and a manual on technical and social Arabic was prepared by personnel on Personal Services contracts with Peace Corps in cooperation with Vocational Educational instructors in the employment of MAAS.

To avoid similar problems, the second group of Volunteers was required to have more extensive skill backgrounds and the entire language training was modified and improved.

Basic automechanic instruction has been included in all the mechanic shops with the exception of Amiziz which does not have adequate facilities to teach this subject.

2. Purchase of Tools and Equipment

Mr. Mario Iachella, formerly of Peace Corps, opened the discussion because it was he who was initially responsible for purchasing and distributing the USAID-financed tools and equipment to the vocational education centers.

Mr. Iachella noted that there was precious little time available to Peace Corps between July-October 1980 to field its first wave of Volunteers, and also have the expected eight centers equipped with tools for the beginning of the 1980/81 school year. (Peace Corps had to follow AID purchasing regulations which required that purchases be made in the United States or in Morocco.)

Issue:

USAID regulations require that purchases be made on the basis of bids, and because of the limited availabilities in Morocco, the bidding system did not always work. Consequently, purchases had to be made on what was available in a seller's market.

However, while local purchases were made U.S.A.I.D. also placed orders, through USAID, for U.S.-manufactured tools and power equipment. As these slowly began to arrive Peace Corps had problems with Moroccan customs regulations. The release of goods from the customs is long and cumbersome, for example, all documents must be in French, so that the American documents had first to be translated into French before the custom officials would even begin to process them. Also, all commodities were consigned to Entraide Nationale, and, accordingly, it was Entraide that had the responsibility to obtain custom duties exemption. Although Entraide does have within it a "Service de Transit" it needs strengthening.

Despite these cliff hanging problems, it was noted that the majority of equipment and materials needs of the 13 vocational education centers have been met.

However, site visits did demonstrate that in a large majority of cases each classroom/workshop had an oversupply of screwdrivers, saws, and other equipment. Final delivery of power equipment purchased in the United States is expected to arrive in Casablanca in late April 1982.

Recommendations:

As vocational education programs require large amounts of equipment to operate them, and as vocational education programs need large amounts of start-up equipment, it was recommended that these programs should not be given the green light to start until an acceptable minimum amount of equipment is available at the classroom/workshop before teachers arrive.

Secondly, MAAS should make every effort to be more effective in working with the Moroccan customs, so as to speed up the process of clearing commodities from the port of entry, namely Casablanca.

3. Reviewing and Distributing of the Equipment

Once the tools were purchased, mostly in Casablanca, they had to be distributed to the Volunteers throughout Morocco. To accomplish this USAID provided Peace Corps with a waiver to purchase a small Peugeot carry-all, and Chip Randall and Mario Iachella of Peace Corps/Rabat staff made the initial purchases and deliveries. Subsequently, these responsibilities were turned over to Messrs. Howie Opper, Eric Inman and Tom O'Longhin.

Issue:

The key initial problem focussed on the fact that it was often difficult to locate a Moroccan official either the Director of the Center, or the Délégué who would sign that the tools had been delivered. The tools were in the name of 'MAAS' Entraide Nationale, indicating that they belonged to the Moroccan Government. But it was difficult to find MAAS field personnel who would agree to be held accountable for equipment which is kept in shops locked with keys held only by Volunteers. The inventory list was usually signed for by a Volunteer and although there is an inventory, it is the Ministry view that the system used by Peace Corps does not correspond with its needs/ The sessions highlighted the fact that in some centers there were no directors appointed who could legitimately sign for the tools and equipment. This was noted as a real problem.

Recommended Action:

Entraide Nationale and Peace Corps have agreed to make a detailed inventory, following Entraide's inventory system. This action is scheduled to be completed no later than May 31, 1982, because the first wave of Volunteers are scheduled to leave Morocco in June, 1982. Both groups take the view that the next inventory should not be difficult to carry out because the data are available, it's just a matter of structuring the inventory to Entraide's outline. The new inventory will be signed by the proper Moroccan authorities and copies will be made available to Peace Corps and USAID.

It was also noted that every center should have an appointed Director to manage the school's affairs. Finally it was agreed that the USAID emblem would be placed on all equipment when the final inventory was taken.

Issue:

The Peugeot carry-all is still being used by Peace Corps to transfer tools and equipment, and the registration of the vehicle is in USAID's name. MNAS would like to have the vehicle at this time.

