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INDUSTRIAL AND COMMERCIAL JOB TRAINING
FOR WOMEN IN MOROCCO

Number 0147

ELEVENTH QUARTERLY PROGRESS REPORT

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I. EXECUTIVE SUMMARY

Project activities have continued to progress smoothly this quarter, with no major new obstacles or difficulties having emerged. Only one team member remains on the project in Morocco; he is slated to leave in July.

Dr. Graeff's final report on her three years with the project, including recommendations to the OFPPT on the integration of women into vocational training, is presented in its entirety in this report. She highlights the changes that have been brought about as a result of the project in the areas of selection, orientation, follow-up and job placement of trainees.

AMIDEAST/Washington has continued to closely monitor the programs of OFPPT participants in the U.S. The Project Coordinator visited Denver in March to attempt to resolve difficulties that have arisen with respect to the training of the three electricity students.

Four of the original group of six Master's candidates are still in the U.S.; one, Ms. Benimmas, has stated that she plans to return home at the end of the current semester. Another, Ms. Remh, is supposed to finish her thesis by the end of this semester. Ms. El-Hajoui is awaiting the outcome of her petition for permanent residency and Ms. El-Alaoui intends to complete an MBA degree before returning at the end of summer. AMIDEAST has continued to encourage all of these participants to return home, but lacks the leverage to force them to do so. Official letters from the OFPPT and AID to the students involved might prove useful in this regard.

II. INTRODUCTION

The Eleventh Quarterly Progress Report on the Industrial and Commercial Job Training Project for Women in Morocco will present project activities from January 1, 1983 through March 31, 1983. Activities in the field and at AMIDEAST Headquarters as well as developments involving the programs of OFFPPT's participants in the United States are discussed in Part III. Issues and recommendations appear in Part IV and Appendices comprise Part V.

AMIDEAST is very pleased to present its Eleventh Quarterly Progress Report on the INDUSTRIAL AND COMMERCIAL JOB TRAINING PROJECT FOR WOMEN IN MOROCCO.

III. PROJECT ACTIVITIES

This chapter will present the following:

- A. AMIDEAST activities in the field.
- B. Activities at AMIDEAST Headquarters.
- C. Activities of OFPPT participants in the U.S.

A. AMIDEAST Activities in the Field

1. Research

As stated in the Tenth Quarterly Report, Dr. Graeff, AMIDEAST's project psychologist on the team in Morocco, submitted a final report to the OFPPT outlining her recommendations with regard to the integration of women into vocational training programs prior to her departure from Morocco. The report is presented in its entirety in Appendix A. As project psychologist, Dr. Graeff focused on the following areas: selection of candidates, orientation of candidates into specialities, follow-up in training, and employment of trainees. Her report highlights the changes that have been brought about within the OFPPT as a result of project activities, with particular reference to selection, orientation, follow-up in training and placement of female trainees. In the area of selection, males and females were initially tested for admission to industrial training in separate sessions. At the present time, however, admissions procedures at the technician level for men and women are uniform throughout OFPPT centers including INFCT (industrial), IMB (construction) and INFCCS (commercial). At the skilled worker level, admissions testing is conducted at each individual center, without any input from the project psychologist, but girls are in evidence in a large number of classes thereby demonstrating not only that project replication is taking place, but also that training is coeducational. The

psychologist's recommendations in the area of recruitment and selection of female candidates for training include a sustained effort on the part of the OFPPT to specifically recruit women in their advertising and to continue integrated testing, a procedure which sets the tone for training conditions (coed classes), and promotes non-discriminatory admissions practices.

In the area of orientation, Dr. Graeff notes in her report that during the first stages of project implementation, training opportunities for women were limited to those technical skills that had been targetted as appropriate by project planners, i.e., accounting and secretarial at the technician level and industrial electricity, electronics, and industrial and construction drafting at the skilled worker level. The psychologist thus placed female candidates in accordance with OFPPT procedures exclusively in the separate "AID classes." At the present time, the OFPPT, in response to a heightened level of demand on the part of female candidates for skills training, is placing female candidates in a broad range of trades. Dr. Graeff suggests, however, that women who have been selected for training participate in orientation sessions where the different trades are described in some detail, thus permitting the future trainees to make informed decisions regarding the training that they will pursue: selected candidates are often lacking in the most basic knowledge of the different trades and cannot therefore make appropriate decisions.

The psychologist's responsibilities also included monitoring and following up on female trainees once their technical training had begun. This involved monitoring their academic performance as well as their social adjustment to the training environment. Initially dormitory facilities were made available to female trainees in Casablanca; after a trial period of one year, this practice was discontinued due to a host of

difficulties. Dr. Graeff notes in her report, however, that while dormitories may not be crucial in Casablanca, nationwide integration of women into OFPPT's training facilities, both as teachers and as students, cannot realistically be achieved in the foreseeable future without resolution of this issue. This is particularly true in the rural areas where distances are great but where a pool of potential female trainees goes untapped and OFPPT facilities are underutilized. Academically, female trainees have completed skills training as successfully as male students, sometimes to the surprise of OFPPT administrators. The psychologist feels that the introduction of women into previously all male classes has produced a generally more serious learning environment and keener competition among the students. She recommends that current efforts to integrate classes be continued and that larger numbers of female instructors be sought: they serve as important role models, for male as well as for female students.

The final section of Dr. Graeff's report deals with the rather delicate question of job placement, which she prefers to address as the problem of trainee employment. Dr. Graeff acknowledges that this aspect of the project has probably not been as successful as others due to its great complexity. She recognizes that the project design called for the establishment of a job placement "system" through the coordinated efforts of the project team and the OFPPT, a rather simplistic approach to a monumental task, in her view. Dr. Graeff suggests that the role of the OFPPT be that of a facilitator whose task it is to prepare trainees for effective job hunting, rather than that of a "placement agent" with sole responsibility for locating employment for its graduates. Some concrete suggestions include establishing at the OFPPT a job information center, and holding regular job hunting workshops where trainees could learn

such skills as how to write a resume, conduct themselves in a job interview and present their abilities and training to a potential employer in an effective manner.

Dr. Graeff concludes her report with the observation that the OFPPT, if it is to continue to be an effective training institution, must confront the social issues that have grown out of its having opened its doors to women. By ignoring social attitudes and practices and focusing solely on the technical aspects of the training it offers, the OFPPT may soon find itself out of step with the needs of those it was created to serve.

2. Technical Training

The last remaining team member in Morocco, AMIDEAST's electricity/electronics specialist, Mr. Feroze Coowar, has continued this quarter to monitor the Electronic Technicians' course. He has developed and demonstrated additional laboratory experiments and assisted instructors in the development of lesson plans. He has also been involved in the preparation of final laboratory examinations which will take place in July. This has required thorough testing and checking of equipment and materials.

B. Activities at AMIDEAST Headquarters

Project staff at AMIDEAST Headquarters have continued, this past quarter, to ensure liaison with the remaining team member in Morocco and with the OFPPT through the AMIDEAST office in Rabat, to supervise the programs of OFPPT's technical and graduate participants in the U.S., and to maintain efficient links with AID/Washington and AID/Rabat. Discussions have continued with regard to Amendment #5, both with AID/Washington and with AID/Rabat. It is hoped that negotiations will be concluded in the near future.

