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INDUSTRIAL AND COMMERCIAL JOB TRAINING
FOR WOMEN IN MOROCCO
Number 0147

THIRD ANNUAL REPORT
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I. EXECUTIVE SUMMARY

This Third Annual Report on the Industrial and Commercial Job Training Project for Women in Morocco will discuss project activities from October 1, 1981 through September 30, 1982 involving the AMIDEAST Team in Morocco, staff at AMIDEAST Headquarters in Washington, D.C., and the programs of the Moroccan graduate and technical participants in the United States.

AMIDEAST was officially notified in early July of Dr. Anthony Fisher's intention to resign his post as Team Leader effective October 7, 1982. AMIDEAST has designated its representative in Morocco, Ms. Sue Buret, to fulfill the functions of Team Leader, with overall responsibility for field activities. All remaining team members will terminate their employment under this contract on December 30, 1982, with the exception of Mr. Feroze Coowar, the Electricity/Electronics Specialist. Mr. Nolan Callahan, the Industrial Drafting Specialist, has already completed his assignment on the project; he left Casablanca at the end of July after having submitted to the OFPPT the completed Industrial Drafting Program.

The Team Economist, Mr. Carlos Gomez, has submitted his final draft of the economic survey report to the OFPPT. The report will be reviewed by OFPPT staff in collaboration with Mr. Gomez and released by the OFPPT in due course. A draft of the psychological research report on women in the workplace was presented to the OFPPT by Dr. Graeff in August. OFPPT staff will work with Dr. Graeff in the preparation of the final report which will include recommendations to the OFPPT. In addition, Dr. Graeff will present to the OFPPT, prior to her departure from Morocco, a report on her three years with the project with emphasis on her recommendations regarding the integration of women into vocational training.

Significant progress has been made this past year in the area of skills training. Mr. Coowar, the Electricity/Electronics Specialist, has been involved in a broad range of activities including teacher training, curriculum design and implementation, equipment installation and maintenance, etc. He has also devoted himself unstintingly to the placement of trainees both in industrial apprenticeships and in permanent positions. Job placement remains an issue of great concern; the OFPPT, with the assistance of AMIDEAST, is taking steps to improve the effectiveness of current placement procedures.

Amendment No. 3 to the contract provided for additional participants to be trained in the United States within the context of this project. Ten technical participants were thus selected by the OFPPT and placed by AMIDEAST in an appropriate training facility. The group is currently attending classes at Arapahoe Community College in Littleton, Colorado. All are doing extremely well and have successfully adapted to life in the U.S. Difficulties were encountered, however, in identifying qualified applicants to pursue graduate study in the U.S. in Engineering and Computer Science. While a total of six candidates had been sought, only three were identified this past year. It was thus decided, with the concurrence of the OFPPT and AID, to set September 30, 1982 as a deadline for new applications. This deadline has now expired.

In early September the Project Coordinator and AMIDEAST's Senior Vice President visited Morocco for consultations with OFPPT and AID officials. Discussions centered on the need for a 5th Amendment to the contract in order that a number of developments which have surfaced this past year might be addressed. A number of issues remain unresolved, but it is expected that agreement will be reached in the near future.

Activities at AMIDEAST Headquarters this past year have included: back-up support for the Team in Morocco, supervision of OFPPT's participants in the United States, processing and placement of the additional graduate participants, programming and supervision of the short-term training program at Ohio State University's National Center for Research in Vocational Education for four members of OFPPT's administrative staff, and finally, making all necessary arrangements for the visit to the United States this past summer of the Director General of the OFPPT, Mr. Abderrahman Fassi-Fihri.

During the course of the last year, two of the original group of six female graduate students completed their requirements for their degrees and returned to Morocco. The remaining four should all complete their programs and return by December. One of these students, Ms. Fatiha Remh, continues to be the source of some concern, however.

As of September 1982, women are fully integrated into technical training in all fields dispensed at the centers operated nationwide by the OFPPT. The OFPPT, however, currently lacks the capability to collect accurate female enrollment data as women will no longer be trained in separate classes. It will thus be impossible to determine in future exactly how many women the pilot project will have trained. AMIDEAST therefore recommends that AID take this development into account by either revising the Project Paper or taking other steps deemed appropriate.

Another issue of concern is the OFPPT's decision to train Electronics technicians within a two-year time frame. AMIDEAST strongly feels that this period should be extended by a minimum of one semester and urges the OFPPT to review this decision. AMIDEAST's Electronics/Electricity Specialist also

recommends that OFPPT Electronics instructors be given access to English language training in view of the prevalence of English language terminology in French Electronics texts; AMIDEAST is currently exploring available alternatives.

Job Placement of trainees remains the most difficult issue at hand. It is hoped that with the assistance of AMIDEAST, the OFPPT will succeed in developing effective strategies to upgrade its current placement practices. Suitably enhanced, the Placement Department already in existence at the OFPPT may well provide the most appropriate framework for these placement endeavors. This is an issue which must be tackled forthrightly for this pilot project to continue to achieve success.

II. INTRODUCTION

The Third Annual Report on the INDUSTRIAL AND COMMERCIAL JOB TRAINING PROJECT FOR WOMEN IN MOROCCO will discuss project activities from October 1, 1981 through September 30, 1982, with particular emphasis on activities taking place this last quarter. Activities in the field, at AMIDEAST Headquarters, and the programs of OFPPT's participants in the United States are presented in Part III. Issues and recommendations appear in Part IV and Appendices comprise Part V.

AMIDEAST is very pleased to present its Third Annual 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

As stated in the Ninth Quarterly Report, AMIDEAST was officially notified in early July of Dr. Anthony Fisher's intention to resign his post as Team Leader effective October 7, 1982. The project is now in its final phase and will focus increasingly on participant administration - remaining team members, with the exception of Mr. Coowar, the Electricity/Electronics specialist, will terminate their employment under this contract on December 30, 1982. Mr. Coowar will remain in Morocco through July 1983.

AMIDEAST has designated its representative in Morocco, Ms. Sue Buret, to fulfill the functions of Team Leader, with overall responsibility for field activities. Ms. Buret will meet regularly with team members and will consult with OFPPT and AID as required to ensure a smooth transition and phasing out of field activities.

AMIDEAST'S activities in the field this past year have included research, technical training, job placement, and orientation of trainees as well as recruitment, selection, and orientation of U.S. participants.

1. Research

On December 7, 1981 the Team Economist, Mr. Carlos Gomez, submitted to the OFPPT a report outlining the methodology employed in conducting the nationwide labor market survey. The final draft of the report was subsequently delivered to the OFPPT at the end of July 1982; the report includes analysis of

employment at the present time as well as future projections for the labor market. Following review by OFPPT staff, in consultation with Mr. Gomez, the report will be released by the OFPPT.

On August 17, 1982 Dr. Judith Graeff, AMIDEAST Team Psychologist, submitted to the OFPPT a draft, in French, of her research report dealing with the woman in the workplace. The study sought to reveal the cultural and social constraints encountered by working women outside the home. The implementation of this study required: formulation of appropriate questionnaires, training of interviewers and establishing contact with working women employed in enterprises located in the Casablanca area. Husbands of working women participating in the study were also contacted in order that they be interviewed. A total of 164 questionnaires were thus obtained, with the questionnaires addressed to women divided into three variables: identity variables, work variables, and family variables. Each of these parts required content analysis, codification of responses, and statistical analysis. Questionnaires addressed to husbands were then compared to their wives' in order to establish the degree of concordance between couples.

Following presentation of her report to the OFPPT, Dr. Graeff met with staff members to review their comments and establish a timetable for completion of the study. Dr. Graeff had previously recommended to the Director General, in order for this research effort to have maximum impact, that members of the OFPPT staff collaborate with her in the study's final phase, i.e., in drawing conclusions and proposing recommendations to the OFPPT. The Director General in turn agreed to this strategy, and the final report is targeted for end-November. OFPPT's reactions to the report are positive and Dr. Graeff has found their feedback most constructive; this process of collaboration should culminate in a successful research effort.

In addition, Dr. Graeff has agreed to submit to the OFPPT, prior to her departure from Morocco in December, a report covering her three years on the project including recommendations regarding the integration of women into vocational training.

2. Technical Training

Progress has continued to be made this past year in the area of skills training. Mr. Callahan completed his work on the project on schedule and left Morocco at the end of July after having submitted to the OFPPT the Industrial Drafting Program.

Over the past year Mr. Coowar, the Electronics/Electricity Specialist, has carried out the following responsibilities: organized equipment demonstrations in all centers; set up industrial visits for stagiaires in the Casablanca area; visited numerous companies in Casablanca and Fez in an effort to place both C.Q.P. stagiaires as well as technicians in industrial "stages"; located permanent jobs for the stagiaires; followed up on the employment status of graduates in Casablanca; organized, in collaboration with Dr. Graeff, various orientation sessions for the stagiaires on the industrial environment; worked with other instructors in developing a new Electronics program for Technicians; constructed a Star/Delta starter demonstration model; provided advice to the OFPPT on electronics equipment specifications; carried out repairs on various electronics and electrical equipment; prepared, corrected, and supervised examinations and delivered numerous lectures on Electronics to both instructors and trainees.

This past quarter Mr. Coowar has concentrated more particularly on visiting electronics firms in the Casablanca area with a view to placing the remaining unemployed trainees in permanent jobs. He has, in addition, inspected all

laboratory equipment and restored it to fully operational condition. He has also worked closely with OFPPT instructors to develop lesson plans for the new Electronics curriculum.

3. Job Placement

The placement of project graduates in permanent jobs and industrial apprenticeships has remained an essential activity of team members over the past year. The complexities of this issue are well-known to all parties, but the results have often been frustrating and disappointing, despite the magnitude of the efforts undertaken in this area. AMIDEAST strongly feels, however, that without the requisite institutional framework, the efforts of a few individuals will necessarily fail to yield positive results. Dr. Graeff and Ms. Suggs of AID/Rabat met this past quarter with Mr. Lahlahi of the Service Etudes et Developpement-Ain Bordja to discuss OFPPT placement and follow-up procedures with a view towards designing strategies to improve the effectiveness of current placement practices.

4. Recruitment, Selection and Orientation of U.S. Participants

AMIDEAST has worked very closely with the OFPPT this past year in the area of recruitment and selection of candidates to undertake training in the United States. Amendment No. 3 to the contract called for 9 technical participants to undergo a 12-month technical training program and for 6 Master's level candidates to pursue studies in Engineering and Computer Science. Few difficulties were encountered with regard to the technical trainees: 10 candidates (6 women and 4 men) were recruited - all were either graduates of the pilot project itself or were OFPPT instructors. The participants arrived in the U.S. in May and are currently attending Arapahoe Community College

on the outskirts of Denver. (See Section C for details concerning their programs.)

Recruitment of qualified Master's candidates has proven, however, to be extremely difficult. Dr. Graeff and a psychologist from OFPPT's Applied Psychology Department interviewed between 50 and 60 potential applicants. They also visited four institutions offering B.S. equivalent degrees in technical areas, engineering, math, and physics to discuss scholarship requirements with department chairmen, hang up posters, etc. In addition, advertisements were placed in local newspapers. Although recruitment efforts initially focused on identifying female applicants, the search was later expanded to include men. Three participants were eventually selected and the OFPPT agreed to set September 30 as a deadline for new applications. The major factors contributing to recruitment difficulties were 1) civil service - an obligatory 2-year appointment for all higher education graduates, 2) lack of English language proficiency, and 3) contractual obligations of applicants to other ministries. (See Section B for current status of 3 participants selected.)

