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QUARTERLY REPORT

FOR THE PERIOD APRIL 1 - JUNE 30, 1982

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I. EXECUTIVE SUMMARY

This quarter was marked by significant progress in the major project tasks. The two-year program at the Tangier Institute continued throughout the quarter, with the school year ending on June 30, 1982. This program nonetheless experienced certain difficulties, owing principally to the prolonged absence of the three Moroccan Assistants during the first half of the quarter, followed by the refusal of the majority of students to attend classes for more than a week while awaiting an opportunity to submit certain demands to the Minister. Toward the end of the quarter, the teaching staff prepared questions for the entrance examination to be given to the second entering class.

The first short-term training program, taught virtually entirely by HRM personnel, ended on April 9 with good results. A second short-term program was conducted at the Institute between May 17 and June 4.

During this quarter the Vocational Education Specialist, assisted by a consultant from the United States, completed formulating recommendations concerning the locations of the five pilot centers and the disciplines to be taught there. These were submitted to and subsequently approved by the Ministry.

An HRM consultant on evaluation arrived in Morocco in mid-June to carry out a study leading to recommendations concerning the establishment of an evaluation and planning unit. His report is due in the first week of July.

One of the most important developments of the quarter was the decision to hold monthly meetings bringing together representatives of the Ministry, AID and HRM. Two sessions took

place during this quarter, and decisions were taken concerning, among other things, strengthening the Institute's teaching staff and amending the HRM contract. These decisions, and especially the closer collaboration for which the monthly meetings provide the framework, make it possible to end the first year of work under this contract on a note of optimism as regards the project's future.

II. WORK PERFORMED

A) Two-Year Institute Program

Having resumed on March 29 after the spring vacation, the courses of this program continued to be taught throughout the quarter -- except for an interruption described below -- until June 23. Then, after several days allotted to the students for review, final semester examinations took place during the last three days of June (28, 29 and 30).

As mentioned in the last quarterly report, the three Moroccan Assistants were still absent from Tangier when courses resumed on March 29. This remained the situation at the start of the quarter covered by the present report. Consequently the HRM team -- fortunately reinforced now by the inclusion of Dr. Ahmed Triqui as Economics instructor on a temporary basis -- performed all the teaching in this program for well over a month. To supplement the courses taught in the classroom, HRM organized study visits to several social institutions in Tangier, including Education and Work Centers (CET's), the Regional Delegation of Entraide Nationale, an orphanage, a retirement home for older people, and a home for the poor and for young persons accused of crimes and awaiting trial.

Seriously concerned by the insufficiency of the teaching staff relative to the Institute's needs, which would become greater yet by the next academic year, the HRM Chief-of-Party wrote to the USAID/Rabat Human Resources Development Officer concerning this matter on April 11. This problem was one of those USAID raised in an aide-memoire to the Ministry of Handicrafts and Social Affairs dated May 3, 1982.

In an effort to deepen the students' understanding of social affairs, while at the same time providing them an opportunity to express themselves and to listen to their fellow students, HRM organized a three-day seminar which fully occupied the days of May 11, 12 and 13. The leader of these group dynamics sessions was Dr. Mohamed Hamadi BEKOUCHI, sociologist and trainer of social workers, who was assisted by Mrs. Françoise BOUCHANINE, Professor of Sociology at the University of Fez. The HRM professors also attended the seminar, as did the HRM Administrative Coordinator, who was responsible for operating the audio-visual equipment.

It was at about this time that the Moroccan Assistants, having succeeded in obtaining a certain degree of satisfaction of their demands, returned to Tangier to take up their duties again.

Unfortunately the late start of their second semester courses had to be postponed again, this time because most students in the two-year program decided, beginning May 17, to cease attending all classes. The students made it known that they would not return to class until they had had an audience with the Minister of Handicrafts and Social Affairs to present certain demands to which the Ministry had not yet, in their opinion, responded satisfactorily. These demands included the possibility of entering a second two-year cycle of studies at the Institute ; in the event such a second cycle could not immediately follow the first, the students asked to begin their government employment at Grade 9 (instead of Grade 8) upon graduation from the first cycle.

Only the ten Social Work Assistants sent to the Institute by the Royal Armed Forces continued to attend classes from

May 17. Because of the presence of these ten, however, HRM teachers continued to conduct their classes without interruption.