AMIDEAST staff in Washington have, in addition, coordinated the arrival in the United States in January and in March of the three final OFPPT graduate students who will obtain Master's degrees in the fields of Electrical Engineering, Computer Science, and Civil Engineering. All three were met upon their arrival in Washington by AMIDEAST staff and attended orientation meetings at AMIDEAST Headquarters where administrative and financial aspects of their programs were presented to them and discussed. All three are currently enrolled in intensive English language programs and they should be ready to begin academic work this summer. Details concerning their programs are presented in Section C.

C. Activities of OFPPT Participants in the U.S.

These activities will be presented as follows:

1. Activities of OFPPT's original group of graduate students
2. Activities of the 10 technical participants
3. Activities of OFPPT's new graduate participants

1. Activities of OFPPT's original group of graduate students

Four of the original group of six female graduate students are still in the United States. All were expected to have completed their programs and returned to Morocco to take up positions on OFPPT's administrative staff long before this. Two returned to Morocco last summer. All six began their academic programs in the U.S. in the fall of 1980, with the exception of Ms. El-Hajoui who required additional English language training. The participants still in the U.S. are: Ms. Asmaa El-Alaoui, who pursued a double major in Social Psychology and Counseling at Ball State University; Ms. Fatiha Remh, who is still working towards a Master's degree in Economics at the University of San Francisco; Ms. Rouhel Kouloub El-Hajoui, also at the University of San Francisco, who has

completed her degree in Educational Psychology; and Ms. Malika Benimmas, who has completed her requirements for her degree in Vocational Education but not for her degree in Management Technology.

AMIDEAST discussed the circumstances surrounding these students' individual cases at great length in the Tenth Quarterly Report, and the situation remains essentially unchanged. All maintenance allowances and insurance policies were discontinued in January. With the exception of Ms. Remh, the participants' visas have not been renewed, and Ms. El-Alaoui, Benimmas and El-Hajoui are officially out of status. AMIDEAST has informed the Immigration and Naturalization Service of this situation, to the dismay of the students involved who do not understand that AMIDEAST must take this step, in accordance with regulations it must comply with as their sponsor. (See Appendix B - Letters to the Immigration and Naturalization Service; and Appendix C - Letters to students informing them of letters to the INS.) AMIDEAST continues to encourage all three students involved to return to Morocco as soon as possible, but so far without success.

1. Ms. Asmaa El-Alaoui (M.A. in Social Psychology and Counseling Psychology)
Ms. El-Alaoui completed all requirements for her dual degrees in Social Psychology and Counseling in November, 1982. She has declined to return to Morocco on the grounds that she is completing a degree in Business Administration. She continues to maintain that she plans to return at the end of this summer once she has obtained her degree to work for the OFPPT. AMIDEAST continues to urge her to return home as soon as possible. (See Appendix D.)

2. Ms. Fatiha Remh (M.A. in Economics)

This student has had serious academic difficulties in her program at the University of San Francisco. In January she requested and obtained

permission from the OFPPT to extend her stay for one more semester in order to complete her thesis; her current visa will expire at the end of June. AMIDEAST has not been able to ascertain in any concrete fashion how much progress has or has not been made since January on her thesis, although her thesis advisor, in a conversation in early March, stated that progress was satisfactory but that he doubted that she would complete her work before the June deadline. He therefore recommended that her visa be extended. AMIDEAST has taken the position that it cannot recommend another extension without first substantiating that the student has indeed made significant progress. AMIDEAST has therefore requested that she furnish us with a draft of her work to date as well as with an outline of her thesis for this purpose. (See Appendix E - AMIDEAST letter to Ms. Remh.) Ms. Remh has, in addition, continued to ignore repeated requests for her last semester's grades. (See Appendix F.)

3. Ms. Rouhel Kouloub El-Hajoui (M.A. in Educational Psychology)

Ms. El-Hajoui completed all requirements for her Master's degree in Educational Psychology in December 1982. In January 1983 she disclosed that she had been married to a U.S. citizen for the preceding two years and for this reason did not plan to return to Morocco to fulfill the terms of her contract with the OFPPT. (See Tenth Quarterly Report for details.) There has been no change in this situation over the last quarter, although Ms. El-Hajoui was one of the students who was extremely distressed to learn that AMIDEAST had reported to the Immigration and Naturalization Service that she was out of status, fearing that this action on AMIDEAST's part would result in her deportation or worse. As pointed out to her by AMIDEAST (See Appendix G), the INS was already aware of her status, Ms. El-Hajoui having apprised them herself of her situation when she applied for permanent residency. Another issue regarding Ms.

El-Hajoui concerns her return ticket home. AMIDEAST was instructed by the OFPPT in January not to issue her a ticket if she did not intend to return home permanently. AMIDEAST has repeatedly explained to Ms. El-Hajoui that the ticket can only be issued with the written permission of the OFPPT; this permission has not been received to date. (See Appendix G.)

4. Ms. Malika Benimmas (M.S. in Vocational Education
and M.S. in Management Technology)

Ms. Benimmas completed her degree in Vocational Education last semester, but not her degree in Management Technology. (See Tenth Quarterly Report for details.) She has indicated that she plans to return to Morocco at the end of this semester, when she will have completed her coursework for her second degree and will work on her final research paper there.

2. Activities of the Ten Technical Participants

The ten students selected by the OFPPT to undergo a one-year training program in the United States arrived in Denver, Colorado at the end of May 1982 and will return to Morocco at the end of the current semester, in late May. All ten were first enrolled in intensive English classes at the Spring Institute for International Studies, a language program located on the campus of Arapahoe Community College in Littleton, Colorado, for three months. All began their training in their respective fields at the beginning of the fall semester, although three of the participants carried a reduced load in their first semester of study due to their continued need for English language training.

Arapahoe Community College, where the students are enrolled, is a community college with approximately 3,000 students that offers a variety of occupational, college-parallel, and community service programs. The group undergoing training consists of six women and four men in four

different disciplines: Electronics, Electricity, Architectural Drafting, and Technical Drafting. (See Appendix J for course listings of the individual students. Grades for this semester will be available for the Twelfth Quarterly Report.)

The ten students enrolled at Arapahoe are: *as follows:*

Electricity: Ms. Fatima Lemchentef
Mr. M'hammed Chajrane
Mr. Ahmed Hamzaoui

Electronics: Ms. Khaddouj Belmokhtar
Ms. Soumia Ghamir
Ms. Fatima El-Fahdi
Mr. Abdessalam Fellah

Architectural Drafting: Ms. Laila Khamliche
Ms. Zahra Chlaikhy

Technical Drafting: Mr. Larbi Sayad

As stated in previous reports, the students at Arapahoe Community College have all adjusted very well to life in the United States and have done very well in their studies to date. A problem did surface with the Electricity students this semester, however, and this prompted the Project Coordinator to visit Denver in mid-March to determine whether it was going to be possible to remedy the situation. The problem that has arisen is the following: the electricity students felt by late January that they were not benefitting from their program to the degree that they had hoped, primarily because they did not feel that the material that was being taught them in their electricity class was relevant or useful. It should be pointed out, however, that this problem was all the more difficult to grapple with as the three students involved are not particularly well matched either in terms of their technical background or in their facility with English. Two of these students (Hamzaoui and Chajrane) have been instructors at the OFPPT for a number of years whereas the third, Ms.