B. Activities at AMIDEAST Headquarters

Project staff at AMIDEAST Headquarters have continued, this past year, to ensure liaison with the Team in Morocco, supervise the activities of the six Moroccan graduate students in the U.S. and arrange for the departure of those who have completed their programs, provide support services for the 10 new technical participants, process the dossiers of the additional graduate participants called for in Amendment No. 3, finalize and supervise the training programs of OFPPT administrative staff members at Ohio State's National Center for Research in Vocational Education, maintain efficient links with

AID/Washington, AID/Rabat and the OFPPT and finally, make all necessary arrangements for the visit to the United States in August of Mr. Abderrahman Fassi-Fihri, Director General of the OFPPT.

In early September the Project Coordinator and AMIDEAST Senior Vice President visited Morocco for consultations with OFPPT and AID officials. Their visit coincided with the departure of Dr. Anthony Fisher, AMIDEAST Team Leader. It was thus possible for them to oversee the transfer of authority from Dr. Fisher to Ms. Sue Buret, AMIDEAST Representative in Morocco, as well as to close down the Project office located at OFPPT Headquarters. Discussions with OFPPT and AID officials centered on the need for a 5th Amendment to the contract. This visit to Morocco, the first for the Project Coordinator, afforded her the opportunity to meet with team members and discuss in detail their concerns and recommendations. She also toured all OFPPT centers in the Casablanca area, observed classes and conferred with the Directors of the different facilities with regard to the project's impact, their recommendations as well as a number of broader issues relative to the integration of women into vocational training.

Other activities over the past year are detailed below:

1. Technical participants:

AMIDEAST continues to supervise the programs at Arapahoe Community College of the 10 technical participants who arrived in the U.S. in May. After an initial period of English language training which varied in length according to the level of proficiency of the individual student, all were enrolled in technical classes. (See Section III for a detailed report.)

2. Master's Candidates:

The dossiers of the four candidates selected by OFPPT to pursue graduate studies in the United States in Engineering and Computer Science

arrived in Washington in May while efforts continued in Morocco to identify additional applicants. As stated earlier, these efforts have proven unsuccessful and the agreed to deadline of September 30, 1982 has now expired. In addition, one of the original four applicants has withdrawn his candidacy. AMIDEAST has succeeded in placing the three remaining candidates in U.S. universities (see Appendix A for Placement activity chart) but one, Amina Mechkor, has not obtained the minimum TOEFL score required for admission by the institutions who have found her admissible academically. She must thus continue English language training in Morocco until such time as her TOEFL score meets these requirements, possibly by Spring. (See Appendix B for candidates' TOEFL scores.)

3. OFPPT Administrative Staff Training

Four members of OFPPT's administrative staff, Messrs. Ghali, Ait Ali ou Ali, Saik and Alaoui arrived in the United States on August 3, 1982 following English language training in Casablanca, to undergo a four-week intensive training program at Ohio State University's National Center for Research in Vocational Education. The program was later extended for a period of one week at the request of the participants and with the concurrence of Mr. Abderrahman Fassi-Fihri, Director General of the OFPPT. Training focused on planning, development and evaluation of vocational programs. Prior to their departure from Columbus, the participants submitted to AMIDEAST and to the National Center a report on their activities over the 5-week period. (See Appendix C for report and Appendix D for training schedule.) The participants further requested that a variety of printed materials available at the National Center be purchased by the project for OFPPT use in Morocco. This was also authorized by the Director General. AMIDEAST has ordered the materials and will forward them to Morocco when available.

4. Visit of the Director General of the OFPPT

Mr. Fassi-Fihri, Director General of the OFPPT, arrived in the United States on August 21, 1982. He spent a total of 19 days touring the country with visits to New York City, Washington, D.C., Boston, Mass., Syracuse, N.Y., and Orlando, Fla. (See Appendix E for Mr. Fassi-Fihri's itinerary.)

In Washington Mr. Fassi-Fihri visited AMIDEAST Headquarters and held discussions with a number of AID officials on a wide range of topics. In Boston, he toured the facilities of Wentworth Institute of Technology and was briefed by Wentworth officials on the organizational structure of the institute, how its staff keeps abreast of technology, adapts its its teaching methods to contemporary pedagogy and how it relates to local industry. Of particular interest to Mr. Fassi-Fihri were Wentworth's professional advisory committees organized around different technical areas, bringing together industrial experts and professors to ensure a relevant curriculum. Mr. Fassi-Fihri also visited the campuses of Harvard and M.I.T. The next stop on the itinerary was Syracuse, NY where he toured Carrier Airconditioner Headquarters and their principal plant; he then went on to Syracuse University where meetings had been scheduled with the Director of International Programs as well as with faculty from the Department of Education who briefed the Director General on Syracuse's current programs in vocational education. Discussions centered on teacher training, evaluation of teacher performance, curriculum development, planning and the OFPPT's future teacher training requirements.

The trip to Syracuse was followed by visits to two technical institutions located in the mid-Florida region: the University of Central Florida and the

Mid-Florida Technical Institute. Both are very modern "state of the art" facilities as compared with Syracuse and Wentworth where more traditional approaches to teacher training and vocational education are still practiced; the visits thus complemented Mr. Fassi-Fihri's exposure to trends in modern technical training by introducing him for the first time to competency-based training. At the University of Central Florida he had the opportunity to meet with Dr. Glen Fardig, one of the country's leading theoreticians in competency-based learning and at the Mid-Florida Technical Institute the Director General was particularly interested in the organization of the facility around this highly individualized method of instruction.

The tour concluded with Mr. Fassi-Fihri spending a weekend at Disneyworld prior to departing for New York and the return flight to Morocco.

Mr. Fassi-Fihri has expressed to AMIDEAST and AID officials his satisfaction with the visit, having found it extremely stimulating professionally. AMIDEAST had made all necessary arrangements well ahead of time so that the professionals with whom the Director General was to visit would be well informed regarding his objectives and interests and could prepare for the sessions in advance. By the same token, Mr. Fassi-Fihri was given booklets and brochures describing the institutions he was to visit at the outset of the tour in Washington. Mr. Fassi-Fihri was accompanied on his trip by an extremely competent and knowledgeable escort-interpreter hired by AMIDEAST. (See Appendix F for Escort-Interpreter's Report.)

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

These activities will be presented as follows:

1. Activities of OFPPT's graduate students.
2. Activities of the ten technical participants.

1. Activities of OFPPT's graduate students

During the course of this past year, two of the original group of six female graduate students completed their requirements for their degrees and returned to Morocco. They are Ms. Mouna Cherkaoui (M.S. Economics/Arizona State University) and Ms. Nadia Chihani (M.S. Vocational Education/University of Wisconsin at Stout.) Ms. Cherkaoui left the United States on July 3 and Ms. Chihani on July 31, following completion of a two-month internship at the International Center for Research on Women in Washington, D.C.

All the participants 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 remaining students are: Ms. El-Alaoui, pursuing a double major in Social Psychology and Counseling at Ball State University; Ms. Remh, working towards her degree in Economics at the University of San Francisco; Ms. Benimmas, completing a double major in Vocational Education and Management Technology at the University of Wisconsin/Stout and Ms. El-Hajoui, who will obtain a degree in Educational Psychology from the University of San Francisco. All four are still expected to complete their programs and return to Morocco by December. The Project Coordinator visited San Francisco in early August to meet with the two students there, Ms. Remh and Ms. El-Hajoui, as well as with their respective advisors. Unfortunately, Ms. El-Hajoui was not available as scheduled, so only an interview with her advisor was possible. Dr. Bigelow was lavish in her praise of Ms. El-Hajoui: she finds her a thoughtful, mature, well-motivated and conscientious student who is doing very well. She anticipated no difficulty with Ms. El-Hajoui completing her fieldwork and course requirements by December. (See Appendix G for letter from Ms. El-Hajoui's advisor.) The

Project Coordinator also met with Ms. Fatiha Remh and her advisor, Dr. Betty Blecha. Ms. Remh, as discussed in earlier reports, had had considerable difficulty in her program at the University of San Francisco. At the time of the visit, Ms. Remh's performance appeared to have improved in that she had obtained better grades in the Spring semester than anticipated and had begun work on her thesis. A rigorous schedule for this endeavor had been established by Ms. Remh's thesis advisor, Dr. Kofi, and her work was progressing satisfactorily. In recent weeks, however, there has appeared to be some slippage and Ms. Remh's advisors are once again uncertain regarding her ability to complete the thesis by the December deadline. AMIDEAST has remained in close contact with both student and advisors, and hopes that Ms. Remh completes her requirements as scheduled. (See Appendix G for letter from Ms. Remh's thesis advisor.)

Ms. El-Alaoui is nearing completion of her program (M.A. in Social Psychology and Counseling) at Ball State University in Indiana. Ms. El-Alaoui has expressed the desire to remain in the U.S. for one more year for further graduate study. AMIDEAST has repeatedly reminded Ms. Alaoui of her obligation to return to Morocco to fulfill her commitment to her sponsor and hopes that she will elect to do so. Financial support will, of course, terminate when she concludes her program. AMIDEAST is moving forward with all necessary pre-departure arrangements.

Ms. Malika Benimmas is making excellent progress towards completion of her degrees (M.S. in Vocational Education and Management Technology) at the University of Wisconsin/Stout. Having obtained the approval of Mr. Fassi-Fihri, Director General of the OFPPT, to extend her stay in the United States by one semester, Ms. Benimmas is completing research papers for her

degrees as well as studying job placement in an attempt to develop a job placement model for placing women in jobs in Morocco. This work will culminate in a final report of findings on job placement that will be submitted to the OFPPT. Ms. Benimmas will complete her program by December 30 and return to Morocco. (See Appendix I for letter from Ms. Benimmas' advisor regarding her program.) Courses and grades for the past year for all six students follow below:

1. Ms. Malika Benimmas (M.S. in Vocational Education & M.S. in Management Technology)

FALL 1981

Course No.	Title	Credit hours	Grade
150-700	Systems Analysis and Design	3	B+
150-710	Seminar in Industrial Relations	3	A
421-641	Educational Evaluation	2	B+
160-206	Accounting I	3	B
150-200	Production Management	3	A

SPRING 1982

Course No.	Title	Credit hours	Grade
199-560	Cooperative Educational Program	2	A
198-550	Introduction to Training	2	A
150-740	Introduction to Decision Theory	3	A
150-540	Time and Motion Study	3	A
150-505	Production and Inventory Control	3	A
150-720	Foundations of Industrial Operations	2	A

SUMMER 1982

Course No.	Title	Credit hours	Grades
199-736	Problems in Vocational Education	2	I
354-741	Computer Programming Techniques	2	B
150-790	Synergistic Experience	3	I

FALL 1982

Course No.	Title	Credit hours
326-516	Technical Writing	3
199-534	Task Analysis	3

Ms. Benimmas continues to be an excellent student. Her GPA at the end of the Spring Semester was 3.89. She is currently working on her two research papers as well as on the job placement model described earlier.

2. Ms. Nadia Chihani (M.S. in Vocational Education)

FALL 1981

Course No.	Title	Credit hours	Grades
469-534	Task Analysis	2	A
150-600	Problems in Vocational Education	2	A
469-736	Organizational Leadership	3	A
421-700	Philosophy of Modern Education	2	B+
469-560	Cooperative Occupational Education Programs	2	A
469-550	Introduction to Training	2	A

SPRING 1982

Course No.	Title	Credit hours	Grades
421-742	Program Evaluation	3	A
195-733	Impact of Technology	2	B
199-674	Adult Education	2	A
479-570	Assertiveness Training	2	A

Ms. Chihani completed her degree requirements at the University of Wisconsin/Stout with a grade point average of 3.83. She returned to Morocco at the end of July.