As it happened, the Minister of Handicrafts and Social Affairs was absent from the country at the moment the students asked for an audience with him. The Director of Social Affairs, who came to Tangier to inaugurate a short-term training program (see below), remained for several days to try to persuade the students to return to class, but his efforts were in vain. It was not until May 24 that the Minister, just returned from abroad, was able to receive a group of three student representatives, accompanied by the Institute Director. Naturally the Minister was not in a position to agree categorically to meet the students' demands. However, the understanding he demonstrated, together with his willingness to consider their viewpoints, persuaded the students to return to classes as of May 25. With their renewed presence and that of the three Moroccan Assistants, the two-year program was able to proceed in more satisfactory fashion during the final month of the quarter than during the preceding two months.

In June, the HRM team began reviewing the curriculum for each year of the two-year program in the light of its experience. But another and still more urgent task now appeared : preparation of the entrance examination for the second class to enroll in this program. After first proposing July 12 for the written test, the Ministry finally settled on the date of July 8. The Ministry and HRM together decided that the written examination would comprise two parts : one multiple choice test and one essay question. Each of the three American teachers on the HRM team and each of the three Moroccan Assistants there-

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fore drafted two possible essay questions, while the HRM Chief-of-Party, helped by suggestions from the other teachers (Moroccan and American), himself drew up -- and typed on stencils -- a multiple choice test of 40 questions. This test and the suggested essay questions were all submitted in sealed envelopes to the Direction of Social Affairs before the end of June.

Another task was also accomplished toward the end of the quarter : the planning of a student internship for the month of September, 1982. A list of possible assignments for each student was drawn up to be submitted to the Direction of Social Affairs.

The very last days of June were devoted to final examinations for the second semester, and students departed for summer vacation the evening of June 30 or the next morning.

B) Training of Mid-Level Personnel

It will be recalled that the first short-term training to take place at the Tangier Institute, intended primarily for regional directrices of Entraide Nationale programs, had begun on March 15 and was still in progress at the end of the last quarter. The preparation of this program and the first weeks of training have already been described in the report covering the quarter from January 1 through March 31, 1982. The conditions prevailing at the end of March -- notably the absence of the three Moroccan Assistants -- continued into the month of April, with the result that the few HRM teachers were obliged to conduct virtually all sessions of the short-term training program, while at the same time teaching all courses of the two-year program. It was only by virtue of the exceptional efforts of all concerned, among whom should be cited in particular the Training Coordinator (Myrna NORRIS), and also with the help of several outside speakers, that it was possible to maintain the high level of quality of this program up to its conclusion on April 9.

The weekly evaluation forms completed anonymously by the trainees, as well as their final evaluation at the end of the training program, showed that the vast majority of trainees found the program exceptionally useful and interesting. An analysis of these evaluation forms, made during the week following the conclusion of the program, is contained in the report prepared by the HRM Training Coordinator and submitted to USAID and to the Ministry of Handicraft and Social Affairs.

At a meeting held at the Direction of Social Affairs on February 18 (see the preceding quarterly report), it had been decided that a second short-term training program

would take place between May 10 and June 5, 1982, for those regional directrices who had not been enrolled in the first program. HRM accordingly began planning this second program immediately after completing the evaluation of the first. Experience had shown the absolute necessity of engaging additional trainers for this kind of activity, given the fact that HRM teachers were fully occupied teaching the courses of the two-year program. The Moroccan Assistants were of course absent, and it was not known at this time when they would return. The training specialist engaged as Coordinator of the first short-term program, Miss NORRIS, had taken another position after completing her contract with HRM and was thus not available. Furthermore, the Ministry had made it known that those regional directrices most fluent in French would be enrolled in the first program. HRM therefore believed it necessary to recruit for the second program a coordinator fluent in Arabic as well as in French. These considerations led to the designation of Dr. Mohamed Hamadi BEKOUCHI, a sociologist and trainer of social workers with broad experience in this field in Morocco as well as in other countries. To assist this specialist, HRM sent Mr. Alan DAVIS, home office Coordinator of the HRM Moroccan project, to Tangier on temporary assignment.