Lemchentef, is a recent graduate of the pilot project in Morocco. Last semester the three focused on remedial English and on technical courses related to their fields; Ms. Lemchentef and Mr. Chajrane took basic electronics - Mr. Hamzaoui dropped this course after finding it too difficult. The plan that had been established was therefore for the three to receive the bulk of their technical training in electricity per se this semester. It became apparent, however, soon after the semester began, that the students were dissatisfied. It has taken a great deal of time and effort, both on the part of AMIDEAST staff and on the part of administrators at Arapahoe Community College, to try to resolve this problem, one of the reasons being that the students involved have had a great deal of difficulty articulating either their concerns or their desires. It now seems clear, however, that the type of training they would ideally like to receive is for all practical purposes no longer available in the U.S. Their primary interest is in the area of winding motors and the repair of what are known as "atypical" motors. One expert consulted by AMIDEAST went so far as to call winding a "dinosaur art"; small motor parts are not repaired in the U.S. - it is cheaper to simply replace them. Larger motors are repaired at a small number of highly specialized electrical repair facilities around the country. One such facility is located in the Denver area and arrangements were made for the students to observe activities there, but they were not interested in this - they want hands-on experience, and this is simply not possible to arrange. In short, this art is learned on the job and not in the classroom setting and companies are not willing to take on trainees at very high cost and responsibility to themselves (insurance, workmen's compensation, etc.) with no potential return for themselves at a time when they are themselves under severe economic strain.

The compromise that was finally arrived at involved setting up a special intensive eight-week course (four credit hours) focusing on those areas where electronics and electricity converge. This solution appears to have appeased the students concerned to a great degree. Two of them, Lemchentef and Hamzaoui, have nevertheless requested that their programs be extended through the summer in view of the many difficulties that have been encountered so far in arranging suitable programs for them. AMIDEAST is examining various alternatives and should a suitable training opportunity become available, will so recommend. At the present time, however, the concensus among those that have been approached by AMIDEAST appears to be that the specific training goals of these students in electricity cannot be achieved and that extending their period of stay cannot solve this problem.

The technical drafting student, Mr. Larbi Sayad, has also requested that his program be extended for a couple of months. The reasons he gives are as follows: he was selected by the OFPPT to undergo training in the U.S. in technical drafting even though his background was not in this field, as the OFPPT is in great need of instructors in this field. Although he had worked extensively with Nolan Callahan, AMIDEAST's drafting expert on the project in Morocco, he feels that he came to the U.S. with very little technical know-how. He began technical training last semester, but took a reduced load as he was still enrolled in intensive English, being one of the weakest in the group. This semester he is taking a very heavy technical load (21 credit hours) but feels that this is still not sufficient and that he requires more training, especially of a hands-on nature, before he will be adequately prepared to assume teaching duties at the OFPPT. Arapahoe Community College has assisted him in applying for an internship in the Denver area for the

summer months, but it is felt that his chances of being accepted are slim as the company in question will probably prefer to take on someone who will later remain in a permanent capacity. Should the student be accepted into this program, AMIDEAST will recommend that he be allowed to take advantage of what could be an excellent training opportunity. (See Appendix H - Project Coordinator's Campus Visit Report.)

3. Activities of OFPPT's New Graduate Participants

Two of the final group of three graduate students to receive graduate degrees in the context of this project arrived in the U.S. in January 1983. They are Ms. Soumaya Lrhezzioui, who will obtain a Master's degree in Computer Science and is attending the University of Alabama at Tuscaloosa for intensive English and will later transfer to the University of Alabama at Huntsville for her academic program, and Mr. Kaddour Menay who is attending Florida Institute of Technology in Melbourne, Florida where, after satisfying the university's English language proficiency requirements, he will enroll in a Master's degree program in Electrical Engineering. Both students are doing very well in English and do not appear to have had any difficulty adjusting to life in the communities where they are located. (See Appendix I for their grade reports for the Winter Quarter.)

The third student in the group, Ms. Amina Mechkor, arrived in the U.S. in March. She is attending Michigan State University in East Lansing, Michigan and will work towards a Master's degree in Civil Engineering, specializing in Soil Mechanics. She is presently enrolled in intensive English classes. All three students are expected to begin academic classes in the summer term.

IV. ISSUES AND RECOMMENDATIONS

The project has continued to progress smoothly over the last quarter with no major issues having surfaced, but with several unresolved problems lingering on. The most important of these remain the question of the Fifth Amendment to the contract, which has still not been signed, the return home of four of the OFPPT's participants, the final project evaluation, and the timing and mechanics of the transfer of the final three graduate participants from AMIDEAST to another AID contract. It should be remembered that this last question has budgetary implications that affect the final budget that must be agreed upon in order for the issue of the Fifth Amendment to be satisfactorily resolved. AMIDEAST hopes that AID will make a determination regarding these three students in the near future.

It has been agreed that the final project evaluation will take place in May or June. AMIDEAST hopes that arrangements for this evaluation will be finalized promptly in order to allow participants sufficient lead time.

With regard to the issue of the three graduate participants funded by the project who are still, as of this writing, in the United States, AMIDEAST continues to maintain contact with them where possible, and to encourage them to return home to fulfill their commitments to their government. As stated in earlier reports, official letters from AID and the OFPPT might prove useful in achieving this goal.

APPENDICES

Appendix A	Final Report of the Project Psychologist
Appendix B	AMIDEAST letters to the Immigration and Naturalization Service
Appendix C.....	AMIDEAST letter to students
Appendix D	AMIDEAST letter to Ms. El-Alaoui
Appendix E	AMIDEAST letter to Ms. Remh
Appendix F	AMIDEAST letter to Ms. Remh
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Appendix J	Technical students' course listings

USAID Project on the Integration
of Women in Vocational Education

Final Report of the Project Psychologist

Judith A. Graeff
February 26, 1983

INTRODUCTION

This is a report of my personal observations while I was psychologist for the AID project at OFPPT, and it is intended for internal use only at OFPPT, AMIDEAST, and AID. Therefore, I shall be speaking freely, and my comments should not be taken as the view of any other people or organizations.

My intention is to be constructive and to make suggestions for improvements in a system or a process. Any shortcomings I may mention are therefore not meant to be an attack on a particular individual because it is over simplistic to think that one person alone makes part of a project fail or succeed. However, individuals are not helpless, and they can create change for the better and should be doing so. I hope this report can contribute to this change.

This report is divided into four major activities I participated in as a psychologist at OFPPT. These areas are: selection of candidates, orientation into specialities, follow-up in training, and employment. My work in each area ran parallel to that of the Applied Psychology Service (SPA) because girls were initially treated separately from boys, but eventually, in accordance with the goals of the Project, the special interests of women were integrated into the general system operating at OFPPT. In describing each activity, I will mention how I first participated in 1980, then describe what changes have occurred during the life of the Project. Finally, I will make suggestions for future developments in each area.

