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IMPROVEMENT OF THE SOCIO-ECONOMIC CONDITIONS
OF LOW-INCOME WOMEN AGED 25-50
THROUGH THE STRENGTHENING
OF THE UNION OF MOROCCAN WOMEN

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A Project of:
L'Union des Femmes Marocaines
and
The Overseas Education Fund

MIDPOINT EVALUATION
(November 1981 - October 1982)

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INTRODUCTION

The Union des Femmes Marocaines (UFM; Union of Moroccan Women) and the Overseas Education Fund (OEF) are collaboratively implementing a project designed to involve low-income women in income-generating activities through the enhancement of the capabilities of a national women's organization in Morocco. The project includes a pilot income-generating activity in one UFM center, and the running of workshops for UFM members from other parts of the country.

The project is funded by a grant from the USAID Mission in Morocco (OPG No. 608-0166) for a period of 21 months (November 1981 - July 1983).

The midpoint evaluation had two major purposes: to examine project activities carried out to date (i.e., during the first twelve months of the project), and to provide assessments and recommendations that would be useful in implementing the activities planned for the nine remaining months and a planned extension. The major questions for this evaluation were thus: "Is the project on track?" and "How can it be more effective?" In addition, the evaluation team drew several conclusions (and made related recommendations) which have applications beyond this particular project, and which should be of interest for other projects of this type.

The evaluation was carried out from October 25 - November 5, 1982, by Ms. Judith Frye Helzner, an independent consultant contracted by OEF. A summary of her conclusions and recommendations appears in Section I. A participatory methodology was used for the evaluation; it is described in Section II of this report. (The materials prepared for the evaluation appear as Appendices C through H.) Section III describes activities carried out to date, while Section IV analyzes the impact of those activities in terms of their contribution to achieving project purposes. An assessment of economic viability of the ongoing income-generating activity, and of a proposed second activity appears in Section V. Section VI includes implications for the future.

The evaluator and OEF extend their appreciation to everyone involved in this participatory evaluation.

I. PROJECT OVERVIEW, CONCLUSIONS, RECOMMENDATIONS

A. Overview

Moroccan women represent human resources that already make valuable contributions to the country's daily life and progress, but that have the potential to contribute a great deal more than is presently the case. The needs of Moroccan women are great, and increasing. Some training programs aimed at meeting these needs do exist (Foyers Feminins and Ouvroirs, for example); however, most of these programs are for girls, adolescents, or young adults (and many do not significantly increase the trainees' earning power).

The project that was the object of this midpoint evaluation is being implemented by the Union des Femmes Marocaines (UFM) and the Overseas Education Fund (OEF). It has been designed to include a pilot income-generating project for women aged 25-50 years, as well as mechanisms for helping the UFM as an organization to benefit from the pilot project experience. The focus on older women is unique and appropriate, for these women generally have great responsibilities and few opportunities. The project is an extremely ambitious one, designed to accomplish a great deal -- both at the pilot project level and at the UFM level -- in a relatively short time. (Originally planned for 18 months, the Revised Project Implementation Plan shown in Appendix A is now based on a 21-month time frame, November 1981 - July 1983).

B. Conclusions and Recommendations

This section summarizes the conclusions and recommendations resulting from the midpoint evaluation carried out in late October/early November, 1982. Each of the points mentioned below is discussed more fully in another section of this report. The conclusions and recommendations are drawn primarily from the results of discussions in Morocco (see Appendix G for consensus reached on each topic), with additional input from the evaluator in some instances.

CONCLUSION

RECOMMENDATION

1. Pilot Project Level:

- | | |
|---|---|
| 1.a. The doll-making project can be considered profitable, at least provisionally. Further efforts are needed to solidify the economic viability of this component. | 1.a. For the doll project:
- Hire business consultants immediately for technical assistance on marketing, etc.
- Seek to obtain additional knitting machines.
- Explore possible export markets. |
| 1.b. The "organizational skills training" has resulted in real changes in the pilot | 1.b. For the cooperative:
- Bring membership up to 50 (add 10 new members) |

CONCLUSION

project participants' attitudes and relations. The formation of a formal cooperative -- not specifically called for in the project plan, but achieved with the assistance of a government ministry -- is an important step. The cooperative needs strengthening in coming months.

1.c. The needs assessment exercises identified literacy classes and child care as additional concerns to be addressed. Efforts have been made at the pilot project site in both areas, with excellent participation on literacy and less success on child care.

1.d. The beekeeping option that has been identified is exciting, but complete information is not yet available and adding a new project component before July 1983 is unrealistic.

2. UFM Level:

2.a. UFM-OEF communications have been problematic in recent months. Conscious efforts must be made on both sides to improve understanding and cooperation.

2.b. An important project activity designed to affect the UFM is the planning and implementation of workshops for UFM members from around the country. This activity, still to come in the project period, will require joint efforts by OEF project

RECOMMENDATION

through the sponsorship mechanism already established.

- Weekly meetings are to be held, run by the recently-elected officers (with assistance from an OEF project staff member).
- Management training should be carried out, with the assistance of a consultant if necessary.

1.c. For literacy and child care:

- Allow the literacy teacher to continue her work; send her to another UFM literacy project for a training visit.
- UFM to try to obtain child care personnel through Ministry of Youth and Sports.

1.d. For the beekeeping component:

- Continue to gather information on needed resources and markets.
- Include beekeeping in plans for a project extension.

2.a. Communications:

- Resume monthly meetings; add weekly meetings as needed.
- Initiate letter mechanism with "default approval" understanding.

2.b. UFM Workshops:

- Planning to begin as soon as possible.
- Workshops should respond both to the current needs of the UFM and to the current situation of the pilot project.
- New UFM Coordinatrice

CONCLUSION

staff, UFM-named project staff, and the 2 UFM Advisors. Involvement of the UFM President is also highly desirable.

3. General:

- 3.a. The participatory evaluation process resulted in the recognition that the work plan for the project is very ambitious and the time to accomplish project purposes very short. A great deal of progress has been made to date, especially at the pilot project level.
- 3.b. A large number and variety of materials to be prepared are mentioned in the project description; immediate clarification is needed of exactly what materials are to be produced.
- 3.c. A decision in principle about the project's possible extension is needed soon. If the decision is affirmative, planning and negotiations would need to take place quickly (if there is to be no gap in project funding).
- 3.d. The pilot project has implications beyond serving as a model for UFM. It should be of interest (a) to other groups in Morocco; and, beyond Morocco, to (b) the population/family planning community, and/or (c) the new field of development management.

RECOMMENDATION

should be named, and should play a major role in workshop planning.

- 3.a. Conscious decisions must be made about the priorities for expenditure of project resources in the remaining nine months. It should be recognized that tradeoffs may be necessary between progress at the UFM level and at the pilot project level.
- 3.b. The OEF's comparative advantage is its organizational skills training handbook. What should result from this project is a manual, for use by training facilitators in Arab/Middle East/North African context, to accompany the handbook.
- 3.c. The decision in principle should be made in December, based on (a) opinions of the new business consultant about the doll project's long-term viability, and (b) correspondence between OEF's Executive Director and UFM's President.
- 3.d. Decisions should be made about seeking to make contact with (a) ministries, (b) family planning authorities, and/or (c) rural development specialists with a "learning process model" approach.

II. EVALUATION METHODOLOGY

A. Overview

As the Evaluation Plan for this project states, there are three components of evaluation over the life of the project: monthly evaluation, focusing on how well the implementation plan is being followed; this midpoint evaluation, concentrating on analyzing progress towards project purposes stated in the logical framework; and a final evaluation looking again at progress towards project purposes as well as towards the stated goal of the project.

The process used for the midpoint evaluation is based on OEF's "participatory project evaluation system," adopted in 1980 and tested in a number of projects since then. The process emphasizes the participation of representatives of all levels of the project's beneficiaries in the evaluation. By combining "participation" with "evaluation," OEF's systems is a means to:

- strengthen local capabilities for self-reliance;
- assess project results in a way which promotes a sense of ownership by the local organization over the recommendations;
- learn lessons useful for future projects of OEF and of other organizations; and
- encourage strategies for enabling project beneficiaries to take a more active role in project identification, design, and implementation.

B. Implementing the Participatory Evaluation Process

The evaluation of the UFM-OEF project was coordinated by Judith Frye Helzner, an independent consultant, from October 25 to November 5, 1982. A total of ten in-country work days were allocated; a period this short implies the need for intensive work by all concerned, which was certainly the case in this evaluation. (See Appendix B for evaluator's schedule.) The evaluation process included three stages:

Stage 1 - Design Workshop

The "evaluation team" -- including representatives from all levels of the project -- plans the evaluation, deciding together what subjects need attention.

Stage 2 - Data Collection

Meetings, interviews, review of documents, preparation of special reports on priority topics, etc.

Stage 3 - Data Analysis Workshop

Together the "evaluation team" reviews the data collected, draws conclusions, and makes recommendations for the future.

A brief description of each of these stages follows. The reader is urged to turn to the Appendices cited in connection with each stage, for a better idea of both the process and the results of the evaluation.

1. Design Workshop

The consultant and the evaluation team met for a full day "design workshop" on Monday, October 25, the day after the evaluator arrived in Morocco. The team included OEF's Project Director and Project Coordinator; UFM's Project Assistant; one of the two UFM National Committee members assigned to this project as liaisons; and the President and Secretary of the recently-formed cooperative of project participants. Two additional participants for this Workshop, who did not participate in the Data Analysis Workshop, were: the USAID Mission staff member responsible for monitoring this project, and the "Animatrice" (Community Organizer) who had recently been named Acting UFM Coordinator by the OEF Project Director. (The position of UFM Coordinator has been empty since the beginning of September.)

Appendix C shows the agenda for the Design Workshop. The bulk of the time was spent on the review of the three project objectives (purposes) and the activities included under each objective. This discussion logically led to the selection of a number of priority issues for attention. Appendix D shows the results of the discussion; this document was given to each member of the evaluation team within a few days after the Design Workshop, in order to strengthen everyone's memory of what had taken place and what their assignments (if any) were.