Mssrs. BEKOUCHI and DAVIS arrived in Tangier early in May, in order to be ready for the scheduled May 10 start of the training program. On May 4, just after they had arrived, the Ministry informed HRM that the start of training had been postponed until May 17, and that the trainees would not be regional directrices, as earlier understood, but rather "premières monitrices" (senior instructors) of Socio-Educative Centers. The latter change surprised HRM a bit since these persons all receive training at the Nutrition Training Center in Marrakech. But of course the HRM group continued to prepare the program, and the Ministry was again most cooperative in agreeing to presentations

by a significant number of ministerial officials and specialists.

After an introductory discourse by the Director of Social Affairs, the first week of training was marked in particular by intensive group dynamic sessions conducted in Arabic by Dr. BEKOUCHI. This activity, based on the roles and experiences of the trainees themselves, continued into the following weeks, although the time that could be devoted to it became more limited. It was during the second week that most of the speakers chosen by the Ministry made their presentations. Mr. DAVIS and members of HRM's field staff also took over several sessions despite the difficulty many trainees had in following instruction in French. HRM also made necessary arrangements for several presentations by specialists residing in Tangier.

In view of the late start of this second short-term training program, the Ministry decided to limit its duration to three weeks. As it happened, the Ministry had planned for some time, in the framework of its program to combat social scourges, to organize seminars on toxicomania with the collaboration of the International Commission for Prevention of Alcoholism and Drug Abuse. Since June 1 and 2 had been fixed as the dates of the Tangier colloquium, and the Institute as its locus, the short-term trainees (as well as the two-year students) spent those entire two days at this seminar. After that there remained only two days of the final week of short-term training. Those days were devoted principally to synthesis of the elements of the training program and to its evaluation.

For the most part, the trainees in their evaluations expressed general satisfaction with the second short-term training program. Nevertheless, it must be admitted that this program was not as well prepared as would have been

desirable owing, in large part, to the fact that the trainees' jobs were not known until less than two weeks before training began. In addition, there was not always a high degree of cohesion among the different elements of the program. Despite its interest, for example, the colloquium on toxicomania did not have very clear links to the other subjects treated in the training program. These observations lead to expressing the hope that it will be possible, in the future, to plan in advance a calendar of short-term training programs covering several months or, better yet, a year ahead.

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C) Training of CFP & CET Instructors

The Vocational Education Specialist on the HRM team took advantage of the presence of the regional directrices of the CET program, in Tangier to attend the first short-term training program at the Institute, to speak to them in early April about their programs and the training needs of the CET monitrices (instructors) under their supervision. The analysis of a questionnaire on this subject completed by these regional directrices yielded results which will be useful in planning training programs for the monitrices. It is expected that these training programs will get under way shortly after the beginning of the 1982-83 academic year. As for training of CFP moniteurs, the program outlined by HRM's Vocational Education Specialist remains unused, the Ministry having been unable to date to employ instructors for these centers.

D) The Five Pilot Centers

As noted in the preceding quarterly report, the effort to select sites for the five centers made evident a need to clarify certain basic points concerning their location and their objectives. In order to collect data that would help in resolving these questions, it was decided to use the temporary services of a specialist with a good understanding of the factors concerned as well as of the country. Luckily Dr. Brinkley Messick, an anthropologist from the University of Pennsylvania who had the qualifications sought, was in Morocco at the time and had the time to undertake the desired study. After meeting with HRM and AID officials, and with the accord of the Ministry, he was engaged by HRM. Between April 15 and May 8, Dr. Messick visited the places identified by the HRM Vocational Education Specialist as possible locations for the five pilot centers. His report, submitted on May 10, reinforced the research already carried out by the Vocational Education Specialist, permitting the latter to conclude his recommendations, which were submitted to the Ministry on May 21, 1982.

The next task was to determine the innovative skill to be taught at each pilot center. To aid the Vocational Education Specialist in this regard, HRM brought to Morocco Mr. John ANDERSON, a specialist in project design with considerable experience in the kind of economic and sociological research required. Having lived five years in Arab countries, including Morocco and Tunisia, Mr. ANDERSON is also highly proficient in spoken and written Arabic and French. He arrived at Tangier May 23 and proceeded the following day to Rabat with the Vocational Education Specialist, Mr. TYSZKA, in order to meet with Ministry officials and begin the research.