Recommended Action:

The parties agreed that once final purchases and deliveries are made, which should be prior to June 1983, the vehicle will be transferred to MNAS, but MNAS will assist in the transfer of PAF plates.

Issue:

MNAS has not always met its responsibility to supply the centers with expendable supplies such as wood, butagas, piping, etc. due to its tight budgeting constraints. This has caused real problems for the teaching Volunteers.

Consequently, Peace Corps and USAID have been forced to expend project funds

earmarked for other purposes to meet the costs otherwise there would be no teaching to conduct. Of the 40 classroom/workshops now in operation Peace Corps meets the cost of expendable supplies, in order to relieve the Ministry's budget crunch.

Recommended Action:

Despite the Ministry's budgetary difficulties, Peace Corps and USAID do not plan to expend additional project funds to accommodate Ministry shortages during the 1982/83 school year. The Ministry is aware of this and has indicated that it is prepared to meet its financial obligations.

4. Establishing of the Curricula

A great deal of discussion centered on the development of a suitable curriculum in basic skills training. The discussion touched on the historical development as well as the present structure of the curriculum. It was noted that Entraide Nationale proposed the areas of study, which originally were: auto mechanics, plumbing, welding, woodworking and electricity, and these areas were determined by the needs expressed by the local authorities. Peace Corps reviewed the fields of study and recommended that auto mechanics be changed to velo mechanics, and plumbing be removed. Thus, the curriculum was based not just on employment needs, and the needs of the students, it was also based on the technical competencies of the Volunteers. Entraide Nationale reviewed the initial curriculum and approved it. Subsequent changes have been made to the curriculum to strengthen it; one change was made in March 1981, and a second change was made in March 1982. These changes include expanding the mechanic course of instruction to include fundamentals of welding and basic instruction in

auto-mechanics, woodworking and masonry instruction was added to the electrical course of instruction to provide students with additional skills to enhance their employment opportunities.

The value of the teaching program will be tested when students complete their training and try to find jobs. The first graduating class will be on the job market after June 1982; and MAAS should make every effort to help the trainees to find employment and to devise a follow-up system on the graduates. This notion was further underscored when the representative from Entraide Nationale, Mr. Nourredine Hajibi stated that Entraide considers the vocational education program as complementary to training offered in the formal system of education. The training being offered at the centers is not a welfare program, but an attempt to help drop-outs make their way in life.

To strengthen the curriculum and the teaching of it, it was suggested by Mr. Hajibi that a full-time teacher trainer be assigned to Entraide/^{Nationale} Entraide has discussed the matter internally, and wanted to know if the U.S. could make available such an individual. Although this is a good idea, it was stated that U.S. assistance is limited to the scope presently outlined in the Project Paper

Issue:

The basic issue from the above discussion was the fact that to date, MAAS has not supplied Moroccan vocational education teachers to work side by side with the Volunteers. This is a critical issue because the first wave of Volunteers who arrived in Morocco in 1980 will depart in June 1982. Peace Corps plans call for 27 teachers in 19 classroom/workshops to leave Morocco at that time, and their Moroccan replacements should have been

available in March 1982. There are no Moroccan replacements for the 19 classroom/workshops, and if MAAS does not supply them these classes will be closed, thereby affecting approximately 400 students.

Recommended Action:

Peace Corps will not extend its first wave of 27 teaching Volunteers beyond June 30, 1982. The second wave of 25 will remain in their teaching positions until their planned departure, scheduled for June 30, 1983.

B. Phase Two - January 1981/December 1982

1. 13 New and/or Expanded CTPs in Operation

A list of the thirteen (13) new vocational training centers was established at the beginning of the program and the criteria used for establishing them were based on the interests of Entraide's field representatives (the Délégué), the Caïds, Super Caïds, Governors, and the availability of students. Further details are available in Annex 3 of the Project Paper. An examination of Annex 3 clearly indicates that it was through interviews with local authorities that MAAS made the decision to locate a training facility in a specific location, and not through market survey analysis.

It was originally projected that 2,000 students would receive training under the three year program. During the first year of the program Peace Corps recognized that it was not feasible to develop a one year program for students with such low levels of academic preparedness, thus, a recommendation was made to design a program of two year duration, and accordingly, reduce the number trained to 1,000. The recommendation was accepted by MAAS.