3. Ms. Mouna Cherkaoui (M.A. in Economics)

FALL 1981

Course No.	Title	Credit hours	Grade
ECON 570	Economics of Developing Countries	3	B
ECON 580	Econometrics	3	B
ECON 512	Micro-Theory I	3	A

SPRING 1982

Course No.	Title	Credit hours	Grade
ECON 521	Manpower Economics	3	B
ECON 514	Micro-Economic Theory II	3	B
ECON 590	Reading and Conferences	3	B

Ms. Cherkaoui passed her comprehensive examinations in June and obtained her degree from the University of Arizona with a GPA of 3.23. She returned to Morocco in early July.

4. Ms. Asmaa El-Alaoui (M.A. in Social Psychology & M.A. in Counseling Psychology)

FIRST TRIMESTER 1981-1982

Course No.	Title	Credit hours	Grade
CPSY 566	Psychopathology	4	B
MS 520	Business Data Processing	4	B

SECOND TRIMESTER 1981-1982

Course No.	Title	Credit hours	Grade
CPSY 581	Theories of Counseling	4	B
CPSY 583	Procedures and Techniques of Counseling	4	B
MNGSC 581	Personnel Administration	4	I
MNGSC 583	Production and Operation Management	4	B

THIRD TRIMESTER 1981-1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
MNGSC 585	Organizational Behavior	3	A
SOCPSY 540	Social Psychology of Attitudes	4	A
CPSY 584	Practicum in Counseling	4	B
SOPSY 570	Independent Study	2	A

SUMMER 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grades</u>
MS 521	Statistics	4	NA
COPSY	Advanced Practicum	4	NA

FIRST TRIMESTER 1982-1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
EDPSY 541	Research Methods	3
MS 521	Statistics	4
FIN 552	International Relations	4
MS 556	Business Law	4

Ms. El-Alaoui will complete all her degree requirements by December 1982 and should return to Morocco at that time.

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

FALL 1981

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grades</u>
EDPSY 241	Techniques of Counseling	3	B+
EDPSY 261	Transitional Counseling	3	A-
CARTS 74	Dynamics of Speaking	3	B-
PE 10	Hatha Yoga	1	C

SPRING 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
EDPSY 643	Occupational Guidance	3	B+
EDPSY 644	Psychology of Careers	3	A
EDPSY 659	Career Counseling Fieldwork	3	A
EDPSY 603	Methods of Educational Research	3	B

SUMMER 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
MBA 601	Organizational Behavior	3	A

FALL 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
EDPSY 642	Tests and Measurements	3
EDPSY 635	Human Sexuality	3
EDPSY 672	Career Counseling Fieldwork	3

Ms. El-Hajoui will complete all her degree requirements this semester and return to Morocco in December.

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

FALL 1981

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECON 202	Macro-Economics	3	B-
ECON 201	Micro-Economics	3	C+

SPRING 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECON 601	Micro-Economics	3	B
ECON 641	Managerial Economics	3	B
ECON 643	Commodity Analysis	3	B

FALL 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
<u>ECON 623</u>	<u>Econometrics</u>	<u>3</u>

In addition to taking a course in Econometrics, Ms. Remh is working on her thesis which will deal with Morocco's international trade markets.

2. Activities of the ten technical participants

The ten participants selected by the OFPPT to undergo a one-year, technical, non-degree program in the United States arrived in Washington at the end of May. Following an orientation program at AMIDEAST Headquarters, they proceeded to Denver, Colorado where they were enrolled, through August, in intensive English language training. All have made outstanding progress and appear to have adjusted quite well to life in the U.S. All have, as of this writing, begun training in their respective technical fields. The group consists of six women and four men in four different disciplines: Electronics, Electricity, Architectural Drafting, and Mechanics. Training is being conducted at Arapahoe Community College. The college is located in Littleton, Colorado, a suburb of Denver. It is a community college with approximately 3,000 students that offers a variety of occupational, college parallel and community service programs. Spring Institute for International Studies, where the group studied English, is located on the campus of Arapahoe Community College and offers intensive English courses and cross-cultural education to foreign students preparing for college-level study in the United States.

The Project Coordinator visited Littleton in early August and spent an entire day on campus meeting with the students, individually and as a

group, as well as with their instructors, the Director of the Spring Institute, the Foreign Student Advisor, the Dean of Students at Arapahoe and the Acting Director of Vocational Education. She also had the opportunity to observe the students in class. Her overall impression was most positive. Littleton offers proximity to a large city with all its attractions as well as the advantages of small town living. Housing is ample in the surrounding community and apparently quite moderately priced.

All the students expressed satisfaction with their overall situation, although several did complain that their maintenance allowance was insufficient. The Project Coordinator did not really find any sound evidence that this was the case. A number of the students have had some adjustment problems: this has manifested itself in several students moving very frequently. All in all, however, everyone is doing fine. Academically, they have all made excellent progress. The weakest in English of the group (three of the men) have had to continue with intensive English at the Spring Institute into the Fall semester and have thus taken a reduced technical load at Arapahoe Community College; as of January, however, they will be concentrating exclusively on technical coursework. (See Appendix J, Spring Institute Progress report; Appendix K, Michigan test results for 7/15/82; Appendix L - TOEFL examination results for 8/13/82; Appendix M - Spring Institute Final Evaluation Report; Appendix N - Spring Institute Fall Report for three students still enrolled.)

A list of the courses being taken this semester by the students follows below:

ELECTRICITY

1. Ms. Fatima Lemchentef

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ECG 115	Foreign Student Orientation	2
HRM 101	Principles and Methods of Instruction	3
ELT 212	Discreet Power Devices	2
MAT 170	L1 College Trig	3
DSC 105	Introduction to Computers	3

2. Mr. M'hammed Chajrane

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
HRM 101	Principles and Methods of Instruction	3
ELT 212	Discreet Power Devices	2
MAT 116	Introduction to Algebra	2
E	English	3

3. Mr. Ahmed Hamzaoui

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ECG 115	Foreign Student Orientation	2
ELT 212	Discreet Power Devices	2
HRM 101	Principles and Methods of Instruction	3
MAT 116	Introduction to Algebra	2
E	English	3

ELECTRONICS

4. Ms. Khaddouj Belmokhtar

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ESL 112	Intermediate English	3
ELT 120	Digital ICS-Intro	4
ELT 121	Digital ICS-Sequent	2
ELT 122	Digital ICS-Special	2
HRM 101	Principles and Methods of Instruction	3
PER 111	Aquatics I	1
ELT 212	Discreet Power Devices	2

5. Ms. Soumia Ghamir

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ESL 112	Intermediate English	3
ELT 120	Digital ICS-Intro	4
ELT 121	Digital ICS-Sequent	2
HRM 101	Principles and Methods of Instruction	3
ECG 115	Foreign Student Orientation	2
PER 111	Aquatics I	1
ELT 212	Discreet Power Devices	2

6. Ms. Fatima El-Fahdi

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ESL 112	Intermediate English	3
ELT 120	Digital ICS-Intro	4
ELT 121	Digital ICS-Sequent	2
ELT 122	Digital ICS-Special	2
HRM 101	Principles and Methods of Instruction	3
PER 111	Aquatics I	1

7. Mr. Abdesselam Fellah

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ESL 112	Intermediate English	3
ELT 120	Digital ICS-Intro	4
ELT 121	Digital ICS-Sequent	2
ELT 122	Digital ICS-Special	2
HRM 101	Principles and Methods of Instruction	3
PER 111	Aquatics I	1

ARCHITECTURAL DRAFTING

8. Ms. Laila Khamliche

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ARC 111	Introduction to Architectural Drawing	4
ARC 112	Architectural Drawing Practice 1	4
ESL 112	Intermediate English	3
ECG 115	Foreign Student Orientation	3
HRM 101	Principles and Methods of Instruction	3

9. Ms. Zahra Chlaikhy

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
ECG 115	Foreign Student Orientation	3
ARC 111	Introduction to Architectural Drawing	4
ARC 112	Architectural Drawing Practice	4
ESL 112	Intermediate English	3
HRM 101	Principles and Methods of Instruction	3
RER 111	Aquatics 1	1

MECHANICS

10. Mr. Sayad Larbi

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>
HRM 101	Principles and Methods of Instruction	3
DRT 102	Technical Drafting	4
MAT 107	Measurements and Geometry	4
E	English	3

IV. ISSUES AND RECOMMENDATIONS

The Project Coordinator and AMIDEAST's Senior Vice President visited Morocco in early September. Their discussions at that time with OFPPT and AID officials centered on the need for a 5th Amendment to the contract between AMIDEAST and the OFPPT. This need has surfaced for a number of reasons, primary among them the degree of difficulty experienced by the OFPPT in recruiting and selecting appropriate candidates to undergo graduate training in the U.S. The mutually agreed to deadline for receipt of applications for the program has now passed - rather than training six candidates at the Master's level, the project will actually only train three. Two will certainly be able to begin their programs in January while the third may not reach the required English proficiency level before Spring. Several other changes in the program that have taken place should also be addressed in a new amendment. It may also be appropriate to modify the project termination date as well as the contract expiration date.

Discussions regarding the 5th Amendment are still in progress; it is expected that agreement will be reached in the near future regarding the various issues.

As of September 1982, women are fully integrated into technical training at the centers operated by the OFPPT and are no longer taught in separate classes. In fact, women are being admitted as trainees in all fields of training dispensed within the OFPPT and not just in the disciplines initially targetted by this pilot project: industrial and construction drafting, accounting and secretarial studies, electronics and electricity. This system-wide integration, while highly desirable and encouraging, precludes,

however, the collection of accurate female enrollment data. The OFPPT does not, at the present time, have the capability to determine how many women it is currently training, and it will be consequently impossible, upon termination of the project, to state with any degree of accuracy how many women the project will have trained. AMIDEAST therefore recommends that AID revise the Project Paper to reflect this situation.

Another issue of concern, and one that relates specifically to training, was the OFPPT's decision last year to train Technicians in Electronics in both Industrial and Radio-TV fields within a two-year time frame. AMIDEAST's Electronics/Electricity specialist has felt ever since this curriculum went into effect that the two-year training period was insufficient. He continues to strongly urge that this period be extended by a minimum of one semester. Furthermore, in view of the widespread use of English language terminology in French texts on Electronic technology and in order that OFPPT instructors have access to the most up-to-date technological literature, he recommends that these instructors receive English language training. A number of instructors have expressed interest in this; AMIDEAST's representative in Morocco has contacted local Peace Corps officials to see whether some arrangements might not be worked out.

The issue of job placement of skills training graduates remains essentially unresolved. The Project Coordinator discussed this problem exhaustively with a wide range of individuals associated with the project while in Morocco, and it is certainly an extremely complex issue. The Project Psychologist, in cooperation with OFPPT staff, submitted this past year her findings relative to a survey on employment conducted in September 1981. As of December 1981, an average of 55% of those

surveyed were employed. Another survey was conducted in February 1982. Of 80 questionnaires mailed, 59 were returned and of those 54% declared themselves employed. These figures are certainly not encouraging; on the other hand, there is some doubt as to the reliability of the data. A number of OFPPT officials have stated that they believe, on the basis of information at their disposal, that the number employed is considerably higher and that a number of respondents may have chosen to declare themselves unemployed in the hope that they would be assisted in locating better jobs. The fact remains, however, that job placement and follow-up are matters of great concern. The OFPPT is taking steps, with the assistance of AMIDEAST, to address these concerns and it is hoped that it will develop effective strategies to upgrade current placement practices. The Placement Department already in existence at the OFPPT may well provide the most suitable framework for these placement endeavors. This issue, no matter how difficult or how complex, must be tackled forthrightly for this pilot project to continue to achieve success.