At a meeting in Tangier on June 3 bringing together representatives of the Ministry, AID and HRM, Messrs. TYSZKA and Anderson were already able to present and discuss some preliminary ideas. Subsequent field visits permitted them to arrive at certain recommendations which were detailed in a report completed on June 19. It had been planned to review this report on June 26 with Ministry authorities, but the latter postponed the date of the session until June 30. As Mr. Anderson had left Morocco by that date, HRM was represented at the meeting (held at the Direction of Social Affairs) by the Chief-of-Party, the Vocational Education Specialist and the Administrative Coordinator. Also present, in addition to the Director of Social Affairs and his colleagues, were representatives of AID and the Peace Corps.

Thus on this final day of the quarter, the location and skill for each of the five pikot centers were approved by all parties concerned --and ratified a little later the same day by the Minister of Handicraft and Social Affairs himself. As this marked an important step in the performance of this aspect of the project, it seems appropriate to summarize these decisions here :

SITES

SKILLS

- | | |
|--|---|
| <ul style="list-style-type: none"> . SALE (for handicapped boys & girls): . FQUIH BEN SALAH : . MARRAKECH : | <ul style="list-style-type: none"> Repair of typewriters, sewing machines and knitting machines. Drying and preserving agricultural products. Fabrication of wheel chairs (welding) and of crutches (carpentry). |
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- . FES : Modern leather work.
- . AGADJR : Training of assistants for day care centers for children.

E. CFP PROGRAMS

On April 13, 1982, in Rabat, two members of HRM's long-term team, the Vocational Education Specialist and the Administrative Coordinator, participated in the evaluation of the Peace Corps Vocational Education program, under which volunteers are assigned to CFPs (Centres de Formation Professionnelle). This evaluation provided an opportunity for focusing attention on several problems, most importantly : the lack of Moroccan teachers to replace the Peace Corps volunteers due to leave in June, 1982 ; the lack of a Moroccan director at many of the centers ; and the lack of internal regulations governing the activity of these centers. For AID, which has financial equipment for the CFPs and was also represented at the evaluation sessions, these problems were sufficiently important to be included in the aide-memoire of May 3 already mentioned above. At a meeting of Ministry and AID officials held on May 4 to discuss the points in the aide-memoire, Ministry authorities explained that the 1982 Entraide Nationale budget had been held at its 1981 level and lacked, consequently, the necessary funds to engage the 19 teachers who would replace the American volunteers. To resolve this difficulty, the Minister himself proposed to "borrow" the required teachers temporarily from another governmental agency. In addition, he undertook to take steps to provide the CFPs concerned with directors at least on a temporary basis, and where possible with permanent directors.

F. PARTICIPANT TRAINING

The proposal to train several Moroccan participants in Social Work with specialization in Evaluation and Planning, broached during the consultation of Dr. Amal Rassam in January, was further developed in June in the course of discussions between Dr. Daniel Wagner and ministerial authorities (see below). As the Ministry showed enthusiasm for the idea, it appeared probable that at least some of the funds available for participant training would be used in this fashion. A second possible use of some of these funds was mentioned during the June 30 meeting concerning the five pilot centers; namely, to train participants in the design and administration of vocational education programs. By the end of the quarter, however, no real action had yet begun under this heading of the project.

G. ADVICE CONCERNING EQUIPMENT

There is nothing significant to report for this quarter.

II. EVALUATION AND PLANNING UNIT

Professor Daniel Wagner of the University of Pennsylvania arrived in Morocco on June 16 as a consultant to assist the Ministry in setting up an Evaluation and Planning Unit as called for by the contract. After conferring with AID officials, he met with Ministry authorities on June 18, accompanied by the HRM Chief-of-Party and by AID representatives. The discussions made it possible to define Dr. Wagner's activity as a function of ministerial goals relative to evaluation and planning. It was agreed that the consultant would submit his recommendations during the first week of

July, after having studied pertinent documents and had supplementary meetings with relevant personnel of the Ministry, the Tangier Institute and the IIRM team.

Accordingly, Dr. Wagner spent the week of June 21 through 28 in Tangier, then returned to Rabat to complete his assignment. Among other activities, he attended the June 30 meeting which confirmed the sites of the five pilot centers and the skills to be taught at them. Although his recommendations had not yet been submitted by the end of the quarter covered by the present report, it was already known that Dr. Wagner would propose developing evaluation and planning capabilities at the Tangier Institute as well as at the Ministry in Rabat, as well as training several specialists in these fields at American universities.