In both the Design and the Data Analysis Workshops, the evaluator filled the following roles: (1) Chaired the meeting as a neutral coordinator of the process; (2) wrote important points on newsprint for all to see (and to correct when necessary); and (3) gave her own views -- clearly identified as such -- when they were useful. In this particular evaluation, the first role -- that of listening carefully to what was being said by each member of the evaluation team, providing (or asking for) clarifications when they seemed to be needed, and maintaining neutrality despite actual or potential disagreements among the various parties -- was an extremely important contribution to the success of the evaluation process. Only someone who was seen as neutral, i.e., as having nothing to gain from any party involved and having no particular loyalty to any party involved, could have had the credibility to interpret various points of view. The fact that this credibility was established during the Design Workshop made the remaining two stages of the evaluation both possible and productive.

2. Data Collection

A number of meetings and reports were planned during the Design Workshop and carried out during the Data Collection phase. The plan was not followed exactly in some cases (for example, since the evaluator had not had the chance to meet with the two UFM National Committee members serving as liaison to the pilot project by November 1, her meeting with them alone replaced the meeting scheduled for the four UFM and OEF principals about the project extension decision-in-principle); however, for the most part it was indeed carried out according to schedule.

Appendix E gives some examples of information gathered between October 25 and November 2: figures on doll production to date gathered by the OEF Project Director (E.1); results of the meetings with pilot project participants to ask about their attitudes and those of the community, towards the project (E.2); and the names of the women involved in the literacy course (E.3). The evaluator held meetings and reviewed documents, also producing information which was introduced into the data analysis stage as appropriate.

3. Data Analysis Workshop

The mornings of Tuesday, November 2, and Wednesday, November 3, were used for the Data Analysis Workshop. Appendix F shows the Agenda for this workshop, Appendix G the results.

A factor deserving mention is that the President of l'Union des Femmes Marocaines, Princess Lalla Fatima Zohra, did not participate in the evaluation in any way until after these three stages were completed. However, on Thursday, November 4, she met with the evaluator (plus two UFM National Committee members) from 11:00 a.m. - 12:30 p.m.; and she also met with these same people plus the two OEF project staff members from 3:00 to 6:00 p.m. that day. Since she is obviously a key figure in all major decisions made about the OEF-UFM project, the results of the meetings in which she participated are also taken into account in the conclusions and recommendations which are given in this report.

C. Evaluation of the Process

At the end of the Data Analysis Workshop, members of the evaluation team were asked to give comments or suggestions on the participatory evaluation process itself. There was agreement that it was useful, that it had come at a critical point in the project's implementation (i.e., it served to reestablish regular communication between OEF and UFM after a lapse due to travel, misunderstandings, and other factors) and that the idea of including such an evaluation in the design of a project was an excellent one that should be continued by OEF and perhaps adopted by other organizations.

There was a definite feeling that the time allocated for the process was far too short. Instead of a period of under two weeks, the evaluation team recommended spreading the process out over three to four weeks. The reasons for this were: (1) there would be more time to reflect on key issues between meetings; (2) there would be better results, since it would be possible to use more creative data collection techniques and to prepare better reports on their results; and (3) it would not be necessary to let other project work (besides the evaluation) suffer the neglect that such an intensive effort as this made inevitable.

The evaluator made the recommendation that the consultant hired for an evaluation process such as this be familiar not only with the substantive area of the project but also with techniques for moderating meetings in a neutral manner.

III. PROJECT ACTIVITIES: NOVEMBER 1981 - OCTOBER 1982

The August 1981 project proposal (p. 16) identifies the two major components of the project as:

- (1) Staff and organizational development
- (2) Income Generation Pilot Project
 - (a) Market Survey and Analysis
 - (b) Needs Assessment and Organizational Skills Training
 - (c) Vocational Skills Training
 - (d) Income Generation Activities

The original implementation plan for the project included one OEF staff member and an 18-month time frame. This was later revised, through an amendment to the grant (August, 1982), to include an additional OEF staff member and a revised implementation plan extending the project for three additional months (see Appendix A). The evaluation team recognized that the very short amount of time available for the implementation of the very ambitious work plan was one of the structural factors that had resulted in misunderstandings and other problems. (Even the 21 months now allocated to the project is seen as an extremely short period.) See Appendix G, Section III.A., for the team's recommendations about allowing more time, and dividing it into two distinct phases, for any similar projects.

The activities carried out in the first year of the project include:

- Staffing of OEF position(s); orientation
- Designation of UFM Advisors
- Negotiation and signing of UFM-OEF Letter of Agreement
- Selection of Témara as the pilot project site; improvement and opening of the UFM center there
- Market studies
- Selection of UFM Coordinator and Assistant
- Needs assessment/organization skills training (including pre- and post-tests)
- Initiation of macrame belt activity
- Technical training in doll production
- Test marketing of dolls produced
- Formation of a cooperative
- Initiation of literacy program; attempts at organizing child care
- Information gathering on potential beekeeping project
- Preparation of reports (monthly, quarterly)
- Ongoing contact between OEF and USAID
- Ongoing contact between OEF and UFM

Some activities were not in the original project proposal, but arose out of the Needs Assessment: literacy classes and the child care efforts are notable examples, as is the initiation of the macrame belt activity. Nor was the official formation of a cooperative originally proposed, but there are advantages to this formal structure in Morocco (no taxes,

support from government ministries, etc.) which lead all to agree that it is a valuable unintended effect of the project.

On the other hand, some features included in the project description encountered obstacles. For example, two monthly meetings were held (in June and July) but no further such meetings were scheduled. The UFM Coordinator resigned in early September, and a new Coordinator is yet to be named; hence the project has been understaffed for the months of September and October.

Appendix H shows the list of activities still to be accomplished in the remaining months of this project (November 1982 - July 1983). The question of whether to initiate the beekeeping/honey production activity is discussed in Section V of this report.

IV. PROGRESS TOWARDS ACHIEVEMENT OF PROJECT PURPOSES

The August 1981 project proposal (p. 8) lists the Goal and Purposes of the project as follows:

The goal of this project is the improvement of economic and social conditions of low-income women aged 25-50 in the bidonvilles and environs of cities and provincial towns in Morocco.

This goal will be achieved by accomplishing the following specific purposes:

- (1) To strengthen the capabilities of UFM provincial chapters and the National Committee to plan, implement, and evaluate programs which meet the needs of low-income women.
- (2) To enable low-income women to learn and/or upgrade marketable technical skills needed for increasing their income.
- (3) To enable low-income women to identify or create opportunities for earning and to work together to solve common problems which inhibit their earning potential and their ability to improve social conditions.

The project purposes are clearly divided between the two levels of the project: the UFM level and the pilot project level. The results of this midpoint evaluation lead to the conclusion that, in general, substantial and satisfactory progress has been made at the pilot project level (Project Purposes 2 and 3); while for a number of reasons, there has not been as much success at the UFM level (Purpose 1). This section assesses the situation at each level, examining the reasons behind the degree of progress made to date.

A. Pilot project level

The activities that have been carried out at the pilot project level include: the selection of the UFM center in Témara (a town approximately 12 km south of the capital city, Rabat) as the site; contact with local officials making needed renovations to the building; training of Moroccan staff members; promotion of the program among women in Témara and selection of participants through preliminary meetings; the implementation of a non-formal education (NFE) program (two groups per week, with an average of 18 participants per group, from April 27 through October 21); the initiation of literacy activities and several attempts to organize child care, both ideas having arisen out of the "needs assessment" portion of the NFE training; the preparation of brief market studies for both doll and honey production; interim training in macrame for the women, to respond to their immediate need for income; technical training in the skills needed for doll production; trial marketing of the

dolls, along with initiation of a basic quality control system; contact with government agencies towards the goal of helping project participants form an official cooperative; election of officers for the cooperative; design of a sponsorship system for introducing new members into the cooperative (to replace drop-outs); and the design of record-keeping systems, for dolls produced and sold, and for payments made to the women in the cooperative.

These achievements have required intensive efforts by all pilot project staff members, especially the OEF Project Director and Project Coordinator. The fact that there has been no UFM Coordinatrice (UFM's counterpart to the OEF Project Director) for the months of September and October makes this progress even more impressive.

(NOTE: Another staff member, one of the two Animatrices, was named Acting Coordinator in mid-October by the OEF Project Director, since no new Coordinator had been named by UFM by then. One of the results of the midpoint evaluation process is the recognition by everyone concerned -- including the Princess -- that a Coordinator should be officially named by UFM as soon as possible, and that the person's skills and desire to contribute to the project should match the responsibilities of the job.)

According to the project's staff, the approximately 38 Témara women who participated in the "organizational skills" training program, and who now make up the doll cooperative, have developed greater self-confidence both as individuals and as a group. This is apparently quite unusual in the Moroccan context, and indicates that OEF's non-formal education training can indeed be successfully adapted to the Arab/Middle East/North African milieu. The OEF Coordinator and Moroccan Animatrice, who led the training sessions, each conscientiously filled out the forms designed to help training facilitators determine what changes or improvements would be useful in running the program. This data can serve as a basis for preparing some of the training materials described in the project proposal. (NOTE: There is an urgent need for a clearer definition of exactly what training materials are to be produced by the project.) A fact worthy of note is that the participants were between 25 and 50 years of age -- not 15-25 as is often the case in Moroccan women's programs. These results are especially impressive in this context.

Appendix G, Section II, shows the results of the participatory evaluation process related to the pilot project level. In general, the attitudes of the women participating in the doll project are positive; the cooperative seems well on its way; and the doll project itself can, at least provisionally, be called profitable. (Specific recommendations are made on each of these topics in Appendix G.) The pilot project has attracted the interest of Moroccan individuals and groups outside the UFM; the UFM Advisor to the project who participated in the evaluation process, and the President of the UFM, were quite favorably impressed with the data presented to them about the profitability of the doll project during this evaluation (Appendix E.1).

B. UFM level

The activities to date that have been related to the objective of strengthening the UFM provincial chapters and National Committee include: designation (by UFM) of two advisors to the project; negotiation and signing of the UFM-OEF Letter of Agreement ("Protocole"); review of possible pilot project sites before final selection of Témara; OEF-UFM contact through meetings, letters, and phone calls. ~~The major activity, under this objective has yet to take place:~~ the planning and running of workshops ("stages") for UFM members from chapters around the country, to familiarize them with the methodology and the results of the pilot project at Témara.