V. APPENDICES

- A. Placement activity chart
- B. M.A. candidates' TOEFL scores
- C. OFPPT Administrative staff schedule at Ohio State
- D. OFPPT Administrative staff's report on training
- E. Itinerary of M. Fassi-Fihri
- F. Escort-Interpreter's report
- G. Letter from Ms. El-Hajoui's advisor
- H. Letter from Ms. Remh's thesis advisor
- I. Letter from Ms. Benimmas' advisor
- J. Spring Institute Progress report
- K. Michigan test results (7/15/82)
- L. TOEFL examination results (8/13/82)
- M. Spring final evaluation reports

NAME	FIELD	SUBMISSIONS	STATUS 11/1/82
BOUDROUA, El Mahdi	Computer Science	U of Florida	Withdrawn
		Michigan State	Withdrawn
		U of Minnesota	Withdrawn
		Purdue	Withdrawn
		SUNY/Stony Brook	Withdrawn
		Vanderbilt	Withdrawn
		Washington U	Withdrawn
		U of Wisconsin/Milwaukee	Withdrawn
MECHKOR, Amina	Civil Engineering/ Soil Mechanics	Arizona State U	Pending
		Catholic U	Withdrawn
		U of Florida	Rejected
		Iowa State U	Rejected
		Michigan State	Pending 450 TOEFL
		Ohio State	Pending
		U of Wisconsin/Madison	Pending 490 TOEFL
		Syracuse University	Rejected
MENAY, Kaddour	Electrical Engineering	U of Alabama/Huntsville	Conditional Acceptance (TOEFL)
		U of Arizona	Pending (TOEFL)
		Cal State/Sacramento	Pending (TOEFL)
		U of Central Florida	Rejected
		Florida Institute of Technology	Accepted
		U of Rhode Island	Pending (GRE)
		SUNY/Buffalo	Pending (GRE & TOEFL)
		LRHEZZIQUI, Soumaya	Computer Science
U of Arizona	Pending (TOEFL)		
George Washington U	Pending (TOEFL)		
Michigan State	Pending (TOEFL & GRE)		
U of Minnesota	Rejected		
U of Santa Clara	Conditional Acceptance (TOEFL)		
SUNY/Stony Brook	Pending (TOEFL & GRE)		
U of Wisconsin/Madison	Rejected		
Syracuse University	Accepted		

7/9

M.S. candidates' TOEFL scores



OFFICIAL SCORE REPORT from
EDUCATIONAL TESTING SERVICE

NOTE: If you have any reason to believe that anyone has tampered with this score report, please call toll free 800-257-9547 to have the scores verified. Officials from Alaska, Hawaii, New Jersey, or Canada should call collect 609 882-6601. Remember, scores more than two years old cannot be verified. Photostat copies should not be accepted.

3016069		MECHKOR AMINA-----		MOROCCO		ARABIC		02/10/58		F	
APPLICATION NUMBER		NAME (LAST OR FAMILY, FIRST, MIDDLE)		NATIVE COUNTRY		NATIVE LANGUAGE		MO / DAY / YEAR DATE OF BIRTH		SEX	
42	38	32	373	2	1	0	1981	G100	AUG 82	5027	65
SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE	REASON FOR TAKING TOEFL	DEGREE	TOEFL SCORE BEFORE	INTERPRETIVE INFORMATION	CENTER NUMBER	MONTH YEAR TEST DATE	INSTITUTION CODE	DEPT CODE
SCALED SCORES											

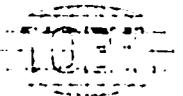
Examinee's Address
MECHKOR AMINA
N 24 GMAR SLAOUI

CASABLANCA
MOROCCO

Test of English as a Foreign Language, Box 899, Princeton, NJ 08541, USA

SEE OTHER SIDE FOR EXPLANATIONS

IN JUNE 81



OFFICIAL SCORE REPORT from
EDUCATIONAL TESTING SERVICE

NOTE: If you have any reason to believe that anyone has tampered with this score report, please call toll free 800-257-9547 to have the scores verified. Officials from Alaska, Hawaii, New Jersey, or Canada should call collect 609 882-6601. Remember, scores more than two years old cannot be verified. Photostat copies should not be accepted.

2996069		LRHEZZIQUI SOUMAYA---		MOROCCO		ARABIC		06/02/60		F	
APPLICATION NUMBER		NAME (LAST OR FAMILY, FIRST, MIDDLE)		NATIVE COUNTRY		NATIVE LANGUAGE		MO / DAY / YEAR DATE OF BIRTH		SEX	
42	53	48	477	2	1	0	1981	G100	AUG 82	5027	78
SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE	REASON FOR TAKING TOEFL	DEGREE	TOEFL SCORE BEFORE	INTERPRETIVE INFORMATION	CENTER NUMBER	MONTH YEAR TEST DATE	INSTITUTION CODE	DEPT CODE
SCALED SCORES											

Examinee's Address
LRHEZZIQUI SOUMAYA
25 RUE DES BLEUETS APT 9
BEAUSEJOUR
CASABLANCA

MOROCCO

Test of English as a Foreign Language, Box 899, Princeton, NJ 08541, USA

SEE OTHER SIDE FOR EXPLANATIONS

IN JUNE 81

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Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extension
Thursday, August 5, 1982	3:00 p.m.	Arrival at Port Columbus	Ned Cullom		503
Friday, August 6, 1982	5:00 p.m.	Dinner	Barbara Kline		236
Friday, August 6, 1982	8:00 a.m.	Pick up at Heritage Breakfast	Barbara Kline		236
Friday, August 6, 1982	9:00 a.m.	Tour of Area Facilities for Personal Needs	Barbara Kline		236
Friday, August 6, 1982	11:30 a.m.	Lunch	Barbara Kline Mark Newton Dessie Page Jim Hamilton		
Friday, August 6, 1982	1:30 p.m.	NCRVE - Assignment to Office and Facilities in the 1900 Building	Mary Horne	1167	235
Friday, August 6, 1982	2:00 p.m.	Introduction to Personnel Development Division	Dr. Ferman Moody	1158	212
Friday, August 6, 1982	2:30 p.m.	Orientation to In-residence Program and Clarification of Goals and Objectives	Barbara Kline Dessie Page Bill Ashley	Conference Room 1	
Monday, August 9, 1982	9:30 a.m.	Overview of National Center	Sally Williams Judy Cohen	Browsing Room	253
Monday, August 9, 1982	10:30 a.m.	Tour of Library Facilities and Services	Naomi Jacobs	Library	221
Monday, August 9, 1982	11:30 a.m.	Lunch	Barbara Kline		236

Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extension
	1:30 p.m.	Vocational Education in the United States	Dan Fahrlander	4NE	492
	3:30 p.m.	Introduction to the National Academy	Dr. Mark Newton	Conference Room 1	264

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Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extensica
Tuesday, August 10	9:30 a.m.	Interest and Aptitude Testing	Paul Campbell	2SW	388
	11:30 a.m.	Lunch			
	1:30 p.m.	Cultural Tour	Barbara Kline	1154	236
Wednesday, August 11	9:00-11:30 a.m.	Individualized Study Library and Browsing Room			
	11:30 a.m.	Lunch			
	1:00 p.m.	Harper Manufacturing Co 347 Maier Place Columbus, OH 43203 Training for Auto Parts Assembly Line	Barbara Kline Dessie Page	1154 1170	236 257
Thursday, August 12	9:30 a.m.	Instructional Materials Laboratory On-The-Job Training Programs in Industry	Tom Hines	112 Townshend Hall	422-5001
	11:30 a.m.	Lunch			
	1:15 p.m.	Orientation to Ohio Agricultural Activities	Mark Newton	North Auditorium	
	1:30 p.m.	Field Trip for International In-residents	Barbara Kline Mark Newton Dessie Page		
Friday, August 13, 1982	9:00 a.m.	Introduction to International Division	Dan Dunham	4C	498
	11:30 a.m.	International Vocational Education Seminar and Luncheon		North And South Auditorium	
	1:30 p.m.	Individualized Study			
	4:30 p.m.	Library and Browsing Room			

NE

Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extension
August 16, 1982	9:30 a.m.	Women in Nontraditional Occupations	Louise Vetter	4SW	355
	11:30 a.m.	Lunch	Barbara Kline		
	1:00 p.m.	Individualized Study and Research			
August 17, 1982	9:00 a.m.	Performance Based Teacher Education	Jim Hamilton	1B	414
	12:00 noon	Lunch in the Office			
	1:30 a.m.	Individualized Study			
August 18, 1982	9:00 a.m.	Performance Based Teacher Education	Jim Hamilton	1B	414
	12:00 Noon	Lunch and meeting at Accuray Corporation	Bill Ashley		25
August 19, 1982	9:00 a.m.	Individualized Study and Research			
	11:30 a.m.	Lunch with Dr. Joel Magisos, Associate Director, Information Systems	Joel Magisos		471ext11
	1:00 p.m.	Individualized Study and Research			
August 20, 1982	9:00 a.m.	Individualized Study and Research			
	12:00 noon	Lunch with Dewey Adams	Dewey Adams	2NW	515
August 21, 1982	1:00 p.m.	Cultural tour of Columbus Zoo and Barbeque at Barbara Kline's House	Barbara Kline Mark Newton		

AUG 30 1982

Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extension
Monday August 23, 1982	9:30 a.m.	Overview of Evaluation	Mac McCaslin Barbara Kline	2NE	303
	11:30 a.m.	Lunch with Luis Bolanos	Luis Bolanos	4C	499
	1:30 p.m.	Individualized Study and Research			
Tuesday August 24, 1982	10:00 a.m.	Perceptions of Vocational Education	Ann Nunez	Accuray 503	471 X31
	11:30 a.m.	Lunch at the Accuray Cafeteria	Ann Nunez		
	1:30 p.m.	Individualized Study and Research			
Wednesday August 25, 1982	9:00 a.m.	Evaluation Seminar	Mac McCaslin	1B	303
	11:30 a.m.	Lunch with Ida Halasz, Research Specialist Evaluation Division	Ida Halasz	2NE	501
	1:30 p.m.	Individualized Study and Research			
Thursday August 26, 1982	8:00 a.m.	Depart for Mead Paper Co., Chillicothe, OH	D'Andre Dorn	Chillicothe, OH	
	9:30 a.m.	Tour of High Tech Industrial Processes			
	12:00 noon	Lunch at Company Cafeteria			
	1:00 p.m.	Meeting with training representative			
Friday August 27, 1982	9:00 a.m.	Performance Based Teacher Education	Jim Hamilton	1B	414
	12:00 noon	Depart for overnight tour of MUCK Region in Attica, Ohio	Mark Newton Barbara Kline		

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AUG 30 1982

Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Exrensica
Saturday August 28, 1982	9:00 a.m.	Seminar on Agricultural Education and tour of Seneca East High School in Seneca County, Ohio	Mark Newton Barbara Kline		

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Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extension
Monday August 30, 1982	9:00 a.m.	Evaluation Seminar	Mac McCaslin	1B	303
	11:30 a.m.	Lunch at the Accuray Cafeteria	Susan Imel		471 X15
	1:00 p.m.	Overview of Continuing Education in the United States	Susan Imel	Accuray 563	471 X15
Tuesday August 31, 1982	9:00 a.m.	Depart for Columbus Technical Institute	Ned Cullom	1170	257
	9:30 a.m.	Site Visit at Columbus Technical Institute	Russell Jordan		
	12:00 noon	Lunch	Ned Cullom		
	1:30 p.m.	Individualized Study and Research			
Wednesday Sept. 1, 1982	9:00 a.m.	Individualized Study and Research			
	11:30 a.m.	Lunch with Mohamed Rabieh	Mohamed Rabieh		223
	1:00 p.m.	Using Research and Literature for Program Improvement	Mohamed Rabieh	Library	223
Thursday Sept. 2, 1982	9:00 a.m.	Evaluation Seminar	Mac McCaslin	1B	303
	11:30 a.m.	Lunch	Barbara Kline		236
	1:00 p.m.	Cultural Tour	Barbara Kline		236
Friday Sept. 3, 1982	9:30 a.m.	Overview of Administrator Modules	Bob Norton	Conf. Rm. 1	
	11:30 a.m.	Lunch with Roy Butler	Roy Butler	1182	214
	1:30 p.m.	Overview of Apprenticeship Programs in the United States			