Selection of Candidates

Because the focus of the Project was on "non-traditional" trades for women, I will concentrate on selection of candidates for the industrial and construction sectors where, before the Project, girls were not usually

candidates for admission. In the commercial sector, on the other hand, where women have been in training for a long time, the admission procedure did not change much as a result of the Project.

Initial:

When I arrived in the spring, 1980, girls were already in classrooms reserved for the AID project. So the first testing and selection sessions I participated in were for fall, 1980. Recruitment posters for all training at OFPPT were distributed to the lycees, but this year was the first in which they emphasized training opportunities for both boys and girls.

Since all openings in the commercial institute were available to girls, selection of AID stagiaires was done automatically with the general selection process and needed no special attention from Project staff. However, in the industrial and construction institutes where there were separate AID classes for girls, admissions testing was done apart. I handled this through the SPA at Ain Bordja, following their usual procedure for all candidates which included the same battery of tests, convocation to and monitoring of testing sessions, correction and tabulation of individual profiles, and final admission of trainees.

Recent Testing for Fall 1982:

Many changes have occurred since the beginning of the Project reflecting in part, certain structural changes at OFPPT in general. At the technician level, the entire admission procedure for girls is now fully integrated with the procedure for all the institutes in Casablanca, INFCT (industrial) and IMB (construction) as well as INFCCS (commercial). This also reflects the growing diversity of trades in which girls are seeking training, so it

makes sense that the testing procedure also be integrated. Girls certainly do not require special testing sessions.

At the skilled worker level, admissions testing has been decentralized, and now occurs in the various CQPs under the supervision of each Center director. Therefore, I do not know how these sessions were conducted in the fall. However, the end result showed girls assigned to many different classes which is evidence that testing was a mixed procedure to some degree. Suggestions:

1. OFPPT should continue to encourage girls to apply for training with specific mention in posters, and in direct contacts with schools and delegates d'education. Our experience has shown that many girls are interested in job training and are willing to be pioneers in new fields if they are given extra encouragement to do so.

2. OFPPT should continue integrated testing. Since testing is the first contact stagiaires have with OFPPT, this sets a tone for training conditions (mixed classes) and ensures equitable admissions procedures (same testing and correction).

Orientation and Trades for Girls

Initial -- Fall, 1980: Orientation was done as a function of AID classes available to girls, so they were assigned to the following areas only:

- o Technician level: accounting and secretarial
- o Skilled worker level: electronics, industrial electricity, mechanical drawing, construction drafting.

These particular trades were selected by OFPPT administrators and Project designers on the basis of what was considered to be appropriate trades for girls.

Following the same procedure set up by SPA, I reviewed individual profiles based on test results and placed girls accordingly.

Final -- Fall 1982: Orientation for girls was thoroughly integrated into the normal orientation procedure. OFPPT is responding to a greater demand for training from girls, and the many myths surrounding women and industrial work are slowly disappearing. Thus girls are now being placed in a wider variety of trades than before and their placement does not depend entirely on the existence of separate AID classes. Not only has this occurred at the institutes in Casablanca, but also in the CQPs where the Center directors orient new students.

Suggestions:

1. Orientation should remain a function of test results of the individual person and not on the basis of gender. If one believes that certain "specialites sont pour la femme" then why test girls at all?

2. Official notice should go to all training centers in Morocco encouraging the respective directors to admit and orient girls into all trades offered at their Centers. If the goal of OFPPT is to fill its training facilities, then half of the potential candidates for various trades should not be eliminated because they are girls before looking objectively at their individual skills and aptitudes.

3. It is clear by the number of girls coming for admission testing that they are eager to have job training. However, they often do not know the difference between brick-laying and electronics, so they are ill-equipped to choose a trade. I suggest, therefore, that all candidates who have been admitted to training should be called in for an information meeting where each trade is explained in some detail. This session should be done in

Arabic and be accompanied by slides. Many appropriate slides already exist (taken by SPA) showing stagiaires learning trade skills, and other slides could be added by going to the work sites, photographing girls (and boys) in factories, bureaux d'etude, ateliers, etc. Often, after having been oriented to an industrial trade some girls refuse -- voicing preference for typing. This is probably due to their ignorance of other possibilities, and the fear of being "the only girl" in an area reserved for boys. Information meetings would help to encourage girls to try other trades.

Follow-up in training

Initial -- 1979-1980. I arrived in the middle of this school year and used the remaining months to become acquainted with the stagiaires, learning what their concerns were both in the classroom and in their personal lives. The Project itself was having certain logistical problems at the time -- the delivery of equipment, for example -- but as psychologist, I was concerned with the non-technical, i.e., social aspects of training for women.

The initial attitude of OFPPT was cautious and doubtful whether girls would be capable of being serious students and learning the technical material required of them in class. In addition, most of the teachers for the AID sections were young men who had never faced a class of girls, and some of them had difficulty handling the situation in the beginning. In this first year, an attempt was made to provide housing for those girls who could not live in town, so a building at Ain Bordja was converted into a dormitory. It was located near the boys' dormitories and once again, both the students and the OFPPT administrators found themselves faced with a social situation for which they were ill-prepared. For example, the monitors (housemothers) were young girls themselves, only slightly older than the students. One had just finished her "licence" and was doing her "civil

service" at OFPPT. Therefore, these "monitrices" could not easily gain the respect and authority necessary to cope with the problems dormitory situations always present. In addition, the dormitory itself was physically inadequate for the number of girls assigned to it.

The end result was that many of the resident girls were showing signs of stress -- high absenteeism, fainting spells in class which necessitated calling an ambulance, etc. After this trial year, the dormitory was no longer used for incoming students.

Final -- 1982-1983

The most striking difference at the end of the Project at Ain Bordja and the other Centers in Casablanca is that classes are now mixed, especially in electronics, electricity, and construction drafting. The idea of separate AID classes for girls is slowly disappearing in accordance with the goals of the Project. Teachers, administrators, and students appear to be used to a higher percentage of girls at the training institute and centers. They can be seen wearing their salopettes and handling a soldering iron like any other trainee.

In general, the girls who were admitted to classes via the testing procedure of SPA have done very well in classes, demonstrating that they are as capable as boys to learn technical material. If there are a few girls in the classroom, teachers find the atmosphere more serious -- their presence tends to make the competition keener. Indeed, very few discipline problems came to my attention during the end of semester conseils de classe. The possibility of providing housing for girls is no longer mentioned.

Suggestions:

1. Continue and increase the number of mixed classes.

2. Recruit and/or train more female teachers for all trades. They serve as important role models for the stagiaires -- boys and girls alike. In the first years that women are teaching mixed classes, it will be very important for the administrators to give extra support and encouragement to these teachers.

3. Initiate periodic meetings with teachers to discuss student-teacher relations in the classroom. These groups could be lead by the staff of SPA, and include both teacher trainees (integrated into the "formation des formateurs") and experienced teachers (la formation permanente).

4. With the increasing number of women as stagiaires and as teachers, the issue of housing for women cannot be avoided much longer. By not addressing the social and material problems which accompany the integration of women into vocational training, OFPPT is, in the long run, hurting itself. For example, it is eliminating many potential students and teachers due to a lack of housing for women. This is less of a problem in Casablanca where there are sufficient potential trainees already living with their families in town, but in smaller town where many potential trainees come from the surrounding rural areas, housing for girls would help to fill CQPs and IIAs functioning at less than full capacity.