*Legal rights
problems
yet solved?*

At the time of the midpoint evaluation, there were serious communications problems between the OEF Project Director and Coordinator, on one hand, and the two UFM National Committee Advisors, on the other. This was partly due to two structural factors (see Appendix G, Section III.A.): (1) too little time for the implementation of the project's ambitious work plan, causing pressure on the OEF staff to act quickly at times (without always having UFM's prior consent for some decisions in which the UFM Advisors thought the UFM should play a role); and (2) the lack of inclusion of a preparatory stage in the project design, during which (a) the OEF staff could have become more familiar with the Moroccan context (before attempting to carry out project activities), and (b) the UFM and OEF could each have become more aware of the other organization's priorities, style of work, personalities of designated personnel, etc.

In brief, there seem to have been serious discrepancies in the expectations that each organization had for the project. At least, each of the four principal actors (OEF's Project Director and Project Coordinator, and UFM's two designated Advisors) had a somewhat distinct point of view about her own role and the role of the others. The participatory evaluation process went a long way towards clarifying and resolving some of these discrepancies. (Unfortunately, one of the UFM Advisors did not participate in the Design and Data Analysis workshops; however, she was involved in other meetings and conversations during the evaluation process.)

Appendix G, Section I, shows the result of the participatory evaluation process related to the project's impact at the UFM level. Four separate areas were identified as needing attention: vacant positions, planning the UFM workshops, decision and planning for a possible extension of the project, and communications between OEF and UFM. The vacant Coordinatrice position was recognized as requiring immediate action, as was the task of planning the UFM Workshops. A strategy for arriving at a decision-in-principle about a project extension was designed, as were mechanisms to improve communication between the two collaborating organizations. In general, the discussions held about UFM-level concerns had both content and process aspects, each of which worked to improve the relationship between OEF and UFM (and thus to improve the possibility of achieving project purpose number 1).

C: Additional Comments

1. Trade-off between progress at the pilot project level and at the UFM level

In the opinion of the evaluator, there is clearly a decision to be made about the relative importance of each of the two project levels. In a situation of limited resources and an ambitious set of objectives -- as is the case in this project -- every hour or dollar spent has an opportunity cost. That is, the decision to give attention to any project activity represents the de facto establishment of that activity as having a priority higher than the many other activities that could also be attended to with the same expenditure of time or financial resources.

In this project, a balance must be struck between attention paid to achieving progress at the pilot project level, and that paid to achieving progress at the level of the project's impact on the Union des Femmes Marocaines. Clearly, the pilot project level has required and received priority attention over the past six months, with the NFE training program, initiation of doll production, and formation of the doll cooperative. Just as clearly, the UFM level requires and must receive substantial attention in the remaining nine months of the project, in order for the workshops ("stages") for UFM members from around the country to be carried out.

which is to be given priority?

In order for the impact on the UFM described in project purpose number 1 to be achieved, substantial resources must go into the planning and implementation of the workshops, and into OEF-UFM coordination in general. This will mean that proportionately fewer resources are available for the pilot project level. Conversely, the decision could be made to invest substantial resources in the pilot project; this decision would imply that project purposes numbers 2 and 3 have a higher priority than the objective of influencing UFM. The point here is that a holistic view of the project's remaining time should be taken, and that a conscious decision should be made concerning the best use of its staff and financial resources during that time. The lack of a conscious decision on this matter means that the trade-off between progress at the UFM level and progress at the level of working with poor women will be determined in a de facto manner based on daily, sometimes conflicting, demands made on the project staff in the field. (See Section VI below for a specific analysis of implications for the project's future that resulted from the midpoint evaluation.)

2. Cost-per-beneficiary issue

The cost-per-beneficiary issue is one that has been raised about this project, as it is raised about many pilot projects in the international development field. If one considers the number of direct beneficiaries of the project -- and even if one adds the number of "secondary beneficiaries" listed in the project proposal -- then the cost per person affected is high. The situation could not be otherwise when two paid American staff

members in the field, a proportion of direct headquarters costs of a U.S.-based PVO, and organization overhead are covered by the budget.

However, if one considers the potential demonstration effect, that a successful pilot project can have on local organizations, then the project's beneficiaries also include the people touched by the improved programs of those local organizations -- a far larger number than those reached by the pilot project itself. For example, if one result of the workshops for UFM chapter members from around the country is the initiation of new activities for poor women by those chapters, then the impact of this project will be substantially increased.

There is interest in the pilot project in Témara from other local Moroccan organizations besides the UFM. In the view of the evaluator, the pilot project should be used as a model (of what low-income, illiterate women can achieve) for some of these other organizations as well. This strategy fits in well with the project's overall goal of improving economic and social conditions for women in Morocco, and it can serve to increase the impact of the project. The implementation of such a strategy might include holding workshops (similar to those for the UFM) for government officials in relevant ministries, other private organizations (such as the Moroccan Family Planning Association) which are involved in income-generating activities, etc.

Is this being considered?

Even inviting officials from other countries in the Arab/Middle East/North African region might be considered, at a later stage of the pilot project's development. This can be considered for the reason that the investment in this project is in developing an approach for this type of activity: a test of the methodology as a model, and ~~written~~ containing materials as an aid to others wanting to use the model. Many other countries in the region have large numbers of women in the 25-50 year age group who are not contributing to (or benefitting from) the development process as much as their potential allows. The point here is that a successful pilot project for low-income women can serve as a model for audiences beyond that for which it was originally intended, effectively increasing the number of beneficiaries and lowering the cost per beneficiary.

V. ASSESSMENT OF ECONOMIC VIABILITY

Any income-generating activity must be assessed as to its economic viability. In this project, one activity, doll-making, is already underway; a second activity, beekeeping for honey production, is under consideration. This section treats each activity separately.

The data on which the assessment of these activities is based include: reports (e.g., market surveys appended to Third Quarterly Report), information collected and/or calculated by the OEF Project Director and Project Coordinator during the midpoint evaluation process (see especially Appendix E.1 to this report), and the evaluator's conversations and observations during her trip.

A. Doll project

The question of the profitability of the doll-making project was an extremely important one at the time of the midpoint evaluation. At the beginning of the evaluation process, the UFM President and the UFM Advisors to the project did not feel they had a clear idea of either the current or potential levels of production, sales, and income generated. The UFM's opinions about the value of the joint project to date, its desire for a continuation of the project, and its willingness to work towards an improvement of communications with OEF all hinged to some degree on whether the doll project had the potential of truly helping poor women (whom they see as a constituency for the organization and a resource for the country).

Appendix E.1 consists of seven sheets of information about the doll project. It shows that the project responds to the needs of several potential client groups, and that it is appropriate for the women of Témara for a number of reasons (Sheet 1). The four stages of the doll project are outlined (Sheet 2), a list of potential markets for the dolls are identified (Sheet 3), and the price calculation is detailed (Sheet 4). Sheets 5 through 7 of Appendix E.1 give information about the total amount of money earned through this activity, the range of amounts of money earned per woman, and the potential income and production of this income-generating activity in the future.

By the end of the 11-day evaluation process, there was agreement by all concerned that the doll project could, at least provisionally, be called profitable so far, and that expert advice (in the form of a business consultant) was needed in the immediate future to assist in assuring long-term economic viability for the project. The UFM made it clear that a decision about extending the project beyond July 1983 would be based on the evolving picture of the doll project's long-term economic viability, i.e., on the opinions of the consultant hired, and then the actual efforts made, in the area of assuring a regular market for all dolls produced. One strong point in favor of the doll project was the conclusion that the amounts women could earn in this way compared positively to alternative sources of income for them (housecleaning, etc.), with less time and labor involved.

In the view of the evaluator, the doll project has made impressive progress in the relatively few months of its existence, and has the potential to become a viable, self-sufficient enterprise if sufficient attention is paid to several key factors in the coming months. First, the input of one (or more) consultant(s) on matters such as pricing, the level of production that is appropriate, and a strategy for marketing the project is indeed essential. To date, many of the sales have been through informal channels, e.g., have been dependent on the Project Director's own contacts with the U.S. Embassy in Rabat; the consultant's help is needed for institutionalizing sales through formal, business channels.

Second, the questions of obtaining additional knitting machines (beyond the one that had already been donated), and of establishing mechanisms for sharing work and payment fairly among the women once the machines are available, are matters which are critical to the project's potential production and income. (The figures in Appendix E.1 on Production Potential, and thus on potential income per woman per month, are certainly impressive; but it must be noted that they are based on assumptions which include regular operation of three knitting machines.) This will require an investment of staff time -- and of money, if the extra machines cannot be obtained as a donation.

Third, the strengthening of the cooperative, just being established among the Témara women, is of the utmost importance for the long-term success of the project. Of course, there are several possible scenarios for the period after July 1983: little or no further support to the cooperative from OEF or UFM; support from UFM without a continuation of OEF participation; or continued OEF-UFM collaboration in the area. No matter which situation results, however, the most prudent decision is to take all possible steps in the remaining nine months of this project to bring the number of women up to 50, to ensure group cohesion, to train the cooperative's officers in the management tasks necessary for the running of the doll enterprise, and in general to prepare the cooperative for independence. This reduction of dependency on outside resources is an area where many pilot projects of the past have faltered; in order for grassroots-level objectives of the project (Purposes Nos. 2 and 3) to be achieved in a lasting fashion, efforts to strengthen the cooperative will require staff time and perhaps additional technical assistance. It is natural that, at this stage of the cooperative's (and income-generating activity's) existence, such special attention is required; lessons learned can be valuable for other cooperatives at the same stage.

If these three key factors -- technical assistance in business matters, obtaining and incorporating into the project the additional knitting machines, and strengthening the cooperative just formed -- are given sufficient resources and attention, then the doll project has an excellent chance of attaining long-term profitability and self-sufficiency. This achievement would cement the reputation of the Témara experience as a valuable model for the UFM, for other Moroccan organizations, and perhaps for agencies working with women in other countries as well.

B. Beekeeping project

The idea of including an apiculture, or beekeeping, component has been the focus of considerable investigation and thinking, especially by the OEF Project Coordinator. The beekeeping possibility is an extremely exciting one for a number of reasons: honey is a product much in demand in Morocco; agricultural activities are a priority both of the Moroccan government and of USAID-Rabat; bringing women into a mainstream productive sector such as honey production would make for a model project of interest to a new group of observers. In theory, the inclusion of an apiculture component in this OEF-UFM project has numerous advantages. However, in the view of the evaluator, the actual situation of the project as a whole, and the level of preparation for beekeeping done to this point, in particular, lead to the strong recommendation that the beekeeping component not be initiated during the remaining nine months of the present grant. The reasons for this recommendation are outlined below; all are the opinion of the evaluator.

what was decision?