Mr. Opper reviewed the activities, problems, accomplishments in each center. His review highlighted the fact that an excellent job had been done in monitoring the centers, in order to determine whether continued operation of the centers was in the best interest of the program. During the second year, MAAS closed two centers and equipment and Volunteers, originally placed in respectively Ben Guérir and Tanoute, were relocated to Casablanca and Larache. Some doubts were raised about the desirability of opening a new center in such a large urban center, as Casablanca, but due to the fact that local authorities were in favor of having a new center, and because of the urgency of time Peace Corps, and MAAS made the decision to open the facility there. From all accounts it is working well. The center in Khemisset is not operating smoothly and from all accounts Peace Corps is not certain whether or not the center will remain open.

In describing what was accomplished -i.e. establishing 13 operating vocational training centers for boys in 40 classrooms/workshops, Mr. Opper outlined the problems Peace Corps Volunteers faced and overcame, in order to get their shops into workable condition". This often meant Volunteers had to put in 10-12 hours a day in their shops in order to install electrical lines; put in electrical fixtures; put in partitions; build cabinets for tools; build work benches; find and purchase wiring, pipes; and then deal with shortages or lack of water and/or electrical power. These issues are constantly with the Volunteers, not to mention curriculum development and actual teaching responsibilities assumed by each Volunteer.

Issue:

Now that the 13 vocational training centers are established and are operational there needs to be coordination between the staff and local authorities concerning who is responsible for the maintenance of the centers.

Coordination is a critical administrative issue which Entraide must examine and resolve.

Additionally it was noted that there are no interior regulations governing how the centers should be operated and administered, which has resulted in confusion and frustration for the Volunteers.

Recommendations:

A set of interior regulations, prepared at the outset of the program, which would guide the overall operation of the program should be developed as soon as possible.

Regular scheduled meetings between Peace Corps, USAID and MAAS, should be held to iron out administrative matters.

2. Reviewing and Refining the Curricula

It was noted under Phase One, that Peace Corps submitted a curriculum revision in March, 1982, in order to strengthen the initial one. Curriculum revision is a normal process and Peace Corps is meeting this requirement, thus, there are no issues or recommendations to be discussed or made.

3. Peace Corps Volunteers Assigned to CTPs Working with Training Apprentices

52 Volunteers have been assigned to work in 50 classrooms/workshops in 13 vocational training centers located throughout Manobo. Approximately 800 apprentices are receiving training, thus, a major task has been achieved.

The issues and recommendations are the same as under Section (a) of Phase Two.

4. Identification of Moroccan Future Trainers

Issue:

The absence of at least 19 Moroccan trainers, who were scheduled to join the program in March, 1982, represented the crucial issue for discussion during the evaluation. It was noted that without the Moroccan staff, there is a strong likelihood that the program begun by the first wave of 27 Peace Corps Volunteers will be in jeopardy. Not only might classes not be taught, but equipment will go unused, and the Moroccan teachers will have had no training on how to use the power machinery to be used in the shops. Absence of training in how to use the power equipment could endanger both the students and the future teachers.

Entraide Nationale has requested the Ministry of Finance, on a priority basis, to provide funds to meet this obligation but funds still have not been forthcoming. Clearly, there is a budgetary problem, and it appears that Moroccan teachers will not be in the training centers in time to work with the 27 Volunteers who will be leaving Morocco in June, 1982.

Recommended Action:

On the U.S. side, Peace Corps is not able to extend the services of the 27 Volunteers who are scheduled to depart in June, 1982, if requested by MAAS to do so. The matter should be brought directly to the attention of the Minister.

5. System of Record Keeping Established and In Operation

This objective was concerned with maintaining an information file on (a) availability of employment opportunities in each site or region; (b) MAAS and Peace Corps liaisoning with local community

employers and authorities as another attempt to obtain a handle on the employment possibilities.

Issue:

It was noted that trying to determine what employment opportunities exist in a community is difficult and no hard data on this aspect of the project has been generated. Some Volunteers have approached local business people to determine if they were interested in employing graduates of the training program but the results have not proven effective. Clearly, the matter of job placement is not a Peace Corps responsibility but rather a matter for MAAS to address. There must be an institutional capability within the Ministry to handle job placement issues.

Mr. Hajibi of Entraide Nationale, clearly indicated that there exists a job placement system within Entraide, which is composed of several key elements, namely: Chambre de Commerce, Vocational Training Center instructors, the Association of Former Students, a Council for each training center, and the central administration. It was agreed, however, that the system needs strengthening if the training was to really be considered viable.

Recommended Action:

MAAS, Peace Corps and USAID should meet in order to discuss how best to strengthen the job placement system within MAAS.