OFPPT has already had to confront this issue as in the following example. In the construction drafting classes in Casablanca (1982), the top five students were to be selected as student teachers (eleve instructeur). This status provides them with a scholarship during their technical training, then, after an additional period of teacher training, they become vocational education instructors at OFPPT. A problem arose that year when it was discovered that four of the five top students were girls. The general

consensus was that they could not be chosen as student teachers because once working for OFPPT, they could not be transferred to Centers out of town largely due to the lack of housing for women.

The problems presented by providing housing for women are largely social in nature. It is only recently that single women in Morocco have had the opportunity to go to school and to work, and the freedom which accompanies these activities presents a new and difficult social situation for both men and women. OFPPT is fortunate to have several capable psychologists among its staff, and they should be called upon to address housing and related issues in order to find creative solutions to these unavoidable problems. By facing these issues immediately, the base from which students and teachers are selected is broadened to include women as well as men, thus affording OFPPT more competent teachers and motivated students.

Employment

I have chosen the title for this last section as "employment" rather than the term "placement", which was used during the project because the latter implies a passive role of the stagiaires in the job hunting process. They, in reality, should be responsible themselves for seeking employment, with OFPPT acting as facilitator. It is this approach which should be emphasized in official policy concerning employment for graduating stagiaires rather than one of a job placement service.

I realize that finding adequate work in Morocco in the 1980s is difficult for men as well as women, but I will only be discussing the employment issue for the women graduating from our Project.

I also realize that the employment of women trainees was probably the least successful part of the Project. No single person can be named as the

cause; the situation was far too complex for such a simplistic analysis, and indeed, now that the Project is over, such accusations would be useless and destructive. We should instead look at the three years of the project as a learning experience, and look now to the future, having more information and wisdom than before.

Initial efforts:

The Project contract called for a coordinated effort of both Project and OFPPT personnel to set up a system which would facilitate the job search process for the stagiaires. Rather than structuring this process early in the Project so that when girls were ready to leave training some procedures would be available to help them -- nothing was done until the Project and OFPPT were faced with dozens of girls who, months after the end of training, were still looking for work without success.

So we were faced with a crisis. One major contributor to this situation was the prevailing idea that someone was responsible for placing in employment every stagiaire graduating from the Project. It is already difficult to find work for oneself, but to find positions for qualified but inexperienced students who present a novel hiring situation for employers (girls in industry), was nearly an impossible task. And by taking a placement approach to the problem, rather than a facilitator role, meant that the task would be never ending. Each summer, more and more girls would be ready for work.

Far better to put into effect a policy which places the ultimate responsibility of job hunting on the individual students, and then the role of OFPPT is to prepare the student for effective job hunting and to support him/her during this process. Special attention needs to be paid to this issue in the initial years of women's integration into "la vie active,"

but later, given the rapidity with which Moroccan society is changing, special efforts for women would no longer be necessary.

Suggestions:

1. OFPPT could make official recognition that girls are now being trained and are ready for employment in various trades usually reserved for boys. In this way, employers would be informed about OFPPT's successful efforts to train women. This could be done in an appropriate manner -- presented to professional organizations and the Chamber of Commerce for example, as news and information rather than as publicity for a new product.

2. Within OFPPT, an information center could be open to stagiaires providing lists of enterprises which might hire in each field, information about placement centers and other employment opportunities (perhaps those which exist outside of Casablanca as well). The initiative to use this information for job hunting would be left up to the student.

3. Psychologists at OFPPT could conduct job hunting workshops in order to teach girls to present themselves effectively in job interviews. I tried role playing sessions with several classes, and saw, if left on their own, most of the girls would have failed to find work simply because they had no idea how to discuss work possibilities with a potential employer.

Appropriate behavior can be learned however (speaking loudly and clearly, looking at the person spoken to, for example). I was hampered by a lack of knowledge of Arabic. These sessions, although limited, seemed useful to the girls. We covered such things as how to:

- o Write a "demande d'emploi" and a curriculum vitae
- o enter an office and introduce themselves
- o present their training and abilities in a positive manner
- o ask questions and discuss what work is available

These workshops could be done periodically during the training at OFPPT so that every girl is better prepared to enter active life in general, and to seek employment in particular.

In conclusion, OFPPT's role in employment of its stagiaires should be one of a facilitator and supporter, not as a placement bureau. Specifically, it could provide information to stagiaires about job opportunities in their field, inform employers about women trained in various trades, and finally, train the stagiaires themselves in effective personal skills so they can put OFPPT's help to good use.

Conclusion

It is clear that women in urban Morocco are entering active life. They no longer want to stay at home -- indeed, this is a way of life few can continue to afford. Indeed, my research showed that most women are working because they have to help support a family. The role of OFPPT as a training institution is therefore caught in the middle of this social situation. As long as its administrators pay attention to the technical aspects of training, only, and pretend that social attitudes and practices are not important, it will quickly find itself out of step with the needs of those it serves. Keeping women separate from men is a luxury of the past and social issues resulting from the integration of women in life outside of the home must be addressed in a rational and coherent manner if OFPPT is to continue being an effective training establishment. OFPPT has several appropriately trained social scientists on its staff who could address these issues and make needed proposals to the administration.



AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT
March 18, 1983

Immigration and Naturalization Service
Appraisers Building
630 Sansome St.
San Francisco, CA 94111

To Whom It May Concern:

The purpose of this letter is to inform you that a Moroccan student residing in your district is out of status, her J-1 visa having expired January 31, 1983. Her name, address, and telephone number are as follows:

Ms. Kouloub El Hajoui
2609 Sutter St.
San Francisco, CA 94115
415/346-1507

Ms. El Hajoui came to the U.S. under the auspices of the Agency for International Development, under AID/Government of Morocco (GOM) Host Country Contract No. 0147, Industrial and Commercial Job Training for Women in Morocco. AMIDEAST works under contract to the GOM and AID in implementing the project. Ms. Ann Domidion of AID/Washington (202/632-1078) handles the project from the U.S. side.

Ms. El Hajoui's scholarship allowed her to pursue a Master's degree in Educational Psychology at the University of San Francisco. She was scheduled to finish her degree and return to Morocco to assume a position with the GOM in late fall 1982. In mid-January 1983, however, Ms. El-Hajoui informed AMIDEAST that she had been married to a U.S. citizen for two years and intended to remain in the U.S. until she had obtained a doctorate and her husband had completed his studies. Ms. El-Hajoui has requested that the obligations of her J-1 visa be waived to allow her to remain in the U.S., but it is our understanding that persons applying for such waivers must return to their home countries while the request is being considered. Ms. El Hajoui has not, to date, acceded to our repeated requests to leave the U.S.

Should you require additional information regarding this student, please feel free to contact me.