1. Need for greater attention to the UFM level of project in remaining nine months.
 - a. Workshops for UFM will require a lot of staff time. Trade-offs between attention to UFM level and to pilot project level must be carefully calculated with the final evaluation in mind.
 - b. All steps to date towards beekeeping component have been taken unilaterally by OEF staff, without UFM collaboration. Maintaining good UFM-OEF communications and relations calls for an end to unilateral actions by either group. Joint preparations for beekeeping will require energy best used for other purposes in the nine months left.
 - c. The participatory evaluation process -- which itself helped to solve some of the OEF-UFM communications problems -- resulted in a general agreement that it was better to solidify the doll project's viability in coming months than to try to add the beekeeping project now and thus to fragment pilot project level efforts. A decision to go ahead with beekeeping would thus be an overriding of a clear consensus of the principal OEF and UFM actors in the field, and might harm the renewed good will resulting from the midpoint evaluation.
2. Uncertainty about economic viability and about availability of supplies and equipment.
 - a. The market study done on honey production was a good start, but insufficient as a basis for deciding whether the activity is economically viable. For example, contacts have not yet been made with wholesalers of honey to determine whether they would actually be willing to purchase (and transport) the product of hives in the Témara area to their facilities (in the Casablanca area). The marketing strategy foreseen for the first, relatively small harvest of honey is to sell it to individuals in

the Témara area, without going through a formal bottling and labeling process. This strategy is functional in the short-term, but does not address long-term concerns that would be of great importance if the project is to serve as a model of incorporating women into mainstream economic production.

- b. The supplies and equipment needed are not guaranteed. Two key inputs, appropriate land for the location of the hives and training personnel, have been secured. However, donation of hives (from UNICEF) and bees (from a government farm) are uncertain. Money from the project's budget might be able to cover these costs (along with the other necessary supplies) for a small number of hives; but in that case the production would of course be much less, and the income earned per woman trained quite small.
- c. Even if the full complement of hives desired are obtained in time for placement during the flowering season in January, only one small harvest will be collected before the end of the project in July. The women will not have had the opportunity to extract a full harvest by the end of the project period. It is certainly to be hoped that training, technical assistance, and supervision will continue in one form or another beyond July, however this is not guaranteed. Beginning the beekeeping component without the knowledge that it can continue in an appropriate way may help the pilot project in the short run, but could harm it in the long run, as expectations are raised but not met.

3. "Opportunity costs" of resources spent on beekeeping component

- a. The OEF-UFM project is an ambitious one, with much to accomplish in a short time. Staff time is a valuable resource in the achievement of all project objectives. Staff time (at all levels) put into a beekeeping component is time taken away from the doll project, the UFM workshops, the strengthening of the cooperative structure, the negotiation of a project extension, and all other remaining activities (see Appendix H). This opportunity cost must be carefully calculated before the decision to initiate a beekeeping activity is made.
- b. Another opportunity cost is that of the time and energy of the Témara women participating in the project. The cooperative being formed is in need of approximately 10 new members, of greater trust among members, of better group cohesion, etc. The cooperative also needs to become more responsible for the activities of the doll project. There is a danger that splitting the group into bees and dolls, or having some women work on both activities and others only on one, will cause internal friction and/or confusion at a time when just the opposites are required.

- c. Finally, financial resources will need to go into the beekeeping activity that could otherwise be spent on reinforcing the other components. Materials, business consulting (e.g., a better market study), etc., will be costs to the already-strained project resources. As mentioned above, the amount of resources needed cannot be determined until more accurate information is available on the likelihood of receiving donated hives and bees. Since there is a time factor involved in getting hives set up at the time of flowering, back-up resources will probably be needed to cover delays in the donations.

In summary, the beekeeping option is one which, in the evaluator's view, needs further investigation before a definite opinion about its long-term economic viability can be stated. Its initiation during the current project period implies a number of critical opportunity costs, which are likely to affect progress towards the achievement of other project purposes. However, its potential is so great that further resources should go into determining economic viability. If the results of this determination are positive, as many expect them to be, then planning for a model apiculture project in Témara (and/or elsewhere) should go forward in a thorough, professional manner.

VI. IMPLICATIONS FOR THE FUTURE

This section examines the implications of the midpoint evaluation for the remaining nine months of the project, for possible extension of it beyond July 1983, and for other projects of this type.

A. Project Implementation: November 1982 - July 1983

The conclusions and recommendations resulting from the midpoint evaluation that are relevant to the remaining time on this grant are as follow. (See Appendix G for further explanation.)

- ° Project Purpose No. 1, strengthening the capabilities of the UFM, should be a priority. Immediate steps are needed towards the planning and implementation of workshops ("stages") for UFM members from around the country. These workshops should respond both to the present needs of the UFM and to the current situation of the pilot project.
- ° Special efforts should be made by both OEF and UFM to improve communications between the two organizations. Mechanisms suggested for this include: a new information system of letters and responses (described in Appendix G); reinitiation of monthly meetings, with extra meetings as needed; improvement of attitudes by both OEF and UFM (relative to pre-midpoint evaluation attitudes); regular communication between the Executive Director of the OEF and the President of the UFM. To the extent possible, greater involvement by the President of the UFM in the project is also strongly recommended.
- ° The doll project's economic viability should be solidified. This requires: identification and hiring of technical assistance in business matters; obtaining additional knitting machines; and investigating possible foreign markets. The profitability of the doll component affects the likelihood of the project's extension; actions must be taken quickly so an appropriate decision about an extension can be made.
- ° The cooperative formed should be solidified. The sponsorship mechanism for selecting and orienting new members should be used to bring the cooperative to membership of 50 committed participants. Management training should be initiated for officers and/or members. Group cohesion (e.g., agreement and trust for members to purchase materials from the cooperative's "kitty") should be reinforced. The apparent likelihood of a project extension should be taken into account so that an appropriate level of training is carried out by July.
- ° The question of materials to be produced as a result of the project needs immediate clarification. A wide variety of materials are mentioned in the project proposal, some of which no longer seem to be the best use of project resources. The project's "comparative advantage" is its implementation of the OEF's "organizational skills training" in an Arab/Middle East/North African milieu; the materials to have highest priority should be those which adapt the training manual for use by other facilitators operating in this milieu.

- Explorations should be done as to other organizations, in addition to the UFM, that could benefit from using the Témara project as a pilot or model.
- Vacant positions should be filled, especially the UFM Coordinatrice position. Qualified personnel should be carefully selected for the Coordinatrice and consultants' ("formatrices") positions.
- Child care should be initiated, with a staff member provided by the Ministry of Youth and Sports if possible. Literacy training should continue, with the literacy instructor making a training visit to another UFM literacy project to upgrade her skills.
- A decision-in-principle about an extension of the project should be jointly made in December by the OEF and the UFM. If the decision is affirmative, planning and negotiation of an extension will require considerable energy in the following months; responsibility for the tasks involved in such preparations should be clarified from the outset of the process, and a timetable established for the various steps.
- Further information on the economic viability of the beekeeping project should definitely be collected, and preparations made for including this component in any proposed extension. However, the beekeeping component should not be officially initiated during the time remaining on the present grant, as it is likely to draw needed resources away from other important components of the project.

B. Broader Implications

1. Possible extension of this project

Implications of the midpoint evaluation for a possible extension of this project include the following points.

- A more ~~realistic work plan for the time available~~. Some of the difficulties encountered in the present project stem from the structural problem of a short time period for a very ambitious work plan. This problem can be avoided in an extension.
- Two stages for the project -- a preparatory stage and an action stage -- may be desirable. This is especially true if (a) a new OEF-UFM agreement ("protocole") is needed, and/or (b) new OEF staff or UFM Advisors are selected. (See Appendix G, Section III.)
- Beekeeping for honey production as the centerpiece of the project. This could be done either in Témara, the current pilot project site, or in a new location. The latter option would involve using OEF's non-formal education methodology with a second group of Moroccan women -- a strategy with both costs and advantages, both of which should be considered carefully in the project planning stage.

- The doll component and the Témara cooperative should receive the attention necessary to solidify the successes achieved during the current project.

- If UFM is again to be OEF's collaborating agency, then careful examination is needed of UFM's current situation and of its potential for change during the period of an extension. Experience in other regions of the world has shown that it takes time for an organization's philosophy to shift from social welfare to self-help, for its members' orientation to shift from personal interests to a development mentality. The goal should be to help an organization take appropriate steps towards those shifts, not to complete the full transition in a short time.

2. Implications for the development field

This section includes some of the evaluator's preliminary thoughts on possible project implications for population matters, and on the project's relevance to the emerging field of development management.

a. Population implications

As is the case in many developing countries, Morocco has a rapidly growing population (see Appendix I). The census carried out in September 1982 is expected to result in a count of the total population in the range of 22 million inhabitants. The annual population growth rate is in the range of three percent (3%). Although estimates of the proportion of fertile couples using contraception in Morocco vary, there is general agreement that further progress towards fertility reduction is desirable and necessary if the country is to achieve substantial improvements in its level of living.

There is an overlap, increasingly being recognized in the 1980s, between concerns of the population community and concerns of the women-in-development (and general development) community. The reasons include:

. . . first of all, the so-called life option-family planning link: the fewer the number of children, the more time and demand for other activities on the part of the mothers (or conversely, the more life options for women, the higher their motivation to limit family size). A second argument relates specifically to the responsiveness of family planning programs to the women they serve: the user,

or client, perspective promotes an approach . . . good both for the women and for the programs themselves.*

Numerous references in the population literature, as well as the A.I.D. Population Policy, discuss the link between offering women new options (as is being done in the OEF-UFM pilot project), and an increase in interest in and use of family planning. This increase in interest is indeed being seen in the Témara project, and there are ways in which it could be built upon to create a model that might provide valuable lessons in the area of population. The Arab/Middle East/North African context has seen both outstanding successes and striking failures in addressing population concerns; if Morocco can learn from both, and provide a new model that includes specific attention to women's needs and preferences, the potential impact could be great indeed. If population/family planning matters are to be incorporated into the Témara project -- and preliminary discussions have already been held by the OEF Project Director with both the Moroccan Family Planning Association and the President of the UFM in this regard -- it would be well to have the specific steps and objectives carefully thought out. This thinking could be part of the planning for any project extension, and the initiation of information and/or service delivery could be part of the extension itself.