6. Number of Students to be Trained

Originally 2,000 students were to be trained in one year, but after a few months of training Peace Corps, in March, 1981, realized this objective needed to be revised. A revised projection of 1,000 students for two years was developed, and accepted by MAAS. At the time

of the evaluation, April 13, 1982, there were a total of 864 students enrolled. This figure did not include the classes in Larache which is to open in September, 1982.

The following list provides data on the students population in the various skill areas within the 13 training centers.

No recommended action.

SP	SKILL AREA	No. of Students	SKILL AREA	Total No. Students
Stouan	Woodworking	26	Woodworking	227
	Welding	24		
	Mechanics	20		
	Electricity	20		
afi	Welding	63	Electricity	196
	Electricity	30		
Zemour	Welding	25		
	Woodworking	27		
arrakech Oys	Woodworking	27		
	Welding	25		
	Electricity	36		
arrakech Arls	Welding	14		
	Woodworking	20		
Kelaa	Woodworking	22		
	Welding	31		
	Mechanics	22		
at Ourir	Mechanics	20		
	Welding	17		
	Electricity	22		
nizmiz	Mechanics	16		
	Electricity	19		
aouen	Woodworking	20		
	Welding	16		
	Electricity	20		
arache	Woodworking		*note: This CFT is not expected to begin classes until Sept of 1982.	
	Welding			
	Electricity			
asablanca	Woodworking	25		
	Welding	24		
	Mechanics	21		
	Electricity	25		
enisset	Woodworking	20		
	Welding	13		
	Mechanics	26		
	Electricity	24		
ni--Tanoute	Woodworking	20		
	Welding	22		
	Mechanics	22		
ichsous	Welding	20		
	Woodworking	20		

3 CFTs 40 Shops 864
 Students trained or receiving training as of March, 1982

V. BENEFICIARIES

During a field visit to the training sites in the Marrakech area, a sample survey of 120 beneficiaries was taken to gain insight into some of the socio-economic characteristics of the students who are studying in the vocational training centers. An analysis of the data indicates approximately 71% of the students come from families earning \$100 per annum or less; 40% of the students come from families with an annual income of \$50 or less. The average annual per capita income in Morocco is \$400, thus, by comparison, the students under this project come from families who are significantly below the poverty line.

The survey also sought to obtain answers to questions pertaining to the employment status of their parents, both father and mother. It was noted that whereas 73% reported that their father was employed, 59% of them are unskilled laborers. 96% of the mothers do not work outside of the household.

The question on work preference indicates that 80% of the beneficiaries prefer to work not where they are being trained, but in the large urban centers such as Casablanca, Rabat, Marrakech, and Agadir; only one student showed a desire to work outside of Morocco.

VI. COST

In trying to estimate the cost per beneficiary, it was clear that all of the elements were not yet available for making a cost analysis. For example, there were no data on salaries of the Moroccan instructors because the Moroccan instructors have not yet been assigned to replace the 27 departing Peace Corps Volunteers. Also, there are no MAAS budgetary figures for meeting the operational costs of the centers, so that the only quantifiable cost figures available are only those from Peace Corps and USAID.

Peace Corps has begun to collect data on cost of equipment and expendable materials by training center, and by classroom/workshop. Those data should be complete by June, 1983, so that at that time a cost analysis by beneficiary can be carried.

VII. UNPLANNED EFFECTS

In the Marrakech center 24 female students are now in training in wood-making and welding which was not part of the original plan of the project component. This was to be a program solely for males, thus, the recruitment of females for vocational training is an important change in project plans. The decision to recruit the women was made by the local Entraide Délégué, about a year ago, and they are being taught by three Peace Corps Volunteers. Their presence causes a special employment problem because the Volunteers have already noted the difficulties experienced in trying to find employment for the males. Accordingly, the Volunteer teachers in Marrakech are attempting to find a solution by organizing the women trainees into a cooperative, for making of wheelchairs for the handicapped.

VIII. LESSONS LEARNED

Peace Corps experience with recruiting personnel for this project activity offered many opportunities for making changes in future planning. Peace Corps has increased the prior skill requirements of potential Volunteers from two to four months to six. Peace Corps has learned a great deal about language teaching and subsequent to the first wave of 27 Volunteers, many changes in language emphasis, techniques were carried out.

On the USAID side, it was discovered that it would be best to have the critical tools and equipment in country before vocational teachers arrive in country.