Sincerely yours,

Diana Kamal
Project Coordinator

cc: Ann Domidion, AID/Washington



AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

March 18, 1983

Immigration and Naturalization Service
932 New Post Office Building
180 East Kellogg Blvd
St. Paul, MN 55101

To Whom It May Concern:

The purpose of this letter is to inform you that a Moroccan student residing in your district is out of status, her J-1 visa having expired January 31, 1983. Her name, address, and telephone number are as follows:

Ms. Malika Benimmas
P.O. Box 496
Menomonie, WI 54751
715/235-7087

Ms. Benimmas came to the U.S. under the auspices of the Agency for International Development, under AID/Government of Morocco (GOM) Host Country Contract No. 0147, Industrial and Commercial Job Training for Women in Morocco. AMIDEAST works under contract to the GOM and AID in implementing the project. Ms. Ann Domidion of AID/Washington (202/632-1078) handles the project from the U.S. side.

Ms. Benimmas' scholarship allowed her to pursue a Master's degree in Vocational Education at the University of Wisconsin/Stout. She was scheduled to finish her degree and return to Morocco to assume a position with the GOM in late fall 1982. Ms. Benimmas has not, to date, acceded to our repeated requests to leave the U.S.

Should you require additional information regarding this student, please feel free to contact me.

Sincerely yours,

Diana Kamal
Project Coordinator

cc: Ann Domidion
AID/Washington

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AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

March 18, 1983

Immigration and Naturalization Service
Dirksen Federal Office Building
219 South Dearborn St.
Chicago, IL 60604

To Whom It May Concern:

The purpose of this letter is to inform you that a Moroccan student residing in your district is out of status, her J-1 visa having expired January 31, 1983. Her name, address, are as follows (she has no telephone):

Ms. Asmaa El Alaoui
International House
Ball State University
Muncie, IN 47306

Ms. El-Alaoui came to the U.S. under the auspices of the Agency for International Development, under AID/Government of Morocco (GOM) Host Country Contract No. 0147, Industrial and Commercial Job Training for Women in Morocco. AMIDEAST works under contract to the GOM and AID in implementing the project. Ms. Ann Domidion of AID/Washington (202/632-1078) handles the project from the U.S. side.

Ms. El-Alaoui's scholarship allowed her to pursue a Master's degree in Social Psychology at Ball State University. She was scheduled to finish her degree and return to Morocco to assume a position with the GOM in late fall 1982. Ms. El-Alaoui has not, to date, acceded to our repeated requests to leave the U.S.

Should you require additional information regarding this student, please feel free to contact me.

Sincerely yours,

Diana Kamal
Project Coordinator

cc: Ann Domidion
AID/Washington

America-Mideast Educational & Training Services, Inc.

1717 Massachusetts Avenue, N.W. • Suite 100 • Washington, D.C. 20036 • (202) 797-7900 • Telex 440160 • Cable: Amideast



AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

March 22, 1983

Ms. Asmaa El Alaoui
International House
Ball State University
Muncie, IN 47306

Dear Asmaa:

Diana has asked me to tell you that we have informed the Immigration and Naturalization Service (INS) that you are out of status, your visa having expired January 31 of this year.

In order to avoid problems with the INS that may affect your ability to return to the U.S. in the future, we encourage you to make plans to return to Morocco at your earliest convenience.

Sincerely yours,

Gail Owens
Project Assistant



AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

March 22, 1983

Ms. Malika Benimmas
P.O. Box 496
Menomonie, WI 54751

Dear Malika:

Diana has asked me to tell you that we have informed the Immigration and Naturalization Service (INS) that you are out of status, your visa having expired January 31 of this year.

In order to avoid problems with the INS that may affect your ability to return to the U.S. in the future, we encourage you to make plans to return to Morocco at your earliest convenience.

Sincerely yours,

Gail Owens
Project Assistant

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AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

March 22, 1983

Ms. Kouloub El Hajoui
Box 3371
Rincon Annex
San Francisco, CA 94119

Dear Kouloub:

Diana has asked me to tell you that we have informed the Immigration and Naturalization Service (INS) that you are out of status, your visa having expired January 31 of this year.

In order to avoid problems with the INS that may affect your ability to return to the U.S. in the future, we encourage you to make plans to return to Morocco at your earliest convenience.

Sincerely yours,

Gail Owens
Project Assistant

AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

Ms. Asma El-Alaoui
International House
Ball State University
Muncie, IN 47306

March 2, 1983

Dear Asma:

I haven't heard from you in a long time, so I thought it would be a good idea to drop you a line as we cannot contact you by phone. What is your current situation and what are your plans? We, of course, continue to receive requests for information from the OFPPT regarding your return date, and I think that regardless of what your plans may be, that it is only fair that you at least let us know what your plans for the immediate future are and what your status is. I assume that you are now out of status, your visa having expired January 31. What action, if any, have you or Ball State taken to remedy this situation? As you know, this is very serious and will jeopardize your chances for being able to return to the U.S. in future.

Again, let me stress the very grave nature of the course of action that you are pursuing. Please reconsider your decision; it still isn't too late. Also, we still have not received your AID Academic Enrollment and Term Report. Please send it to me immediately.

Sincerely,

Diana Kamal

Diana Kamal
Project Coordinator

EGYPT
JORDAN
LEBANON
MOROCCO
SYRIA
TUNISIA
WEST BANK/GAZA
YEMEN

cc: Kirk Robey, International Student Advisor
Dr. Michael White, Dept. of Counseling Psychology

Headquarters
WASHINGTON, D.C.

America-Mideast Educational & Training Services, Inc.

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AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

March 31, 1983

Ms. Fatiha Remh
405 Palmcrest St., #1
Daly City, CA 94015

Dear Fatiha:

I haven't heard from you in ages and I hope that all is going well, particularly with your thesis. My assistant, Gail Owens, spoke with Dr. Kofi recently and he told her you were making satisfactory progress on your thesis. This was excellent news, of course. He did mention, however, that you probably wouldn't finish before the end of the semester and that your visa should therefore be extended. I think that it would be necessary for us to review a draft of what work has been completed on your thesis to date, as well as an outline of the thesis as a whole, before we could make a recommendation to the OFPPT to this effect. I suggest you get this in the mail promptly so that we might in turn review your progress.

Please do not hesitate to call or write if we can be of any assistance otherwise. I hope to hear from you soon.

Regards,

Sincerely,

A handwritten signature in cursive script that reads "Diana Kamal".

Diana Kamal
Project Coordinator



AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

February 11, 1983

Ms. Fatima Remh
405 Palmcrest St., #1
Daly City, CA 94015

Dear Fatima:

Diana has asked me to send you another copy of the AID Academic Enrollment and Term Report. Please fill it out and return it to us as soon as you can. You see, we are under obligation to send these reports to AID after each term. We are now more than two months late.

Good luck with school. We are in the midst of a huge snowstorm today!

Sincerely,

Gail Owens

EGYPT
JORDAN
LEBANON
MOROCCO
SYRIA
TUNISIA
WEST BANK/GAZA
YEMEN

Headquarters
WASHINGTON, D.C.

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AMIDEAST

EDUCATION AND TRAINING FOR MIDDLE EAST DEVELOPMENT

Ms. Kouloub El-Hajoui
 P.O.Box 3371
 Rincon Annex
 San Francisco, CA 94119

March 30, 1983

Dear Kouloub:

I am writing to confirm what I told you on the phone yesterday and to set the record straight on a couple of the issues you raised. I assure you that no action that AMIDEAST has taken will result in your going to jail: I don't know where you got this idea, but it is simply ridiculous.