- b. "Blueprint approach" vs. "learning process approach" to development management

The cutting edge of the development field includes a new field which involves a combination of management and development theory. David Korten's presentation of the "learning process model" vs. the "blueprint model" for rural development is one aspect of this new field.** The idea is that changes in human behavior are involved in progress towards the social changes resulting from development efforts, and that projects dealing with human behavior are difficult to design and replicate in "blueprint" fashion. The "blueprint model" has worked well in the past for infrastructure changes: it is perfectly possible to have a pilot project for the installation

* Ieda Siqueira Wiarda and Judith F. Helzner, "Women, Population and International Development in Latin America: Persistent Legacies and New Perceptions for the 1980s," Program in Latin American Studies, Occasional Paper Series No. 13, International Area Studies Program, University of Massachusetts at Amherst, April, 1981, p. 39.

** David Korten, "Community Organization and Rural Development: A Learning Process Approach," Public Administration Review, Vol. 40, No. 5, September/October 1980.

of roads, electricity, sewers, etc., and then to replicate the process used around the country. However, the behavioral changes that make up human development are less easily replicated in this fashion.

An alternative to the "blueprint model" is the so-called "learning process model." It requires a longer time period, since the local organization must go through several critical stages; in Korten's terms, these are: (1) learning to be efficient (in its use of resources); (2) learning to be effective (in its environment); and (3) learning to expand (to cover more people). Analyses of a number of successful rural development programs show that these steps were followed naturally, in a "bottom-up" fashion, as the local implementing organizations gradually learned from their early experiences and adapted to the particular political and cultural contexts in which they were operating.

OEF could consider taking this alternative development model into account in its future work in Morocco (or other places). This might require a shift in orientation greater than can comfortably be made in time for an extension of the OEF-UFM project, however in the evaluator's view it bears further attention as an option for the future.

APPENDIX A.1. - English

REVISED IMPLEMENTATION PLAN
TECHNICAL ASSISTANCE TO THE UFM

<u>List of Tasks</u>	<u>Dates</u>
	<u>/1981/</u>
1. Orientation/Arrival Coordinatrice	Nov. - Dec.
2. Finalization of Project Program and Budget	December
	<u>/1982/</u>
3. Designation of UFM Advisors	January
4. Signature of Letter of Agreement	March
5. Designation of UFM Coordinator and Assistant	March
6. Training of UFM Coordinator and Assistant	March - July 1983
7. Opening of Center	March
8. Contact with Local Authorities	March - July 1983
9. Arrival of Project Director	April
10. Recruitment of Community Organizers	April
11. Training of Community Organizers	April - July 1983
12. First Meeting with Participants	April
13. Needs Assessment	April - May
14. Organizational Training	April - July
15. Market Study	May - June
16. Choice of Income Generating Activity	June
17. Technical Training	June - Oct. (and through July 1983)
18. Launching of Small Business	Oct. - Dec.
19. Continuing Training & Technical Assistance of Income-Generating Activities	Oct. - July 1983
20. Mid-Project Evaluation	October
21. Planning & Negotiations for Project Extension	Oct. - July 1983
22. Planning of UFM Workshops	Dec. - Jan. 1983

APPENDICES

- A. Revised Project Implementation Plan
 - A.1. English
 - A.2. French
- B. Evaluator's Schedule in Morocco
- C. Design Workshop -- Agenda
- D. Design Workshop -- Results
 - D.1. English
 - D.2. French
- E. Examples of Data Gathered for the Evaluation
 - E.1. Data on Doll Production
 - E.2. Data on Attitudes
 - E.3. Women in the Literacy Program
- F. Data Analysis Workshop -- Agenda
- G. Data Analysis Workshop -- Results
- H. List of Required Activities for Remaining Nine Months
- I. Le Monde Article: Morocco's Population Explosion

List of Tasks (Cont'd)

Dates

1983

- | | |
|------------------------------------|--------------|
| 23. UFM Workshops) | Feb. - March |
| 24. Revision of Training Documents | March - May |
| 25. Final Evaluation | June |
| 26. Preparation of AV Presentation | June - July |
| 27. Preparation of Final Report | July |
| 28. End of Project | July |

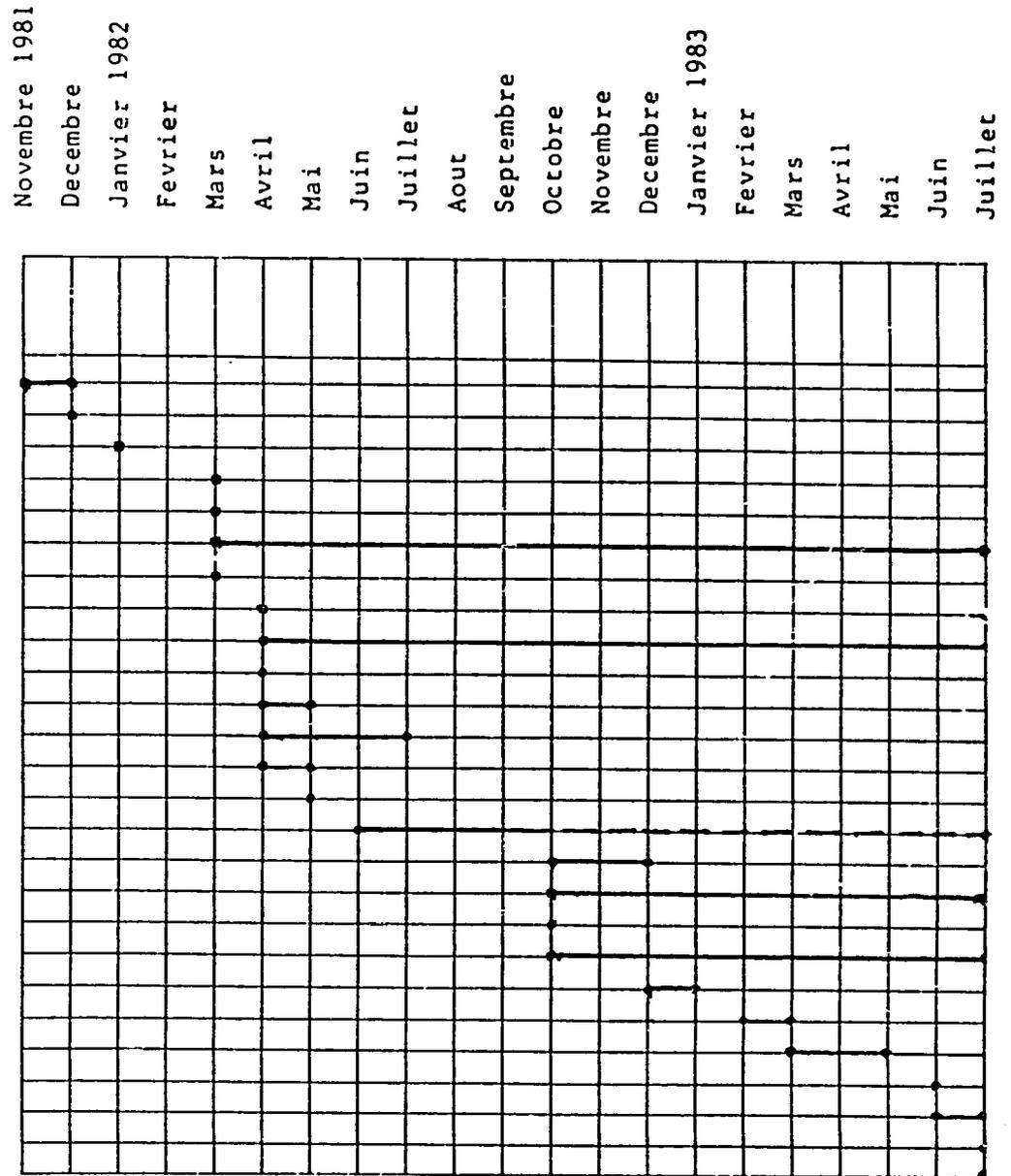
PLANNING AND PROGRESS CHART

Project: Maroc

Time Period: Nov 81-Juill 83

List of Tasks

- Orientation/Arrivée Coordinatrice
- Mise au Point Programme & Budget
- Designation Conseillères UFM
- Signature du Protocole
- Designation Coordinatrice & Assistante
- Formation Coordinatrice & Assistante
- Prise de Contact Autorités locales
- Recrutement Animatrices
- Formation Animatrices
- Prise de Contact--Participantes
- Etude de Besoins en Formation
- Formation aux Aptitudes d'Organisation
- Etude de Marché
- Choix d'Activité
- Formation Technique
- Lancement des Activités Gen. de Rev.
- Formation Continue/Soutien Activités
- Evaluation Mi-Projet
- Planification & Négotiation de Continuation
- Planification Stages Gestion UFM
- Stages Gestion UFM
- Révision des Documents de Formation
- Evaluation Finale
- Préparation Présentation AV
- Préparation Rapport Final
- Fin de Projet



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APPENDIX B

Evaluator's Schedule in Morocco

Sunday, October 24 Arrive Morocco (9:00 p.m.)

Monday, October 25 "Design Workshop," Témara Center
9:00 a.m. - noon with evaluation team
3:00 p.m. - 6:00 p.m.
Dinner with Myrna Norris

Tuesday, October 26 Meeting at A.I.D. Mission (9:00 a.m.)
Write up "Design Workshop"
results in French and English; to typist
(at A.I.D.)
Reception at Témara Center (3:00 p.m.)
(Cancelled for invited guests)

Wednesday, October 27 Think through additional information and
meetings needed
Get "Design Workshop" results from typist

Thursday, October 28 Meetings at Témara Center
9:00 a.m. - noon with Myrna N. and
3:00 p.m. - 4:00 p.m. Pam P.
4:00 p.m. - 5:00 p.m. with members of
evaluation team
(minus UFM member)

Friday, October 29 Telephone conversations with
Mme. Ben Hayoun (UFM),
Myrna Norris (OEF)
Meetings with Sherry Suggs (AID/HR), Gerry
Bowers (AID/POP), and Fatima Mernissi
(Moroccan sociologist)

Saturday, October 30 Reading, thinking
Meeting with Myrna Norris
Telegram to the Princess

Sunday, October 31 Free

Monday, November 1 Wait for message from UFM re: meeting time
Meeting at Moroccan Family Planning Association
Meeting with Mmes. Ben Hayoun and Bourry, UFM
liaisons for project

APPENDIX B - Cont'd

Page 2

Tuesday, November 2 "Analysis Workshop" begins, Témara Center
9:00 a.m. - noon
Meeting with Myrna Norris and Pamela Pine
Conversation with Sherry Suggs, A.I.D./HR

Wednesday, November 3 "Analysis Workshop" continues, Témara Center
9:30 a.m. - 12:45 p.m.
Meeting with Myrna Norris and Pamela Pine
Tea with Mme. Bourry, UFM

Thursday, November 4 First Meeting Princess Lalla Fatima Zohra, UFM
President
11:00 a.m. - 12:30 p.m.
UFM representatives
Debriefing meeting at A.I.D.
2:15 p.m. - 2:45 p.m.
Second Meeting with Princess
3:00 p.m. - 6:00 p.m.
UFM and OEF representatives

Friday, November 5 Depart Morocco (10:00 a.m.)