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Date	Time	Activity/Purpose	Staff Involved	Location	Telephone Extension
Tuesday September 7, 1982	10:00 a.m.	Use of Labor Statistics in Vocational Planning	John Bishop	4SE	284
	11:30 a.m.	Lunch and Discussion of Comparative Vocational Education	Wayne Schroeder	1186	220
Wednesday September 8, 1982	8:30 a.m.	Depart for Eastland Vocational Center 4465 S. Hamilton Road Columbus, Ohio	Ned Cullom	1170	257
	8:00 p.m.	Hospitality Hour at Bob Campbell's House	Bob Campbell Barbara Kline	1867 Brookshire Upper Arlington	471 X22
Thursday September 9, 1982		Individualized Study and Research			
	11:30 a.m.	Lunch	Mark Newton Barbara Kline		264 236
		Individualized Study and Research			
Friday September 10, 1982	9:00 a.m.	Clear Apartments	Barbara Kline		
	10:30 a.m.	Farewell Ceremony	Ferman Moody	North & South Auditoriums	
	11:30 a.m.	Lunch			
	1:15 p.m.	Depart for Airport	Ned Cullom	1170	257

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Columbus, Ohio
September 9, 1982

Presented by:

Mohamed Alaoui
Mohamed Ghali
Mohamed Saik
Mahdi Ait Ali Ou Ali

Report on Training Program at Ohio State University's
National Center for Research in Vocational Education

In the context of the AID-OFFPT pilot project which seeks to integrate Moroccan women into non-traditional occupations, Messrs. Mohamed Alaoui, Mohamed Ghali, Mohamed Saik, and Mahdi Ait Ali Ou Ali took part in a five-week training program at the National Center for Research in Vocational Education at Ohio State University in Columbus.

The purpose of this training program was for the trainees to familiarize themselves, generally speaking, with vocational training systems in use in the United States, with emphasis on the following:

- o planning strategies;
- o program development;
- o teacher training;
- o evaluation; and
- o the American experience regarding the integration of women into non-traditional fields of employment.

Training Program

The program was designed to advance progressively as established by officials of the National Center for Research in Vocational Education, with our input.

Activities can be categorized as follows:

- o seminars;
- o discussion groups;
- o study and research;
- o visits; and
- o cultural activities.

A. Seminars:

Two themes were developed under this heading:

1. PBTE (Performance Based Teacher Education):
This theme dealt with the pedagogical training of teachers as well as teaching and training techniques based on competencies.
2. Evaluation: This seminar focussed on cost/benefit analysis and evaluation of instructors, trainees, and programs.

B. Discussion Groups:

These sessions involved meetings with eminent professors and officials from the Center and gave us the opportunity to exchange points of view and discuss specific subjects of particular interest to us, such as continuing education, apprenticeships, the integration of women into non-traditional occupations, training technology, aptitude testing, and professional interests, assessing vocational training needs and the function of vocational education in the United States.

C. Study and Research:

Part of our time was devoted to research and study by tapping the many resources at our disposal at the Center. In view of the vast array of materials available, it would have been beneficial to have had more time for this activity.

D. Visits:

Four visits were organized. Two involved industrial sites and the two others were to training institutions. In view of the importance of such visits, it is our opinion that more should have been included in the program.

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E. Cultural Activities:

In general the training program in which we have just participated was profitable and well organized. In fact, thanks to the calibre of the training and to the efforts of the organizers at the National Academy, our goals were, for the most part, realized

We would like to thank all those who contributed to the success of our visit, especially Drs. Mark Newton and Barbara Kline. We also congratulate AMIDEAST on their judicious choice of a training site and we thank them for their warm welcome and responsiveness to us during our stay.

Finally, in view of the short period that we were able to stay, we hope that it will be possible to participate in other training programs in order to concentrate more specifically on a number of themes and derive greater benefit from the "capital information" available at the National Center for Research in Vocational Education.

Columbus, Ohio
9 septembre 1982

MM. ALAOUI, Mohamed
GHALI, Mohamed
SAIK, Mohamed
AIT ALI-OU-ALI, Mahdi

Synthese des activites entreprises lors du stage
au "National Center for Research in Vocational Education"
The Ohio State University

Dans le cadre du projet pilote AID-OFPPPT, visant l'integration de la femme Marocaine dans des occupations non-traditionnelles, Messieurs ALAOUI, Mohamed; GHALI, Mohamed; SAIK, Mohamed; et AIT ALI-OU-ALI, Mahdi ont effectue un stage de cinq semaines au "National Center for Research in Vocational Education" - The Ohio State University, Columbus.

L'objectif de ce stage etait de s'informer, d'une facon generale, sur les systemes de formation professionnelle aux Etats Unis et plus particulierement sur les aspects suivants:

- o Methodes de planification;
- o Methodes d'elaboration des programmes;
- o Formation des formateurs;
- o l'Evaluation;
- o l'Experience Americaine en matiere de l'integration de la femme dans des metiers non-traditionnels

Programme de Stage

Le programme a ete etabli d'une facon progressive par les responsables du "National Center for Research in Vocational Education " avec notre collaboration.

Les differentes activites ont ete reparties comme suit:

- o Seminaires;
- o Rencontres/discussions;
- o Etudes et recherches;
- o Visites;
- o Activites culturelles

A. Seminaires

Sous cette rubrique, ont ete developpes les deux themes suivants:

1. PBTE (Performance-Based Teacher Education):
ce theme traitait de la formation pedagogique des formateurs et des techniques d'enseignement et l'apprentissage basees sur les performances.
2. l'Evaluation: au cours de ce seminaire ont ete abordees les etudes de couts/efficacite et l'evaluation des formateurs, des stagiaires et des programmes.

B. Rencontres/discussions

Ces rencontres/discussions organisees avec d'eminants professeurs et des responsables du Centre nous ont permis d'echanger des points de vues et de discuter des sujets specifiques qui nous interessaient particulierement, tels que la formation continue et l'apprentissage, l'integration de la femme dans des professions non-traditionnelles, la technologie et la formation, les tests d'aptitudes et les interets professionnels, la determination des besoins en matiere de formation professionnelle et le fonctionnement de la formation professionnelle aux Etats-Unis.

C. Etudes et recherches

Une partie de notre temps a ete consacree a des travaux de recherches et d'etudes, utilisant les nombreux moyens dont dispose le Centre. Cependant, du fait de l'importance de l'information disponible en matiere de Formation Professionnelle, il aurait ete souhaitable de disposer de plus de temps pour ces travaux.

D. Visites

Quatre visites ont etes organisees. Deux, d'entre elles, a des entreprises industrielles et les deux autres a des etablissements de formation.

Compte tenu de l'importance de ces visites, il nous semble qu'elles auraient du etre plus frequentes.

E. Activites culturelles

Ces activites culturelles ont ete d'un interet particulier; nous citons l'exemple de la tournee effectuee dans la zone d'Atika, Ohio, ou nous avons pu visite, a la fois, une ecole de formation professionnelle d'agriculture et une exploitation agricole. De meme, cette tournee nous a permis d'appréhender certains aspects du monde rural.

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Conclusion

Dans l'ensemble, le stage que nous venons d'effectuer, etait profitable et s'est deroule dans de bonnes conditions. En effet, grace a la qualite d'encadrement et aux efforts deployes par les responsables de "National Academy", nos objectifs ont ete, en grande partie, atteints.

Nous tenons a remercier toutes les personnes ayant participe de pres ou de loin a la reussite de notre sejour. Nos remerciements vont plus particulierement aux Docteurs Mark Newton et Barbara Kline. De meme, nous felicitons les responsables de l'AMIDEAST du choix judicieux de l'organisme ou s'est deroule notre stage et nous les remercions pour l'accueil qu'ils nous ont reserve et la disponibilite dont ils ont temoignee durant notre sejour.

Enfin, du fait de la courte duree de notre sejour, nous emettons l'espoir de beneficier d'une stage similaire pour approfondir certains themes specifiques et tirer meilleurs profit du "Capital Formation" disponible au National Center for Research in Vocational Education.

ITINERARY

Appendix E, pg. 1

Monsieur Abderrahman Fassi-Fihri

August 1982

FRIDAY
August 20

Arrive JFK Airport New York
Iberia # 951 at 3:20

Summit Hotel \$58/double
51st & Lexington
212-752-7000

MONDAY
August 23

NY/LaGuardiaWash/National

8:30

Dr. Reardon
737 Park Avenue
212-832-0770

Eastern Shuttle

St. Charles Hotel \$46/double
1731 New Hampshire Ave, NW
Washington, DC 20009
202-332-2226

TUESDAY
August 24

Lunch with Dorothy LaGuardia and Diana Kamal

WEDNESDAY
August 25

10:00-12:00am Meetings with AID: Ann Domidion
10:00am Barry Hayman, Chief, NE/TECH/HRST
10:30am George Lewis, Moroccan Desk Officer
11:00am Kenneth Sherper, Chief, NE/TECH

Enter the New State building from 21st Street. Call Ann Domidion at 21078, she will take you to Mr. Hayman's office at 6754 NS.

Dinner at Mr. Parker's home at 7:30

THURSDAY
August 26

Wash/NationalBoston/Logan

EA #866

5:30pm

7:00pm

Fenway-Boylston Motor Hotel \$62/double
1271 Boylston Street
Boston, MA 02205
617-267-8300
800-228-5151

FRIDAY
August 27

9:30-11:30am Ms. Sybil Smith
Wentworth Institute of Technology
550 Huntington Avenue
Boston, MA 02155
617-442-9010

44

SUNDAYAugust 29Boston/LoganSyracuse

U.S. Air #161

4:25pm

5:28pm

Staying with Gerald Mark's family.
will be met at airport by Gerald
Marks.

MONDAYAugust 30

9:00-12:00am Tour of Carrier Airconditioner Plant
Mr. James Carlon 315-432-3141
Building 100
Carrier Parkway
Syracuse, NY

TUESDAYAugust 31WEDNESDAYSeptember 1

9:00am meeting with: Ambassador Goodwin Cooke
Director, International Programs
304 Administration Building
Syracuse University
Syracuse, NY 13210
315-423-4431

meeting to include staff from schools of Education & Engineering
and lunch.

THURSDAYSeptember 2SyracuseOrlando

Eastern #307

8:50am

12:15pm

one stop with lunch

Sheraton Lakeside \$45 a night
7711 Vine Street
Kissimmee, FL 32741
305-846-3221
\$2 shuttle to Disneyworld
25 miles to University

2:30pm

Mr. Dan Moore
Mid-Florida Technical Institute
2900 West Oak Ridge Road
Orlando, FL 32809
305-855-5880

FRIDAYSeptember 3

9:30-12:00 Dr. Glen Fardig, Director
Performance Based Vocational Teacher Program
University of Central Florida
Department of Education
Orlando, FL 32816
305-275-2019

45

MONDAY
September 6

Orlando

NY/LaGuardia

EA #862

12:30pm

2:52pm

Summit Hotel \$58/double
51st & Lexington
New York, NY
212-752-7000

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REPORT ON UNITED STATES VISIT

Submitted By: Andrew C. Gilboy
Escort-Interpreter

Visitor: Mr. Abderrahman FASSI-FIHRI
Director, OFPPT
Casablanca, Morocco

Sponsor: Amideast

Date: September 13, 1982

Mr. Fassi-Fihri arrived in New York on August 20, 1982 for a two-week consultation and observation visit organized by Amideast. The interpreter joined the visitor in New York on August 23 to begin the professional part of the mission and left on September 3 after completing the appointments in Orlando, Florida. Mr. FassiFihri departed the U.S. on September 7 from New York.