AMIDEAST has informed the Immigration and Naturalization Service that you are out of status. As you pointed out yourself, this is something that the INS is already aware of, seeing as you yourself have been in contact with them regarding your petition for an Immigration visa. You must realize that AMIDEAST has certain responsibilities in its role as sponsor: one of these is to routinely advise the INS when AMIDEAST sponsored students fail to leave the U.S. as planned and their visas expire. I repeat - this procedure is perfectly standard and routine. In no way have we singled you out.

Secondly, with respect to your return ticket, let me state once again AMIDEAST's position. On January 21, 1983, I received instructions from the OFPPT not to issue you a return ticket if it was your intention to remain in the U.S. and not return permanently to Morocco. I will release the ticket happily as soon as I receive instructions from the Director General that he wishes me to do so. I have not received such instructions to date.

Please let me know should you require further clarifications.

Sincerely yours,

Diana Kamal
 Project Coordinator

cc: M. Abderrahman Fassi-Fihri, Director General, OFPPT
 Ms. Sue Buret, Director, AMIDEAST/Rabat

Campus Visit Report
Denver, Colorado

March 21 - 23, 1983

The purpose of the campus visit to Denver in March was to visit ten students who are enrolled at Arapahoe Community College undergoing a one-year training program in electronics, electricity, and architectural and industrial drafting funded by the Industrial and Commercial Job Training Project for Women in Morocco. The group enrolled at Arapahoe consists of six women and four men as follows:

<u>Electricity:</u>	Ms. Fatima Lemchentef Mr. M'hammed Chajrane Mr. Ahmed Hamzaoui
<u>Electronics:</u>	Ms. Khaddouj Belmokhtar Ms. Soumia Ghamir Ms. Fatima El-Fahdi Mr. Abdessalam Fellah
<u>Architectural Drafting:</u>	Ms. Laila Khamliche Ms. Zahra Chlaikhy
<u>Technical Drafting:</u>	Mr. Larbi Sayad

The students began their training in May 1982. All ten were enrolled in intensive English classes through August; with the exception of three students (Chajrane, Hamzaoui, and Larbi) who required additional English training in the fall semester, the students began full-time technical training in September 1982. The students are expected to complete their training at the end of the current semester (May 1983) and return to Morocco to assume teaching positions with the OFPPT at different locations around the country.

All the students appear to have successfully adjusted to life in the U.S. and to be doing well in their studies. They generally had few

complaints, with the exception of the electricity students, and this will be dealt with in greater detail below. All ten students, in addition to their technical classes, are enrolled in two courses, Human Resources Management 102 and 103, entitled Curriculum and Course Design and Program Design and Management. All ten complained in varying degrees about these courses, the general sentiment being that they do not find them particularly useful. The men in the group, older and more experienced teachers than the women, feel that their teaching experience (5 - 10 years) renders the material taught in the classes superfluous. They did feel, however, that the classes were most beneficial for the younger women who had never actually taught. The women, however, feel that the classes do not afford them sufficient teaching practice and would like to see the classes focus more on video-taped role-playing sessions. They also feel that as OFPPT teachers they will not have the opportunity to use skills taught in the areas of curriculum design and program management as these functions are highly centralized at the OFPPT and not the domain of the teaching staff at the individual centers. It was pointed out to them that this was a rather narrow view towards education and that there was undoubtedly much for them to learn in the courses that would prove useful later on, even if that is not readily apparent to them at the present time. Of interest is the fact that the college has developed this program specifically for our group of students and that the courses emphasize the training function from an industrial perspective rather than from the traditional teacher training angle.

With regard to the technical courses the students are taking, there appear to be no problems with the four electronics students and the one

technical drafting student although the latter has requested that he be permitted to remain in the U.S. beyond the projected May departure date. The reasons he gives are as follows: he was selected by the OFPPT to come to the U.S. to develop his skills in technical drafting even though his background was not in this field, as OFPPT is in need of trained technical drafting instructors. Prior to coming to the U.S. he had worked extensively with Nolan Callahan, the AMIDEAST industrial drafting training specialist, but lacked formal training. He was able to take some introductory technical classes last semester but did have to spend a lot of his time on English as he was one of the weakest in the group. This semester he is taking a very heavy load (21 credit hours) but feels that this is still not sufficient and that he requires further training if he is to become sufficiently skilled to teach when he returns to Morocco. In addition to formal training, he would very much like to investigate the possibility of a short-term apprenticeship or internship. He is interested in remaining in the U.S. for one additional term, or through August. He has been asked to submit a request in writing outlining his proposed activities for the summer. AMIDEAST will then review the request and make what recommendations appear appropriate.

The major problem requiring attention is the situation of the three electricity students. Two of these students (Hamzaoui and Chajrane) have been electricity instructors at OFPPT for a number of years. The third, Lemchentef, is a recent graduate of the pilot project. Difficulties in providing these students with appropriate training have been compounded by two factors: their poor English and the difference in expertise which exists between the two men and the one woman in the group. Last semester

the three focused on remedial English and on technical courses related to their field, the plan being that they would receive the bulk of their technical training during the current semester. It became apparent soon after the semester began, however, that the students were dissatisfied with their coursework. It has taken considerable discussion and time to attempt to resolve this problem as the students have had a great deal of difficulty articulating their concerns, but it now seems evident that the type of training they would ideally like to receive is practically no longer available in the United States. Their primary interest seems to be in the area of winding motors and the repair of what are known in the United States as "atypical" motors. Parts on small motors in the U.S. are not repaired: it is more economical to simply replace the parts that no longer function. Larger motors are indeed repaired, but in this case the skills involved in the repair process are learned on-the-job and not in a classroom setting. Officials at Arapahoe Community College have scoured the Denver area in the hope of identifying an electrical facility that would agree to permit the students to acquire some hands-on, practical training in this area, but to no avail. No such company has been located: those firms that do have the equipment are not interested in assuming the responsibility for these students due to extremely high insurance costs, etc. The students, in turn, are not satisfied to merely observe workers on the job. Their electricity instructor also feels that the two men are very advanced theoretically. The compromise that has been arrived at, finally, has involved setting up a special course for the three students that will focus on those areas where electricity and electronics converge. This solution appears, for the time being, to be satisfactory to the students involved.

Two of them, Hamzaoui and Lemchentef, have requested that their programs be extended into the summer term in view of the difficulties that have been experienced in arranging a suitable program for them. AMIDEAST is still in the process of examining available training alternatives, in Denver and elsewhere, and will make a recommendation to the OFPPT and to AID once it determines whether or not an extension would be of benefit.

SUMMARY EVALUATION

COURSE TITLE	GRADES	
	MIDTERM	FINAL
Structure/Toefl Preparation IV	A	A
Composition IV	B	D
Reading & Vocabulary IV	C	B
Language Lab IV	S	S
Pronunciation Lab IV	S	S
Conversation Partners IV	S	S
GRADE POINT AVERAGE		<u>1.67</u>

GRADING SYSTEM

The English Language Institute uses a grading system based on 3.0 points. The following symbols will be helpful in interpreting the Summary Evaluation.