APPENDIX C

OEF-UFM Project
Midpoint Evaluation
Design Workshop
October 25, 1982

Agenda

I. Introductions

- A. J.F. Helzner introduction -- explain past work, explain role in this evaluation process (the coordinator, not the expert or judge; paid by OEF but neutral in the discussions)
- B. Other introduce themselves -- name, role in project

II. Overview of the Midpoint Evaluation

- A. What is evaluation?
 - examples of school children's exams, planning a party
 - others want to learn from this project's successes and failures
 - participatory approach; quantitative as well as qualitative; external factors as well as internal
 - good evaluation is simple, useful, planned
- B. OEF's three-stage participatory evaluation process
 - design, data collection, data analysis
(In French: planification, recueil des renseignements, l'analyse)
(Analysis emphasized strongly -- "getting data without analyzing it is like getting cake ingredients without mixing and baking them")
 - different points of view will exist; goal is to discuss them, with JFH as coordinator
 - chance to reorient the rest of this project, and plan for extension if there is to be one

III. Work Plan for this Midpoint Evaluation

- A. Review of 3 project objectives; rationale for these objectives
- B. Review of project activities under each objective; discussion of issues involved, information and action needed
- C. Decisions about steps to be taken during the coming week (data collection, meetings); responsibility assigned to team members for each step
- D. Time set for analysis workshop

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APPENDIX D.1. - English

OEF/USM PROJECT

Plans for the Mid-Point Evaluation

Design Workshop - 25 Octobre 1982

Results

OBJECTIVE No. 1: To strengthen the provincial chapters and the National Committee of the Union des Femmes Marocaines (UFM)

<u>Subjects for Attention:</u>	<u>Task</u>	<u>Responsibility</u>
a. Positions to be filled	Naming of people to vacant positions.	Princess
(i) UFM coordinator or UFM Animatrice, Temara		
(ii) Consultants for technical specialties		
b. Planning and negotiation of project extension	<u>Step 1:</u> Decision in principle: Preliminary meeting Nov. 1 - 5:30 p.m.	<u>Final responsibility rests with</u> Princess (UFM) and E. Smith (OEF)
	<u>Step 2:</u> If "yes" planning work	<u>Discussions:</u> include UFM Advisors and OEF staff (Myrna and Pamela)
c. Planning and implementation of workshops for UFM members	<u>Step 1:</u> Discussion of objectives of workshops; December	UFM
	<u>Step 2:</u> Plan place, dates, participants, program, etc. - December and January	Princess Advisors
	<u>Step 3:</u> Hold the workshops - February and March	OEF: Director Coordinator

OBJECTIVE No. 1 (Cont'd)

d. Communication between UFM
and OEF

Task

Review the communication mechanisms
(monthly reports,
monthly meetings, etc.)

Responsibility

UFM: Princess
Advisors

OEF: Director
Coordinator

(start this with
J. Helzner during
her visit).

OBJECTIVES Nos. 2 & 3: Enable low-income women to increase their income; enable low-income women to work together towards the solution of common problems.

<u>Subjects for attention:</u>	<u>Task</u>	<u>Responsibility</u>
a. Participant's attitudes		
(i) Reasons for drop-outs	(i) Written report on the numbers, and the reasons known.	(i) Fatima and Zohra
(ii) Reasons for staying in the project, for attitude change during the project (greater self-confidence, etc.)	(ii) Discussion with the participants - Wednesday 27 Oct.; written report on the discussion.	(ii) Zineb and Rabea
(iii) Opinions of the husbands of the participants (obtained indirectly)	(iii) Ask question of women - Oct. 27; get responses October 28.	(iii) Zineb and Pamela
b. Decision about continuing meetings of the group (frequency, subject, participation, structure of meetings)	Meeting Thursday 28 October for the group to discuss; written report on the discussion.	Fatima, Zineb, and Pamela
c. Mechanisms to assure equilibrium between production (supply) and sales/markets (demand)	<u>Step 1</u> Collection of information, design of mechanism.	<u>Step 1</u> Myrna (with J. Helzner)
	<u>Step 2</u> Meeting of evaluation team to discuss Monday 1 November (morning)	<u>Step 2</u> Evaluation team.

APPENDIX D.2. - French

PROJET OEF-UFM

PLANIFICATION DE L'EVALUATION MI-POINT

Résultats

O B J E C T I F No. 1: Renforcer les comités provinciaux et le Comité National de l'Union des Femmes Marocaines

<u>Sujets pour attention</u>	<u>Tâche</u>	<u>Responsabilité</u>
a. Postes à pourvoir	Désignation	S.A. La Princesse
(i) Coordinatrice UFM <u>ou</u> Animatrice UFM, Témara		
(ii) Formatrices pour formation technique		
b. Planification et négociation de continuation du projet	<u>Etape 1</u>	<u>Responsabilité</u>
	Décision de principe:	<u>finale</u> revient à S.A. La Princesse (UFM) et Mme Smith (OEF)
	Réunion préliminaire 1er Novembre à 17:30 hrs.	
	<u>Etape 2</u>	<u>Discussions</u>
	Si "oui", travail de planification	entre Conseillères UFM et personnel OEF (Myrna et Pamela)
c. Planification et exécution des stages de gestion pour l'UFM	<u>Etape 1</u>	
	Discussion des objectifs des stages; Décembre	UFM: S.A. La Princesse Conseillères
	<u>Etape 2</u>	
	Planifier endroit, dates, participantes, emploi du temps, etc.; Décembre et Janvier	OEF: Directrice Coordinatrice
	<u>Etape 3</u>	
	Exécution des stages; Février et Mars	

OBJECTIF No. 1 (Suite)

d. Communication UFM-OEF

<u>Tâche</u>	<u>Responsabilité</u>
Réviser mécanismes de communication (rapports mensuels, réunions mensuelles, etc.)	UFM: S.A. La Princesse Conseillères OEF: Directrice Coordinatrice (commendée avec Judith pendant sa visite)

OBJECTIFS Nos. 2 & 3: Permettre aux femmes d'augmenter leurs revenus; permettre aux femmes de travailler ensemble pour solutionner leurs problèmes.

<u>Sujets pour attention</u>	<u>Tâche</u>	<u>Responsabilité</u>
a. Attitudes des participantes		
(i) Raisons pour le changement de participantes (drop-outs)	(i) Rapport écrit sur les chiffres et les raisons connues.	(i) Fatima et Zohra
(ii) Raisons pour rester dans le projet; changement d'attitudes pendant le projet (plus de confiance, etc.)	(ii) Discussion avec les participantes; Mercredi 27 Oct.; rapport écrit sur la discussion.	(ii) Zineb et Rabea
(iii) Opinions des maris des participantes (obtenues indirectement)	(iii) Question posée aux femmes; Mercredi 27 Oct.; réponses données Jeudi 28 Oct.	(iii) Zineb et Pamela
b. Décision sur la continuation de réunions de groupe (fréquence, sujet, participation, structure des réunions.)	Réunion Jeudi 28 Oct. du groupe pour discussion; rapport écrit sur la discussion.	Fatima, Zineb et Pamela
c. Mécanismes pour assurer un équilibre entre production (offre) et vente/marché (demande).		
	<u>Etape 1</u>	<u>Etape 1</u>
	Recueil d'informations, dessin de mécanisme	Myma (avec Judith)
	<u>Etape 2</u>	<u>Etape 2</u>
	Réunion de l'équipe de l'évaluation pour discussion Lundi 1er Nov. (matin)	

APPENDIX E - Examples of Data Gathered for the Evaluation

E.1. - Data on Doll Production

Sheet 1: Why Dolls?

- I. Respond to the needs of various clientele
 - A. Moroccan children
 - quality toys
 - not too expensive and truly Moroccan
(increase in births, increase in middle class)
 - B. Tourists
 - souvenirs for children (currently there aren't any) or for collections
 - current dolls are small, plastic, poorly made, not good value for their price
 - C. Export
 - to other Arab countries and Western countries
 - as toys, handicrafts, or for collections

- II. Respond to needs of the women of the pilot project site (Témara)
 - A. Short training period
 - builds on skills the women already have (knitting, sewing) and makes them more profitable
 - B. Acceptable within the community
 - does not take work away from men
 - allows each woman flexible work hours
 - work can be done at home or at Center
 - C. Feasible without expensive or imported equipment
 - raw materials available in Rabat (cloth, yarn, buttons, trims)
 - the only equipment really necessary is knitting needles
 - low start-up cost: total expenses of under \$1,000
 - D. Realistic
 - responds to a real need
 - not too much competition

APPENDIX E - Examples of Data Gathered for the Evaluation

E.1. - Data on Doll Production.

Sheet 2: Timetable for Doll Project

Phase I: May - June

- Market survey

Phase II: July - November

- Technical training
- Test marketing/production
 - examination of different sales outlets
 - perfecting the product (quality control; introducing variations such as "baby-proofing"; etc.)
 - initiation of the cooperative

Phase III: October - December

- Establishment of the cooperative
 - papers filed and accepted
 - consultancy for business aspects
 - marketing plan, contacts
 - production, pricing aspects
 - sales
 - begin management training

Phase IV: January - July (and beyond??)

- Training and support for the cooperative

APPENDIX E - Examples of Data Gathered for the Evaluation

E.1. - Data on Doll Production

Sheet 3: Where to Sell the Dolls?