The itinerary included stops in Boston, Syracuse, Orlando (Mid-Florida), and Washington, D.C.

Washington, D.C. (August 23 - 26)

Discussions were held with Amideast officials concerning the project administered by Amideast for USAID. It was the first opportunity for the new project coordinator, Ms. Diana Kamal, to meet with Mr. Fassi-Fihri. Amideast Vice-President Dorothy Laguardia also attended the discussions.

An evening dinner/reception afforded Mr. Fassi-Fihri an opportunity to exchange views with Amideast President Orin Parker and other staff members he had not met on previous visits.

Appointments at USAID focussed on three aspects:

- 1) The success of the USAID-funded project designed to integrate Moroccan women into the building trades and other skilled areas.
- 2) Attempts by the OFPPT to strengthen job placement activities to capitalize on the accomplishments of the project.
- 3) Future joint-projects to consider.

Meetings were held with:

Barry Hayman, Chief, Human Resources, Science and Technology
Ann Domidion, project assistant
Kenneth Sherper, Director, Near East Technical Division
George Lewis, Desk Officer for Morocco

Given the high regard with which this project is held, Mr. Fassi-Fihri preferred to concentrate on areas where USAID and OFPPT could cooperate in the future. Opportunities for U.S. Government sponsored advanced training for Moroccan students was mentioned, geared to the anticipated demand for staffing of the ten new technical schools scheduled to open soon. Mr. Fassi-Fihri shared his experiences

with a mobile training project designed for technical training in agricultural areas. He hopes that USAID can cooperate with OFPPT as new technical training programs develop.

The visitor briefed the new Moroccan desk officer on the skill survey conducted during the course of the USAID/OFPPT project. Comparisons were made with other countries as to the difficulty of collecting accurate and timely data in order to develop and adapt vocational training to the market.

At USAID and elsewhere Mr. Fassi-Fihri tried to broaden people's perspectives to include the other activities under his direction at OFPPT.

Boston, Massachusetts (August 26 - 29)

A full day of appointments was scheduled with the Wentworth Institute of Technology in Boston. Sybil Smith, Director of International Projects, coordinated the meetings with the president, the dean, and arranged a tour followed by lunch.

A two-hour discussion with Wentworth's president gave Mr. Fassi-Fihri the first in-depth view of the organizational structure of a technical institute. The visitor probed well beyond superficialities to explore how a technical school keeps abreast of technological changes, how it adapts its teaching methods to contemporary pedagogy, and how it relates to local industry. Relations with faculty were touched upon, especially concerning the manner in which school administrators monitor faculty hours and performance.

Mr. Fassi-Fihri remarked that he was surprised at the extent to which Wentworth was involved internationally, with projects in Algeria, Saudi Arabia and Latin America. The exchange of views between American and Moroccan counterparts was therefore mutually helpful and productive. Mr. Fassi-Fihri took note of the professional advisory committees organized around each technical area which brought together industrial experts and Wentworth's professors to assure a relevant curriculum. And Wentworth's president and staff learned from the OFPPT experience in recruiting women for traditionally male oriented skill training, an area in which Wentworth has not been particularly successful.

At the conclusion of the day, Mr. Fassi-Fihri remarked that despite previous trips to the United States, he had never had an opportunity to discuss at such depth vocational education with his American counterparts.

During the weekend, Mr. Fassi-Fihri toured Harvard and M.I.T. campuses, attended the annual Italian festival in Boston's north end, and enjoyed the ambiance of Fanueil Hall. Embellished by perfect weather, Boston made a tremendous impression on Mr. Fassi-Fihri and his family.

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Syracuse, New York (August 29 - September 2)

Three program days were available in this area. One was devoted to a tour of a typical major American manufacturing plant with significant international activity, a second was spent at Syracuse University, and a third was saved for a visit to Niagara Falls.

The tour of Carrier headquarters and principal factory gave Mr. Fassi-Fihri a look at the level of technical competence in a traditional American industry. Not highly modernized but nonetheless automated, Carrier demonstrated to the visitor the skill needs of an assembly-line factory. There was a surprising amount of labor intensive activity in this plant, with no robotics or "state of the art" assembly machinery in sight. The mammoth air conditioning and handling equipment designed for sky-scrapers was all made to order, whereas the smaller house and room units were assembled in line.

Since corporate executives were unavailable to meet with the visitor due to an annual budget meeting, Mr. Fassi-Fihri and the interpreter shared impressions of the tour: a vivid demonstration of the decline of industry in the Northeast, the inability to modernize due to enormous capital investment required, and the crisis state of the world economy evident throughout the plant.

Meetings at Syracuse University began with a discussion in the office of Ambassador Goodwin Cooke, Director for International Programs. Amb. Cooke was the U.S. envoy to the Central African Republic during the Carter years. The discussion, in French, focussed on Syracuse University's reputation in certain academic areas of interest to developing countries and the extent of international activity at the school. Amb. Cooke introduced us to four professors in the Department of Education who were interested in learning about OFPPT and in exposing Mr. Fassi-Fihri to Syracuse's current programs in vocational education.

The ensuing discussion concentrated on contemporary teaching methods in vocational training and teacher training. The four professors present, all of whom had extensive international experience, were:

Sam J. Yarger (Teacher Education)
Sidney S. Micek (Administrative and Adult Studies)
Phillip L. Doughty (Instructional Design, Development, Evaluation)
Donald P. Ely (ERIC Clearinghouse on Information Resources)

The meeting, lasting two hours, touched on the following topics: how to train teachers, how to evaluate teacher performance, how to develop curricula relevant to market needs, how to plan future courses in anticipation of increased skill demands, how to meet future Moroccan teacher trainer requirements. Both the American experts and Mr. Fassi-Fihri learned from a frank exchange of views and experiences during this intensive "round-table" session. It is likely that there will be follow-up contacts by the Syracuse specialists.

The day-long trip to Niagara Falls met the visitor's expectations and afforded his family an opportunity to enjoy the countryside of New York's finger-lake region. The interpreter chose to travel via some of New York's fine state roads, rather than the thruway, to expose the visitors to small towns, agricultural areas, and historic sites.

The entire stay in Syracuse was made even more enjoyable by the gracious hospitality of Mr. and Mrs. George Marks, the parents of Gerald Marks who had been the first escort-interpreter assigned to Mr. Fassi-Fihri several years ago. Gerald Marks arranged for everyone to stay in a rustic cabin an hour outside Syracuse on an inlet from Lake Ontario. The "retreat" from bustling American cities to placid upstate New York was delightful. The Marks family were terrific hosts and made the Moroccans feel "right at home" with traditional American meals, boat rides on the lake, and kids' games at night.

Orlando, Florida (September 2 - 3)

Two compelling professional reasons brought the visitor to the mid-Florida region: the University of Central Florida and the Mid-Florida Technical Institute.

Appointments at both modern institutions complemented perfectly Mr. Fassi-Fihri's exposure to trends in modern technical training. Whereas at Wentworth and Syracuse he had observed the more traditional approaches to teacher training and vocational education, at Orlando he saw an entirely new perspective: competency-based teaching.

At the university meetings were arranged with one of the country's leading theoreticians in competency based learning, Dr. Glen Fardig. Dr. Fardig has developed hundreds of detailed modules designed to enable each student, or "student-teacher", to learn at his or her own pace. Whether the subject taught is auto mechanics or how to use a video machine for instruction, the method is the same. Mr. Fassi-Fihri then discussed these new theories with a mechanical engineering teacher to explore the practical side of implementing the theories.

At the Mid-Florida Technical Institute the visitor discussed the organization of the school around this highly individualized method of instruction. Topics addressed included how to organize the student intake and registration when there are no set academic years, hours of classes, or graduating classes; how to monitor and chart a student's progress; how to store student reports for future use; how to supervise faculty work load; how to structure day and night shifts; how to identify new skill areas in local demand.

The professional appointments at Orlando were fascinating and stimulated the visitor to consider adapting some of the techniques to the Moroccan educational landscape. Although the vocational experts in Florida had little international experience, they were convincing advocates of "performance-based" or "competency-based" teaching.

Between appointments, sightseeing was arranged for Disney World and other attractions. The interpreter assisted the visitors in scheduling sightseeing activities over the long weekend when they would be on their own.

Conclusion

Mr. Fassi-Fihri departed the United States with a positive impression of his two-week U.S. tour. Professional appointments were stimulating, at the appropriate level, and diverse enough to offer a sampling of vocational training techniques, institutions and teacher training methods. The visitor returns with both confirmation that some of his policies at OFPPT are in line with accepted educational theory and encouragement to try some new approaches.

The tour was pleasantly balanced between professional meetings and general cultural activities. It is likely that even if his wife and two children had not accompanied him, Mr. Fassi-Fihri would have undertaken approximately the same amount of general interest visits (museums, outdoor festivals, etc.) as were scheduled.

Professional appointments were set up well in advance so that American specialists were well informed about the visitor's objectives and could prepare their questions ahead of time. The visitor was given brochures and booklets on each institution to be visited at the beginning of the tour in Washington.

Administrative matters were handled without problems. The only minor irritant was a reservation mix-up at the Boston hotel, which had been reserved by the Wentworth Institute but not guaranteed for late arrival. Because of this oversight, Mr. Fassi-Fihri had to move to another hotel for the last night in Boston. The escort stayed in a nearby hotel.

Given the complexities of arranging a domestic U.S. itinerary which could also be adapted to international special fare ticketing for Mr. Fassi-Fihri's wife and children, Amideast is to be commended for pulling it off with no hitches!

In future arrangements for U.S. travel, either for foreign officials, students, or Amideast employees, the program coordinator might wish to contact local chapters of the National Council for International Visitors (NCIV) for suggestions on hotels which offer foreign discounts and honor late arrivals. These local voluntary agencies also are more sensitive to the needs of foreign visitors regarding hotel accommodation than most travel agencies. Amideast may also want to consider negotiating a corporate discount with Hertz. At present Amideast is not listed in the Hertz corporate discount book. Hertz will also deduct taxes on locally rented cars for non-profit tax exempt organizations.

With appropriate professional content, visits to the United States by foreign officials involved in USAID-funded projects greatly enhance the project's impact. The foreign official can perceive the project in the context of other development efforts as well as current trends in the visitor's professional area.

Educational Psychology/Counseling

School of Education
Rossi Wing, Lone Mountain
(415) 666-6868

OCTOBER 7, 1982

Ms. Sloan d'Autremont
Project Assistant
AMIDEAST
1717 Massachusetts Avenue, N.W.
Suite 100
Washington, D.C. 20036

Dear Ms. d'Autremont:

Forgive me for not having written sooner. The disposition of Kouloub's fieldwork placement is as follows. She will be working again with Dr. William Upton, head of Career Counseling Services for the San Francisco Community College District. This will be a continuation, then, of her placement from last Spring. I have already had one conversation with Dr. Upton, and the three of us will be meeting within the next two weeks to confirm the goals and objectives for this semester. We are all optimistic that this placement will be productive for Kouloub.

In addition, be assured that Kouloub's current academic program is entirely sufficient to insure her graduation and the completion of her M.A. degree in December.