GRADE	POINTS	GRADE	POINTS
A - Excellent	3	I - Incomplete	0
B - Good	2	W - Withdrawn	0
C - Average	1	S - Satisfactory	0
D - Poor	0	U - Unsatisfactory	0

STUDENT PROFILE

	EXCELLENT	GOOD	AVERAGE	POOR
Completion of Assignment	X			
Academic Motivation		X		
Adjustment to Classroom Situation		X		
Adjustment to Culture		X		
Special Problems				

RECORD OF ATTENDANCE

Student was absent without excuse from 14 out of 200 classes.

STANDARDIZED TEST RESULTS

	SCORE	DATE
INSTITUTIONAL TOEFL	_____	_____
INTERNATIONAL TOEFL	<u>477</u>	_____

PROFICIENCY REPORT

- X 1. Assuming that the student continues to progress at his/her present rate, he/she should be prepared in English for part-time academic study at The University of Alabama by _____ and for full-time academic study by Summer '83. However, a final evaluation will be made prior to those dates.
2. This student needs to accelerate his/her progress in English before the anticipated date of enrollment in an academic program can be determined.

STUDENT'S NAME Soumaya LrhezhiouiCOURSE Structure 4

Soumaya is an excellent student; she's done a very good job and made a lot of progress in her structure class this session. She has improved her English in all four skill areas: listening, speaking, reading, and writing. Her weakest area is perhaps speaking, but this is improving with time and practice. It has been a pleasure having her in my class. I am confident that she will do well in her future studies.

Bill Wallace

Instructor's Signature

STUDENT'S NAME Sonnaya TrlezbumCOURSE Reading and Vocabulary IV

Sonnaya is a thoughtful reader. She is able to get the main idea from what she has read and her ability to draw conclusions from her reading is improving. Sonnaya has contributed valuable ideas to class discussions. Her vocabulary has improved greatly.

Sonnaya has been a pleasure to have in class.

Kita E. Simons
Instructor's Signature

STUDENT'S NAME Somaya WeyhsonCOURSE Pronunciation and listening labs IV

Somaya has good listening skills but she is a little weak giving oral presentations in lab. She needs to concentrate harder on the differences between French and English sounds. Her intonation is quite good, however.

W. Hatsum
Instructor's Signature

56013-F042 WINTER 1983
 LT 201001 INTER STRUCTURE
 LT 202001 PRONUNCIATION
 LT 203001 AURAL COMPREHENSION
 LT 204001 INTER READING
 LT 205001 INTER WRITING
 QT 00-00-00-000

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C

TECHNOLOGY
 OFFICE OF THE REGISTRAR
 MELBOURNE, FLORIDA 32901



STUDENT ACADEMIC RECORD

SITE: F 001 03/24/83

STUDENT NAME
 LAST FIRST MIDDLE
 MENAY, KADDOUR

STUDENT NUMBER	DATE OF BIRTH	SEX
56013	01/14/56	M

MAJOR	ADVISOR
R042	

DATE OF ADMISSION	
QUARTER	YEAR
WINTER	1983

CURRENT QUARTER			
HOURS ATTEMPTED	HOURS EARNED	GRADE POINTS	GRADE POINT AVERAGE
0	0	0	0.000

CUMULATIVE TOTALS					
TRANSFER HOURS	HOURS EARNED BY EXAM	F.I.T. HOURS ATTEMPTED	F.I.T. HOURS EARNED	GRADE POINTS	GRADE POINT AVERAGE
0	0	0	0	0	0.000

MENAY, KADDOUR
 AMIDEAST 1717 MASS AVE
 WASHINGTON DC 20036

1. Ms. Fatima Lemchentef (Electricity)Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
HRM 102	Curriculum and Course Design	3
HRM 103	Program Design and Management	3
MAT 202	Calculus and Analytic Geometry II	5
ESL 113	English as a Second Language	3
ELM 104	Electro-Mechanical Systems	3
PER 103	Aerobic Activities II	1

2. Mr. M'hammed Chajrane (Electricity)Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
MEC 216	Metrology	2
HRM 102	Curriculum and Course Design	3
HRM 103	Program Design and Management	3
ESL 112	English as a Second Language	3
ELM 104	Electro-Mechanical Systems	3
MAT 150	Intermediate Algebra	4
ELT 140	Circuit Construction	2

3. Mr. Ahmed Hamzaoui (Electricity)Spring 1983

Course No.	Title	Credit hours
HRM 103	Program Design and Management	3
HRM 102	Curriculum and Course Design	3
MAT 150	Intermediate Algebra	4
ESL 112	English as a Second Language	3
ELM 104	Electro-Mechanical Systems	3
CSC 102	Introduction to Basic	1
PER 111	Aquatics	1

4. Ms. Kaddouj Belmokhtar (Electronics)Spring 1983

Course No.	Title	Credit hours
ELT 130	Analog ICS: OP Amps	3
ELT 131	Analog ICS: Special Components	2
HRM 102	Curriculum and Course Design	3
HRM 103	Program Design and Management	3
ESL 113	English as a Second Language	3
ELT 250	Communications Systems	3

5. Ms. Soumia Ghamir (Electronics)Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
HRM 102	Curriculum and Course Design	3
HRM 103	Program Design and Management	3
ELT 140	Circuit Construction	2
ESL 113	English as a Second Language	3
ELT 130	Analog ICS: OP Amps	3
ELT 250	Communications Systems	3

6. Ms. Fatima El-Fahdi (Electronics)Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ELT 250	Communications Systems	3
ELT 130	Analog ICS: OP Amps	3
ELT 131	Analog ICS: Special Components	2
HRM 102	Curriculum and Course Design	3
HRM 103	Program Design and Management	3
ESL 113	English as a Second Language	3
ELT 140	Circuit Construction	2

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7. Mr. Abdesselam Fellah (Electronics)Spring 1983

Course No.	Title	Credit hours
ELM 104	Electro-Mechanical Systems	3
ELT 130	Analog ICS: Op Amps	3
ELT 131	Analog ICS: Special Components	2
HRM 103	Program Design and Management	3
ESL 113	English as a Second Language	3
MIS 101	Structured Business Basic I	3
HRM 102	Curriculum and Course Design	3

8. Ms. Laila Khamliche (Architectural Drafting)Spring 1983

Course No.	Title	Credit hours
HRM 103	Program Design and Management	3
ARC 127	Architectural Perspective Drawing	3
ESL 113	English as a Second Language	3
ARC 201	Architectural Practice	5
HRM 102	Curriculum and Course Design	3

9. Ms. Zahra Chlaikhy (Architectural Drafting)Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit Hours</u>
HRM 103	Program Design and Management	3
ARC 127	Architectural Perspective Drawing	3
ESL 113	English as a Second Language	3
ARC 201	Architectural Practice II	5
HRM 102	Curriculum and Course Design	3
MIS 101	Introduction to MIS and Basic	3

10. Mr. Larbi Sayad (Mechanics)Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
DRT 107	Revisions and Maintenance of Drawings	1
MEC 216	Metrology	2
HRM 102	Curriculum and Course Design	3
ESL 112	English as a Second Language	3
HRM 103	Program Design and Management	3
DRT 106	Sketching and Shape Description	2
DRT 102	Technical Drafting II	4
MAT 150	Intermediate Algebra	4