I. Places identified during Phases I and II

1. Handicrafts stores
2. Toy stores
3. Shops in major hotels
4. Day care centers
5. Embassies/Cultural centers
6. Seasonal sales
(Christmas bazaars, tourist season in various cities, etc.)
7. Department stores
8. Possibly: a booth provided to the project by the Ministry of Social Affairs and Handicrafts in their handicraft complex ("Les Oudayas")

II. Strategies to investigate with consultant during Phases III and IV

1. Level of production and sales desirable/possible
2. Pricing decision, target outlets, marketing strategy
3. Contacts (for sales)

APPENDIX E - Examples of Data Gathered for the Evaluation

E.1. - Data on Doll Production

Sheet 4: Calculating the Price of the Dolls

(for standard size doll)

(amounts in Dirhams:
\$1. U.S. = 6.15 DH)

<u>I. Raw materials</u>	<u>Female</u>	<u>Male</u>
Wool - 3 palottes @ 1.30 DH	3.90	3.90
Cotton - 250 grams @ 5.00 DH/kg	1.25	1.25
Buttons (eyes) - 2 @ 0.15 DH	0.30	0.30
Beads ("pearls")- 40 @ 0.05	2.00	-
"Lace" trim - Average price	4.00	2.00
Fabric (clothing) - Average price	7.00	7.00
	<u>18.45</u>	<u>14.45</u>
TOTAL - Average cost		16.45 DH
 <u>II. Labor</u>		
Per doll (to the woman)		25.00 DH
 <u>III. Indirect costs</u>		
Standard Rate: 25% of (I + II) (includes transport, knitting needles, sales commissions; later: rent, business manager, etc. as needed)		10.36 DH
 <u>IV. Profit</u>		
10% of (I + II + III)		5.81 DH
 <u>V. Total</u>		
16.45 + 25.00 + 10.36 + 5.18 =	56.99	DH, minimum price "wholesale"
For retail price add about 13 DH =	70.00	DH

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APPENDIX E - Examples of Data Gathered for the Evaluation

E.1. - Data on Doll Production

Sheet 5: Figures about Doll Production and Income

(as of 30 October 1982)

Dolls sold: 120
Belts sold: 55
Amount of income earned: 9000 DH (approximate)

Paid to women project participants: 4162.50 DH
(for pieces sold, by the piece)

Distribution: 34 women total

<u>Amount Earned:</u>	<u>Number Women:</u>
20 - 99 DH	20
100 - 199	8
200 - 299	1
300 - 399	3
400 - 499	1
500 - 599	1
Minimum earned:	20 DH
Maximum earned:	535 DH
Average earned:	120 DH

Amount in project "kitty" 4758 DH

Amount spent (OEF funds) during training/start-up period: 5487.80 DH

Dolls not sold (on hand) as of 30 October: 70 @ 70 each = 4900 DH value

Labor: 70 dolls x 25 per doll = 1750 DH
To be reinvested:
70 dolls x 45 per doll = 3150 DH
4900 DH

APPENDIX E - Examples of Data Gathered for the Evaluation

E.1. - Data on Doll Production

Sheet 6: Conclusions

With a start-up cost of less than 6000.00 Dirhams
(less than U.S. \$1000.00),

there have already been sales of 9,000 DH

plus

an inventory-on-hand worth 5,000 DH

for a total of 14,000 DH possible income from
the initial investment.

Summary of figures to date:

4162	4758
<u>+ 1750</u>	<u>+ 3150</u>
5912 DH	7908 reinvested in project "kitty"
to women for	+ 2500 Due (50 women pay 50 DH
their labor	membership fee)
	<u>10,408</u> Available for reinvestment by
	project (equipment, other
	costs)

APPENDIX E - Examples of Data Gathered for the Evaluation

E.1. - Data on Doll Production

Sheet 7: Production Potential

(Projected)

A. Goal:

Equilibrium to be maintained between:

Production (Supply) and Sales (Demand)

Factors involved include time available, amount of earning desired by the women; the project is sufficiently flexible to allow each woman to work the hours (and thus earn the money) she desires, at the Center or at home.

B. Possible production:

Assuming: 50 women
3 knitting machines
4 hrs. work needed per doll (avg.) with machine work
6 hrs. per day per woman (avg.)

- 75 dolls per day or 1500 dolls per month

- assuming 70 DH per doll, $1500 \times 70 = 105,000$ DH
gross income per month

- $1\frac{1}{2}$ dolls per day per woman (avg.)
= 30 dolls per month per woman (avg.)
= $30 \times 70 = 2100$ income (gross) per month per woman

2100 750 DH/month/woman (avg.) for labor
1350 DH/month/woman costs

E.2. - Data on Attitudes

October 29, 1982

Community's Attitudes

On October 27, 1982 a meeting was held at the UFM Center in Temara with the Community women on the subject of community opinion of the project, "Technical Assistance to the UFM". It was explained to the women that the evaluation team present was trying to find something out about the community's ideas and feelings for the project. The women were asked to go home and speak to their husbands and/or neighbors (whom they had spoken to before about the project) and meet with us again on October 28 in order to report their findings.

On October 28, 1982 ^{the Project Staff} ~~was~~ again met with the women in the program. They reported only positive reactions. One woman even had someone write down her husbands' thoughts so as not to forget any of them. That particular husband said that he was happy that his wife was learning a skill, that she now had concrete goals, that she was glad that she was learning to read and that she was pleased to hear a cooperative was being formed. His wife's report ended by saying, "Thank you for ~~for~~ ^{نجاح} being all responsible and may you have continued success." Another husband commented on how glad he was that his wife was learning to read, another on how good it was that the women had made contact with local officials.

A few of the women had gone home and spoken to their neighbors. Some of the responses were : I am glad they are earning money; I am happy that they are learning; It is good that they are speaking about life, situations, and manners; It is good they are learning to knit and sew, and learning new skills and sharing ideas.

Continuation of Meetings

Also on Wednesday, October 27 a meeting was held with the community women in order to find out if and when they wanted to continue with meetings among themselves.

The response was that they did feel it necessary to continue with meetings so that any business or idea could be brought forth at that time. It was agreed to hold the meetings weekly, on Thursday afternoons. The meetings will be conducted by the elected President, Vice-president, etc. of the cooperative.

Planning for the meetings ^{will} ~~would~~ take place a day in advance between elected committee members, the OEF Coordinator, Pamela Pine, and the UFM acting Coordinator, Zineb Idrissi.

Les critères qui ont poussé les femmes à rester au projet :

- 1). La vie en groupe
- 2). Le métier et d'avoir appris à confectionner soi-même quelque chose en l'occurrence la poupée et la ceinture.
- 3). Comment discuter et participer aux débats d'une réunion ou d'une causerie
- 4). Comment affronter et résoudre ses problèmes
- 5). Elles ont appris aussi à coudre
- 6). Les femmes deviennent de plus en plus des amies et s'entraident éventuellement
- 7). Grâce à la confection de la poupée et de la ceinture, elles ont pu mettre de l'argent de côté.

Translation:

Factors that encouraged women to stay in the project:

- 1) enjoy the group
- 2) having learned to make something themselves like a doll or a belt
- 3) (learning) how to discuss and participate in discussions or meetings
- 4) (learning) how to recognize and solve their problems
- 5) they have also learned to sew
- 6) the women are becoming better friends and can help each other
- 7) thanks to making dolls and belts, they have been able to save some money.

Les causes qui ont poussés quelques femmes à quitter le projet :

- 1). La garderie
- 2). Gagner l'argent tout de suite
- 3). Chaque femme veut un travail différent

Translation:

Causes that led women to leave the project:

- 1) (lack of) child care
- 2) (desire to) earn income immediately
- 3) (interest in) a different kind of work for each woman

١٢٨: صبيحة
 ١٢٩: حبيبة عمر
 ١٣٠: الزهراء بوشكرو
 ١٣١: بوسليد السعدية

النساء اللواتي يعملن
 دروس في صحار
 لاسية

المعلمة التي تعلم
 النساء السيدات المعروفين
 كما هو
 مع حبيبة

These are the women in the literacy program, taught by Tamu Maroufi.

رسد يبر
 فاكهة السامي
 فكيمة فني
 خديجة آيت أحمد
 عيشة محمد
 فاكهة الوكيل
 منانة أدغو
 رقية ياسين
 خديجة الكارح
 الزهراء أزهر
 هنو ايدير
 الادرسية أحمد
 خديجة المختار
 زوب علي
 ميند قندوش
 الكماله المباركة
 عائشة
 نعمة الزهاش
 فوزية دروا
 البتول الحسين
 الزهراء المباركة
 أفكلمو علاال
 لكيفة سار
 فكيمة سلام
 رقية المنفي
 القاسم خدوج
 سراق فتية

APPENDIX F

UFM-OEF Project
Midpoint Evaluation
Data Analysis Workshop
November 2 & 3, 1982

Agenda

I. Introduction

- reminder of 3 stages in OEF's evaluation methodology
- purposes of this analysis stage
- results needed from analysis stage
- emphasis on the 2 levels of the project (UFM and pilot projects)

II. Review of Data Collected on Selected Subjects

A. Pilot project level

B. UFM level

(NOTE: "Design Workshop results" sheets used as guides for this review; see also Appendix D and Appendix G)

III. Review of Activities to be Accomplished in Remaining Nine Months of the Project

IV. Discussion of the Evaluation Methodology Used

APPENDIX G

UFM-OEF Project Midpoint Evaluation Data Analysis Workshop November 2 & 3, 1982

Results

- I. Conclusions and Recommendations Concerning Project Objective No. 1 (U.F.M. level)
 - A. Vacant positions
 1. Coordinator
 - must be someone who is qualified to carry out the duties of the job
(Discussion of points in job description)
 - name of nominee plus some background information to be sent to Elise Smith, OEF, for approval or disapproval
 - meantime, nominee visits Témara Center, becomes familiar with the project, the current personnel, and the participants
 2. Consultants (Formatrices)
 - must be people with specialized technical knowledge
 - one (or more) person(s) to be given assignment(s) in the doll marketing area (See Section II.C.1. below.)
 - other consultant(s) may be needed in the beekeeping/honey production area (additional market survey, etc.)
 - B. Decision, planning, negotiation for project extension
 1. Conditions for continuing the project
 - UFM conditions for continuing the project are (a) having a clearer idea that the doll project is profitable in the long term (opinions of marketing consultant to be a basis for this, in December); and (b) having the OEF staff stay within the bounds of the agreement ("Protocole") signed by OEF and UFM
 - OEF conditions for continuing the project are (a) having staff members (e.g., UFM Coordinatrice) capable of fulfilling the duties of the job description; and (b) having both moral and concrete support for the project from UFM

2. Recommendation that target dates be set by OEF and UFM for each stage of the extension process, e.g.:
 - approval of funds
 - signing of new OEF-UFM "Protocole"
 - submission of proposal
 - writing proposal
 - planning proposal
 - decision in principle on extension
3. Recognition that this is a lengthy process and that there may be a gap between the end of funding for this project (July) and the beginning of funding for any extension; recommendation that decisions be made as early as possible about what will happen in the case of such a gap

C. Planning, implementation of workshops ("stages") for UFM members

1. Planning should begin as soon as possible; meeting to be held in November for OEF and UFM principals to begin discussions.
2. Workshops should respond both to current needs of the UFM and to the current situation of the project. (If there are to be substantial changes in the current plans as written, then written agreement may be needed between OEF and A.I.D., and/or OEF and UFM. This, too, should be done as soon as possible.)