Thank you for your attention and concern on Kouloub's behalf. Please let me know if I can be of further assistance, and be sure to give my best to Diana Kamal.

Sincerely,

Elizabeth Bigelow

ELIZABETH BIGELOW, Ph.D.
Assistant Professor

EB/ch

Department of Economics
University Center (415) 666-6671

August 4, 1982

Mr. Sloan d'Autremont,
Project Assistant
American Mideast Education
Training Services
1717 Massachusetts Avenue, N.W.
Suite 100
Washington, D. C. 20036

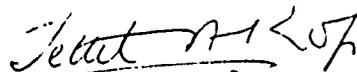
Dear Mr. d'Autremont:

Thank you for your letter dated July 1, 1982.

Fatiha Remh has been working hard on her Thesis. She has followed the instructions I left behind. If she continues at this pace, she will be able to complete her program by December. She has read the literature on the subject and is in the process of developing her own analytical framework to be used in her research. She is in the process of collecting the relevant data. She is following my instructions. She will be able to obtain the necessary data by the end of the summer.

I would recommend to AID that they continue her sponsorship.

Sincerely,



Tetteh A. Kofi
Professor

cc: Diana Kamal



July 22, 1982

Dr. Diana Kamal
Project Coordinator, AMIDEAST
1717 Massachusetts Ave., NW
Suite 100
Washington, DC 20036

Dear Dr. Kamal:

This is to recommend that Ms. Malika Bennimas be permitted to remain at UW-Stout until December 30, 1982. This additional time will permit her to complete research papers for the MS degrees in Vocational Education and Management Technology. In addition, she will study job placement and attempt to develop a job placement model that might be appropriate for placing women in jobs in Morocco.

The objectives related to job placement are as follows:

1. Develop a job placement service model(s) that might be appropriate to place women in jobs in Morocco.
2. Discuss the model(s) with appropriate job placement service counselors in Wisconsin.
3. Prepare a report of findings to be submitted to the OFPPT.

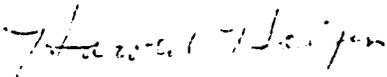
To achieve the above objectives, Malika will do the following:

1. Complete a review of criteria on job placement.
2. Interview the job placement counselor at the United States Job Service in Eau Claire, Wisconsin; the counselor at District One Technical Institute, Eau Claire, Wisconsin; the counselor at Western Wisconsin Technical Institute, La Crosse, Wisconsin; and one other job placement counselor at a location of her choice.
3. Develop a model for placing women on jobs in Morocco and review it with the above job placement counselors.
4. Submit a final report.

Dr. Diana Kamal
Page 2
July 22, 1982

Your early consideration of this request would be appreciated as we can get Malika started on the project shortly after August 6. Best wishes as you proceed to help people from the Mid-East further their education in the United States.

Sincerely yours,



Harold Halfin

js

cc: Malika Bennimas



Progress Report on Moroccan Students

All of the students worked together on Unit I, Shapes and Conditions, of a basic text in technical English, which consisted in learning a very common technical vocabulary that is useful in any vocational pursuit. Grammatically, the emphasis was on the passive voice, past participles used as adjectives, the contrast between the use of the present tense and the present continuous, prepositions and verbal phrases. All of the students also read the first selection for their reading from the magazine, Radio-Electronics, "Choosing a Personal Computer" The reading was quite difficult, especially for the less advanced students. It was general enough in nature to be of value for all of the students, and it provided an opportunity for intensive vocabulary work as well as exercise in extracting the main idea from difficult passages.

The students in Electricity/Electronics then proceeded to study Unit VIII from the technical English text which consisted of terminology and concepts related to the electronic instruments of the automobile and of the multimeter in particular. At the same time, they studied the terminology of three types of machines that they will be working with in the regular vocational courses at ACC--the digital multimeter, the function generator, and the dual oscilloscope (all of which they are already familiar with). They spent about two and a half hours with Mr. Brancard, the Electronics teacher they will be studying with at ACC, and he told me that he felt they would have few difficulties with the laboratory work; they do need, however, to continue to study the English names for the parts of these machines. It was Mr. Brancard who provided me with the materials that he thought would be most useful for these students' future classroom and lab work at ACC.

The Electricity/Electronics students also read another article from a technical magazine concerning new products in home electronics and are currently working on a study sheet where they are required to read closely in order to answer the questions. The level of comprehension demanded is generally what I would require of English-speaking students, and I think these students are doing well on this assignment. Their final reading assignment consists of a selection from English for Electrical Engineers; it involves the electronic principles behind the television and extensive related vocabulary and grammar.

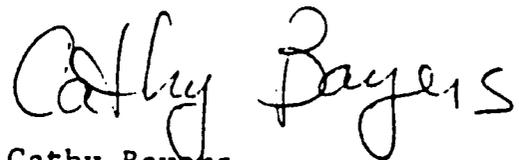
The Drafting students read the first chapter from the ACC text on drafting, "Basic Skills and Terminology" and wrote summaries as well as familiarizing themselves with the English terms. They

have also worked with me on terminology relating to spatial concepts and organization and descriptive techniques in English. They are now reading an excerpt from a text on twentieth-century architecture; they have been given a sheet of questions which demands not only thorough comprehension of the reading, but analytical skills; so far, I've been pleased with their work.

These last two weeks we are spending time reviewing more advanced grammar and doing extensive exercises relating to different concepts; they are all very proficient. Only Fatima L. appears to be a little less familiar with some of the grammar.

Our group took a very nice field trip to Georgetown, a small town in the mountains where we rode a narrow-gauge train and took an interesting tour of a silver mine. All of us enjoyed it a great deal. Later this week I hope to take the students to Technicare, a private manufacturing firm recommended by Mr. Brancard, where the students will be able to view the production process and a demonstration of an ultrasound machine.

This group of students, without exception, has been excellent to work with and very good both in their skills and their study habits. The only problem they have shown is in their preference to discuss material in Arabic or French despite my reminders that they use their English. I did not really have enough time with Larbi, Mohammed and Ahmed to give a full evaluation, though they did very well considering their less advanced language skills. The grammatical and reading proficiency of the rest of the class is high; they need work in writing in English, however, as their syntax tends to be quite foreign.



Cathy Bayers

August 8, 1982

Spring International School



Spring Institute for International Studies
at Arapahoe Community College

MICHIGAN TEST RESULTS FOR MOROCCAN STUDENTS

Summer Term 1982

<u>Name</u>	<u>Level</u>	<u>Michigan Score</u>		<u>Gain</u>
		<u>Initial (5/25)</u>	<u>Final (7/15)</u>	
Fatima El Fahdi	4	65	77	12
Zahra Chlaikhy	4	67	72	5
Soumia Ghamir	4	61	77	16
Khaddouj Beldokhtar	4	67	73	6
Laila Khamliche	3	49	64	15
Fatima Lemchentef	3	51	69	18
Abdelsselam Fellah	3	49	68	19
Mohammed Chairane	2	46	51	5
Ahmed Hamzaoui	2	45	55	10
Larbi Sayad	2	45	53	8

Test Date: August 13, 1982

SPRING INSTITUTE FOR INTERNATIONAL STUDIES AT ACC

TOEFL EXAMINATION RECORD

	Student		Level	Previous sc.		Listen. Compr.	Struct. & Wr. Expr.	Reading Compr. & Voc.	TOTAL SCORE
	Last Name	First Name		Date	Score				
1	CHAJRANE, Mohammad		3/ACC			19/42	21/44	20/37	410
2	EL FAHDI, Fatima		ACC			26/47	23/46	32/45	460
3	KHAMLICHE, Laila		ACC			24/46	18/40	28/43	430
4	CHLAIKHY, Zahra		ACC			35/54	23/46	33/46	487
5	GHAMIR, Soumia		ACC			30/50	22/45	34/47	473
6	LEMCHENTEF, Fatima		ACC			20/43	20/43	28/43	430
7	FELLAH, Abdesellam		ACC			23/45	22/45	28/43	443
8	HAMZAQUI, Ahmed		3/ACC			22/44	15/37	17/35	387
9	BELMOKHTAR, Khaddouj		ACC			27/48	28/52	28/43	477
10	SAYAD, Larbi		3/ACC			22/44	20/43	25/41	427
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Spring International School

at Arapahoe Community College
5900 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: October 1, 1982

STUDENT EVALUATION REPORT

Quarter: Fall I 1982

Student Name HANZAOUTI, Ahmed

Level 3A

Session Entered Summer 1982

Nationality Moroccan

- Levels: Intro-Introduction to English
 1-Beginning
 2-Low Intermediate
 3-Intermediate
 4-High Intermediate
 5-Advanced College Preparatory

Attendance	Total Possible Hours
5 hours = 1 day	Hours Late to Program
	Hours Absent
	Hours in Class

Class/Skill Area

EVALUATION

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep
Consistently excellent work in all aspects of the course with full control of material.	X	X				
Generally good work in all aspects of the course with sufficient control of the material.			X			
Satisfactory work in most aspects of the course with questionable control of the material.						
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.						
Unsatisfactory work with no evidence of control of material or concepts at this level.						
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.						

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed						
Class Participation/Cooperation						
Study Habits						
Effort/Conscientiousness						
Attitude = Ability to get along with others						

Current Level						
Recommendation						

Comments: Student is very intelligent and motivated. He is a hard worker and should not be a problem.

TEACHER

SPRING INTERNATIONAL SCHOOL

English Proficiency Report

Student Name HANZAQUI, Ahmed

NAFSA PROFICIENCY LEVELS*

	1	2	3	4	5	6
Writing				X		
Reading & Vocabulary				X		
Aural Comprehension				X		
Speaking			X			

PROGRESS

Slow	Adequate	Rapid
	X	
	X	
	X	
	X	

* A consensus of the student's teachers for the current session.
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Initial ()	Final ()
Grammar/Vocabulary/Reading	<u>47</u>	<u>49</u>
Aural Comprehension	<u>56</u>	<u>60</u>
Combined Score	<u>52</u>	<u>55</u>
Written Composition	<u>61</u>	<u>70</u>
Total Combined Score	<u>58</u>	<u>67</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
Below 70 - Full-time intensive English study required.

Pambos Polycarpou
Pambos Polycarpou, Director



Spring International School

Appendix M, pg. 3

at Arapahoe Community College
5900 S. Santa Fe Dr. Littleton, Colorado 80120 13031 797-0100

Date: October 1, 1992

STUDENT EVALUATION REPORT

Quarter: Fall I 1992

Student Name CHAJRANE, Mohammed Level 3B

Session Entered Summer 1992

Nationality Moroccan

- Levels:
- Intro-Introduction to English
 - 1-Beginning
 - 2-Low Intermediate
 - 3-Intermediate
 - 4-High Intermediate
 - 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>206</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>5</u>
	Hours in Class	<u>201</u>

Class/Skill Area

EVALUATION

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep		
Consistently excellent work in all aspects of the course with full control of material.								
Generally good work in all aspects of the course with sufficient control of the material.	X	X	X					
Satisfactory work in most aspects of the course with questionable control of the material.								
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.								
Unsatisfactory work with no evidence of control of material or concepts at this level.								
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.								

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	G	G					
Class Participation/Cooperation	E	G	G					
Study Habits	E	G	G					
Effort/Conscientiousness	G	G	G					
Attitude = Ability to get along with others	E	G	G					

Current Level 3B

Recommendation Pass

Comments: _____

TEACHER

English Proficiency Report

Student Name GHADANE, Mohamed

NAFSA PROFICIENCY LEVELS*

	1	2	3	4	5	6
Writing				X		
Reading & Vocabulary			X			
Aural Comprehension			X			
Speaking			X			

PROGRESS

Slow	Adequate	Rapid
	X	
	X	
	X	
	X	

* A consensus of the student's teachers for the current session.
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Initial (71.5)	Final (43.0)
Grammar/Vocabulary/Reading	<u>37</u>	<u>37</u>
Aural Comprehension	<u>46</u>	<u>50</u>
Combined Score	<u>47</u>	<u>51</u>
Written Composition	<u>10</u>	<u>11</u>
Total Combined Score	<u>51</u>	<u>54</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.