D. Communication between OEF and UFM

1. Short-term recommendations
 - to catch up on subjects requiring attention, weekly meetings should be held at least through the month of November
 - phone calls and extra meetings (set up on short notice) may be necessary for topics requiring urgent attention
2. Long-term recommendations
 - meetings on specific subjects will be held as needed
 - monthly meetings will be resumed; minutes will be prepared and signed by all present
 - new letter mechanism to be set up to aid communications (letters to be hand-delivered, and signed for by recipient person or organization; time limit for comments to be mentioned in the letter; no comment within that period assumed to mean agreement/no problem with points discussed)

II. Conclusions and Recommendations Concerning Project Objectives Nos. 2 and 3 (pilot project level)

A. Topics related to participants' attitudes
(See Appendix E.2. for data collected on this subject.)

1. Child care and literacy

a. Child care

- Conclusion: child care a major factor in drop-out rate. It is important even though it was not originally included in project plans.
- Recommendations: (a) improve the place; (b) identify personnel (UFM to ask Ministry of Youth and Sports for a part-time person since Tamou cannot do child care and literacy at the same time)

b. Literacy classes

- Conclusion: literacy classes were identified as a high priority by the women in the needs assessment phase of training; 31 women are now participating in the classes; important here even though it was not originally included in project plans
- Recommendation: Tamou is doing an excellent job of instructing and should continue; UFM will arrange for her to be sent on a 3-day visit to another UFM chapter carrying out a literacy program

2. Other points related to participant and community attitudes

- a. One reason why some women dropped out is that, since the program was promoted from the start as an opportunity to earn income, they were disappointed to learn that participation in a non-formal education (NFE) training program of several months' duration was a prerequisite to the selection and initiation of the income-earning activity. The recommendation here is to promote the program more carefully; i.e., don't cut out the NFE training, but make sure participants expect it to be included. (See also Section III.A.2 below, recommending two distinct stages for a project of this type.)
- b. Husbands' and neighbors' attitudes, an object of the midpoint evaluation's data collection (see Appendix E.2), were very favorable to the project. Community support has been crucial to the pilot project's success (cleaning up of the Center, etc.); such support must be assured in the future (or for similar projects in other communities).

B. Topics related to formation and continuation of the cooperative

1. Cooperative formation: although not a specific objective in the original proposal, formation of a formal cooperative (recognized by the government) brings many benefits and was an excellent step.
2. Cooperative membership: the number of members should be brought up to 50 (from current level of 38) through individual promotion by current members among their friends and neighbors; more than 50 members is not desirable for the time being.
3. Meetings of the cooperative: the women discussed the need for continuing meetings (now that the "Organizational Skills Training" meetings have just ended); decision made to have weekly meetings every Thursday afternoon, and a planning meeting for the officers to prepare for it (with Pamela Pine's assistance) on Wednesday afternoons.

C. Topics related to economic viability of income-generating activity (supply-demand equilibrium)

(NOTE: See Appendix E.1 for data presented on doll project.)

Conclusions/Recommendations resulting from the review of the data presented:

1. The doll project seems, at least provisionally, to be profitable. Whether a permanent market for the product can be found will determine its long-term profitability. Agreement that the best possible technical advice is needed, at the earliest possible time. One consultant (or several) can be hired with project funds (See Section I.A.2 above) to give the advice needed. Topics include marketing strategies and contacts, pricing, etc. A meeting will be held Monday, November 8, by the four OEF and UFM principals to discuss possible candidate(s) for the consultancy. Early results should be made available in December (as a contribution to the decision-in-principle about project extension). The consultant's focus will be primarily on Moroccan markets. *are they available?*
2. There seems to be a possible export market for the dolls. The evaluation team recommends that OEF/Washington begin to make contacts with organizations that could import the dolls for sale in the U.S. (e.g., SERRV). Ms. Norris and Mme. Ben Hayoun will work on this together (preparing a letter to OEF, etc.).

III. General Conclusions and Recommendation (for projects of this type)

A. Recommendations concerning structural factors affecting achievement of project objectives

1. More time should be allocated for a project of this scope. The fact that so many activities need to be accomplished in such a short time leads to pressures which result in misunderstandings and aggravated communication problems. This is a major recommendation of everyone concerned in the field (UFM, OEF, USAID).
2. A project of this type should be designed with two distinct stages. A preparatory stage is seen as absolutely essential: this would include the specific objectives of (a) allowing American project staff to become familiar with the country and its work context; (b) allowing the two parties concerned (in this case, OEF and UFM) to get to know each other (sign the written agreement(s) needed, etc.); and (c) allowing time for collection of the background information required for initiation of pilot project activities (brainstorming ideas for income-producing activities, carrying out preliminary market studies on those ideas, studying possible pilot project sites and the interests/time availability of women at those sites, etc.). The implementation stage would then proceed with (a) pilot project activities clearly defined, so as not to lead participants to incorrect expectations about the activity involved or time needed before income generation starts (see Section II.A.2 above); and (b) a solid base of relations/communications between the two parties involved (OEF and UFM).

B. Recommendations for working with low-income women

1. Importance of child care, literacy, and cooperative formation
 - a. Child care and literacy training were needs which were identified during the course of this pilot group's non-formal education experience ("organizational skills training"). The evaluation team believes that these needs will always arise when low-income, illiterate women in the 25-50 year age range are involved in training. Therefore, the recommendation is made that any project of this type foresee in its design the need to address child care and literacy needs.

- b. The formation of an official cooperative was not included as a specific project objective. However, the evaluation team believes that this formal structure is often extremely beneficial to a group of women such as the participants in this project's pilot income-generating activity. Therefore, the recommendation is made that any project of this type foresee in its design the need to investigate the possible advantages of formal incorporation as a cooperative in the country involved.
2. Important factors in selection of the income-generating activity

Two factors seemed to the evaluation team to be especially important in a project of this type. The recommendation is made that any project of this type select activities which (1) require only a short training period (due to the short length of the project, as well as the women's immediate need for money); and (2) are easily acceptable within the community (although this need not always be an activity traditionally associated with female tasks, i.e., it could be a non-traditional activity such as electricity repair, etc., as long as the community accepts such a plan).

APPENDIX H

List of Required Activities for Remaining
Nine Months of OEF-UFM Project

U.F.M. Workshops ("Stages"): planning and implementation;
follow-up as needed

Reinitiate, improve child care system

Continue, institutionalize literacy program

Cooperative: training in management, strengthening of group
cohesion; preparation for end of project as needed

Preparation of materials: training materials (revisions in NFE
handbook; etc.?) and slide-tape presentation

Planning presentation and negotiation of project extension

Reports, letters; weekly and/or monthly meetings between UFM
and OEF

Improvement of economic viability of doll project

Final evaluation/final report

AFRIQUE

Maroc

Une explosion démographique

De notre correspondant

Rabat. — Le recensement de la population du pays, mené du 3 au 20 septembre, avait été préparé depuis de longs mois. Réalisé par plus de trente mille agents et enquêteurs, il a coûté quelque 11 milliards de centimes, c'est-à-dire, a précisé M. Douiri, ministre du plan - l'équivalent de onze lycées avec leur internat -. Cinq mille véhicules ont été mobilisés pour le transport des recenseurs. Huit cents agents s'emploient à en exploiter les résultats. Les premiers ne seront pas publiés avant février 1983. Le problème posé par les analphabètes, dont on évaluait le nombre, avant le recensement, à douze millions sur vingt millions de Marocains environ, soit 75 % de la population, explique le nombre des fonctionnaires mobilisés dont la plupart étaient des professeurs et des instituteurs.

Les indications tournées par les ordinateurs seront anonymes. Le maintien du secret lors de l'exploitation a suscité des inquiétudes dans la presse marocaine que le ministre a rassurée.

Le chiffre de 22 millions de Marocains est couramment admis aujourd'hui. Il a servi de base à un dossier sur la démographie marocaine publié en février-mars dernier par la revue *Lamalit*, qui se réferait elle-même à l'étude de M. Mohamed Rachidi, publiée en 1981 et intitulée « Croissance démographique et développement économique du Maroc ». En se fondant sur le chiffre de 22 millions, les auteurs de ce dossier étaient déjà arrivés à des constatations angossantes : avec la vitesse « acquise » de la natalité marocaine avoisinant cinquante pour mille, la population s'élèverait à 40 millions

environ en l'an 2000. Or, la proportion des moins de quinze ans pour une population de 22 millions d'habitants est déjà de 46 %. Le taux de progression actuel de la population marocaine est de 3 % par an, alors qu'il était de 1 à 2 % au moment de l'indépendance (1956).

Les conséquences de cette explosion démographique sont déjà sensibles dans tous les domaines. Pour subvenir aux besoins de 45,6 % d'enfants et de 2,7 % de plus de soixante ans (chiffres de 1980), le Maroc ne dispose que de 4 200 000 personnes actives environ, alors que le nombre des personnes actives potentielles est évalué à 8 millions environ.

Le contrôle des naissances

Il serait nécessaire de consacrer au moins 16 % de la production nationale aux investissements pour maintenir simplement le niveau de vie de la population si elle s'accroît de 3 % ou 4 % par an. Or, ce chiffre de 16 % n'a été atteint que de 1973 à 1977, lorsque le Maroc disposait de revenus phosphatiers exceptionnels.

En sens inverse, des facteurs peuvent jouer en faveur d'une baisse lente de la natalité. L'augmentation du niveau de vie et surtout la conscience que prenant les femmes marocaines de la nécessité de limiter les naissances sont deux des plus importants. Le contrôle des naissances n'a jamais atteint jusqu'ici qu'une minorité de femmes, surtout dans les campagnes.

ROLAND DELCOUR.