Pambos Polycarpou
Pambos Polycarpou, Director



Spring International School

Appendix M, pg. 5

at Arapahoe Community College
5900 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: October 1, 1982

STUDENT EVALUATION REPORT

Quarter: Fall I 1982

Student Name SAYAD, Larbi

Level 3B

Session Entered Summer 1982.

Nationality Moroccan

- Levels: Intro-Introduction to English
 1-Beginning
 2-Low Intermediate
 3-Intermediate
 4-High Intermediate
 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>206</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>10</u>
	Hours in Class	<u>196</u>

Class/Skill Area

EVALUATION

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep
Consistently excellent work in all aspects of the course with full control of material.						
Generally good work in all aspects of the course with sufficient control of the material.	X	X	X			
Satisfactory work in most aspects of the course with questionable control of the material.						
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.						
Unsatisfactory work with no evidence of control of material or concepts at this level.						
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.						

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

	E	G	S	N
Homework Completed				
Class Participation/Cooperation				
Study Habits				
Effort/Conscientiousness				
Attitude - Ability to get along with others				

Current level 3

Recommendation 4

Comments: _____

TEACHER

SPRING INTERNATIONAL SCHOOL

English Proficiency Report

Student Name SAYAD, Larbi

NAFSA PROFICIENCY LEVELS*

	1	2	3	4	5	6
Writing				X		
Reading & Vocabulary				X		
Aural Comprehension				X		
Speaking			X			

PROGRESS

Slow	Adequate	Rapid
	X	
X		
	X	
	X	

* A consensus of the student's teachers for the current session.
See NAFSA Chart on reverse side.

Michigan Test of English Language Proficiency (MTELP)

	Initial (4/15)	Final (9/20)
Grammar/Vocabulary/Reading	<u>47</u>	<u>36</u>
Aural Comprehension	<u>56</u>	<u>53</u>
Combined Score	<u>52</u>	<u>45</u>
Written Composition	<u>57</u>	<u>63</u>
Total Combined Score	<u>55</u>	<u>51</u>

Suggested Interpretation of MTELP

- 80 and above - Full-time academic study indicated.
- 70 - 79 - Full or part-time academic study may be appropriate depending on Student's grades, work habits, field of study and teachers' recommendations.
- Below 70 - Full-time intensive English study required.

Pambos Polycarpou
Pambos Polycarpou Director

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Spring Institute for International Studies

at Arapahoe Community College
5400 S. Santa Fe Dr. Littleton, Colorado 80120 13031 797-0100

Date: August 13, 1982

STUDENT EVALUATION REPORT

Quarter: Moroccan Summer Program

Student Name EL FADHI, FATIMA

Level _____

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>100</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>15</u>
	Hours in Class	<u>85</u>

Class/Skill Area

EVALUATION

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep	ESP
Consistently excellent work in all aspects of the course with full control of material.	X	X	X			X	X
Generally good work in all aspects of the course with sufficient control of the material.							
Satisfactory work in most aspects of the course with questionable control of the material.							
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.							
Unsatisfactory work with no evidence of control of material or concepts at this level.							
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.							

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E			E	E
Class Participation/Cooperation	E	E	E			E	E
Study Habits	E	E	E			E	E
Effort/Conscientiousness	E	E	E			E	E
Attitude = Ability to get along with others	E	E	E			E	E

Current level							
Recommendation							
Comments:							

TEACHER

Chayles
A. Johnson
Chayles
A. Johnson
Chayles



Spring Institute for International Studies Appendix M, pg. 8

at Arapahoe Community College
5000 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: August 13, 1982

STUDENT EVALUATION REPORT

Quarter: Moroccan Summer Program

Student Name BELNOKHTAR, Khaddouf

Level _____

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>100</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>2</u>
	Hours in Class	<u>98</u>

Class/Skill Area

EVALUATION

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep	ESP
Consistently excellent work in all aspects of the course with full control of material.	X	X	X			X	X
Generally good work in all aspects of the course with sufficient control of the material.							
Satisfactory work in most aspects of the course with questionable control of the material.							
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.							
Unsatisfactory work with no evidence of control of material or concepts at this level.							
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.							

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E			E	E
Class Participation/Cooperation	E	E	E			E	E
Study Habits	E	E	E			E	E
Effort/Conscientiousness	E	E	E			E	E
Attitude = Ability to get along with others	E	E	E			E	E

Current level _____

Recommendation _____

Comments: _____

TEACHER

Cham...
A. P...
C. Bay...
P. L...
C. H...



Spring Institute for International Studies Appendix M, pg. 9

at Arapahoe Community College
5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: August 13, 1982 STUDENT EVALUATION REPORT Quarter: Moroccan Summer Program

Student Name GHAMIR, Soumia Level _____

Session Entered Summer 1982

Nationality Moroccan

- Levels:
- 1-Beginning
 - 2-Low Intermediate
 - 3-Intermediate
 - 4-High Intermediate
 - 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>100</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>2</u>
	Hours in Class	<u>98</u>

<u>EVALUATION</u>	<u>Class/Skill Area</u>							
	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep	ESP	
Consistently excellent work in all aspects of the course with full control of material.	X	X	X			X	X	
Generally good work in all aspects of the course with sufficient control of the material.								
Satisfactory work in most aspects of the course with questionable control of the material.								
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.								
Unsatisfactory work with no evidence of control of material or concepts at this level.								
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.								

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	G	S	N	E	G	S	N
Class Participation/Cooperation	E	G	S	N	E	G	S	N
Study Habits	E	G	S	N	E	G	S	N
Effort/Conscientiousness	E	G	S	N	E	G	S	N
Attitude = Ability to get along with others	E	G	S	N	E	G	S	N

Current Level							
Recommendation							
Comments:	TEACHER	A. Bayler	J. Johnson	A. Johnson	A. Johnson	A. Johnson	A. Johnson

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Spring Institute for International Studies

at Arapahoe Community College
5200 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: August 13, 1982 STUDENT EVALUATION REPORT

Quarter: Moroccan Summer Program

Student Name KHAMLICHE, Laïla Level _____

Session Entered Summer 1982

Nationality Moroccan

- Levels:
- 1-Beginning
 - 2-Low Intermediate
 - 3-Intermediate
 - 4-High Intermediate
 - 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>100</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>11</u>
	Hours in Class	<u>89</u>

Class/Skill Area

EVALUATION

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep	ESP
Consistently excellent work in all aspects of the course with full control of material.	X	X	X			X	X
Generally good work in all aspects of the course with sufficient control of the material.							
Satisfactory work in most aspects of the course with questionable control of the material.							
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.							
Unsatisfactory work with no evidence of control of material or concepts at this level.							
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.							

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E			E	E
Class Participation/Cooperation	E	E	E			E	E
Study Habits	E	E	E			E	E
Effort/Conscientiousness	E	E	E			E	E
Attitude = Ability to get along with others	E	E	E			E	E

Current Level							
Recommendation							

Comments: _____

TEACHER
Chapman
Chapman
Chapman
Chapman
Chapman



Spring Institute for International Studies

at Arapahoe Community College
5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: August 13, 1982

STUDENT EVALUATION REPORT

Quarter: Moroccan Summer Program

Student Name CHLAIKHY, Zahra

Level _____

Session Entered Summer 1982

Nationality Moroccan

Levels:

- 1-Beginning
- 2-Low Intermediate
- 3-Intermediate
- 4-High Intermediate
- 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>100</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>5</u>
	Hours in Class	<u>95</u>

Class/Skill Area

EVALUATION

	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep	ESP
Consistently excellent work in all aspects of the course with full control of material.	X	X	X		X	X	
Generally good work in all aspects of the course with sufficient control of the material.							
Satisfactory work in most aspects of the course with questionable control of the material.							
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.							
Unsatisfactory work with no evidence of control of material or concepts at this level.							
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.							

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E			E	E
Class Participation/Cooperation	E	E	E			E	E
Study Habits	E	E	E			E	E
Effort/Conscientiousness	E	E	E			E	E
Attitude = Ability to get along with others	E	E	E			E	E

Current level _____

Recommendation _____

Comments:

TEACHER

C. Bayless

A. Johnson

C. Bayless



Spring Institute for International Studies

at Arapahoe Community College
5400 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: August 13, 1982 STUDENT EVALUATION REPORT Quarter: Moroccan Summer Program

Student Name FELLAH, Abdesselam Level _____

Session Entered Summer 1982

Nationality Moroccan

- Levels:
- 1-Beginning
 - 2-Low Intermediate
 - 3-Intermediate
 - 4-High Intermediate
 - 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>100</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>5</u>
	Hours in Class	<u>95</u>

EVALUATION	Class/Skill Area							
	Grammar/ Speaking	Writing	Reading/ Vocabulary	Cultural Studies	Listening/ Speaking	TOEFL Prep	ESP	
Consistently excellent work in all aspects of the course with full control of material.	X	X	X			X	X	
Generally good work in all aspects of the course with sufficient control of the material.								
Satisfactory work in most aspects of the course with questionable control of the material.								
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.								
Unsatisfactory work with no evidence of control of material or concepts at this level.								
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.								

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	E			E	E
Class Participation/Cooperation	E	E	E			E	E
Study Habits	E	E	E			E	E
Effort/Conscientiousness	E	E	E			E	E
Attitude = Ability to get along with others	E	E	E			E	E

Current Level							
Recommendation							
Comments:							
	TEACHER	<i>C. B. ...</i>	<i>A. B. ...</i>	<i>C. B. ...</i>		<i>A. B. ...</i>	<i>C. B. ...</i>



Spring Institute for International Studies

at Arapahoe Community College
5900 S. Santa Fe Dr. Littleton, Colorado 80120 (303) 797-0100

Date: August 13, 1982 STUDENT EVALUATION REPORT Quarter: Moroccan Summer Program

Student Name LEMCHENTEF, Fatima Level _____

Session Entered Summer 1982

Nationality Moroccan

- Levels:
- 1-Beginning
 - 2-Low Intermediate
 - 3-Intermediate
 - 4-High Intermediate
 - 5-Advanced College Preparatory

Attendance	Total Possible Hours	<u>100</u>
5 hours = 1 day	Hours Late to Program	<u>0</u>
	Hours Absent	<u>12</u>
	Hours in Class	<u>88</u>

EVALUATION	Class/Skill Area							
	Grammar/Speaking	Writing	Reading/Vocabulary	Cultural Studies	Listening/Speaking	TOEFL Prep	ESP	
Consistently excellent work in all aspects of the course with full control of material.	X	X	X			X	X	
Generally good work in all aspects of the course with sufficient control of the material.								
Satisfactory work in most aspects of the course with questionable control of the material.								
Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.								
Unsatisfactory work with no evidence of control of material or concepts at this level.								
INCOMPLETE: The student has not completed or submitted a sufficient amount of work for a meaningful evaluation.								

ACADEMIC DEVELOPMENT

E=Excellent G=Good S=Satisfactory N=Needs Improvement

Homework Completed	E	E	S			S	E
Class Participation/Cooperation	E	E	E			E	E
Study Habits	E	E	E			E	E
Effort/Conscientiousness	E	E	E			E	E
Attitude = Ability to get along with others	E	E	E			E	E

Current Level							
Recommendation							
Comments:							

TEACHER

Aben

Lebanon

Aben

Aben

Aben

Aben