I. MONTHLY MEETINGS

It has already been mentioned in this report that on May 3, AID delivered to the Ministry of Handicraft and Social Affairs an aide-memoire citing certain difficulties which were impeding project progress. The problems included, among others, the insufficiency of Moroccan teaching staff at the National Social Action Institute and the lack of Moroccan instructors to replace Peace Corps volunteers at Centres de Formation Professionnelle (Vocational Training Centers). The aide-memoire served as a basis for discussion at the meeting of AID officials with the Minister and his staff on May 4. On their side, Ministry authorities expressed concern at the slowness of progress of certain aspects of the project, notably those concerning the five pilot centers and the Evaluation and Planning Unit, and also requested supplementary assistance from AID to set up a library at the Institute.

One of the principal results of this meeting was the decision to hold regular monthly meetings of representatives of the Ministry, AID and HRM. At the first of these, which was held at the Direction of Social Affairs in Rabat on May 12, the Ministry and HRM both undertook to do their best to augment the number of personnel at the Institute. For HRM, this meant filling the post of Professor of Economics in a permanent manner and also recruiting a Professor of Social Work, who would join the HRM team once the contract had been amended accordingly. For its part, the Ministry would request budgetary positions for two Moroccan professors, as well as for other staff including a Director of Studies and a librarian. As for AID, it agreed to amend the Project Paper -- the basic project document -- so as to add the position of Social Worker and the funds necessary to acquire a basic library for the Institute.

Also discussed at this meeting was the need to amend the HRM contract with the Ministry. AID proposed to add the sum of \$ 500,000 in available funds by means of a first amendment, which would also make some relatively minor changes to other articles. (A second increment of \$ 600,000 of available funds would be added later by means of a second amendment which would cover more important modifications to the contract). HRM therefore prepared the draft of a first amendment and submitted it to the Ministry on May 17. This draft was a principal item on the agenda of the second monthly meeting, held on June 3 at the Tangier Institute. Later the proposed first amendment, now incorporating further modifications agreed to by the parties present at the June 3 meeting, was passed on to AID for study by its specialists, including its regional lawyer based at Tunis, and to the HRM home office. Time did not permit obtaining the approval of a definitive text by all parties concerned before the end of the quarter.

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J. OTHER ACTIVITIES

Administrative tasks naturally continued to require considerable time and effort. Thanks to the temporary engagement of Dr. Ahmed Triqui as Professor of Economics, the HRM Chief-of-Party found time to write quarterly reports covering the periods October 11-December 31, 1981, and January 1-March 31, 1982, as well as a Work Plan for the first six months of 1982. After much effort by all parties concerned, the Peugeot 504 station wagon (blocked at the port of Casablanca since December 1981) was finally cleared by Customs and delivered to HRM at the beginning of May. In June HRM got possession of the blank video cassettes that had been held in May by the Customs officials at the Tangier airport.

The HRM home office continued to provide a variety of supporting services. Here it may be noted that its recruiting efforts resulted in identification of several promising candidates to fill the positions of Professor of Economics and, eventually, Professor of Social Work. It is therefore hoped that these jobs can be filled by the start of the next academic year.

III. PROBLEMS ENCOUNTERED

Most of the difficulties encountered during this quarter are those already sufficiently described in previous quarterly reports. The prolonged absence of the three Moroccan Assistants during the first half of the period certainly affected adversely the two year program at the Institute and also gave HRM a heavier burden to complete the first short-term training program. As for the second short-term program, there was even less preparation time than there had been for the first. Returning to the two-year program, which had begun late in the school year in an institute with neither library nor Director of Studies, the refusal of the vast majority of students to attend classes for more than a week further diminished the accomplishments of the first year.

But the quarter described herein nevertheless witnessed efforts by all parties concerned to overcome the difficulties previously cited. Thus while the Institute's teaching staff is not yet sufficient, steps have been taken toward improving this situation. While the Institute still lacks a library, efforts are under way to provide one. The uncertainties concerning the five pilot centers have been clarified, making it possible to arrive at agreement on their sites and on the skills to be taught there. And the Ministry has undertaken to try to find instructors, at least temporary if not permanent, to replace Peace Corps volunteers in the Vocational Training Centers (CFPs).

IV. CONCLUSIONS

This quarter, the last of the first year following signature of the HRM contract, has been marked by continuing activity relating to those aspects of the project already well under way -- notably the two-year Institute program and short-term training -- as well as by significant progress in connection with other aspects, notably the five pilot centers and the Evaluation and Planning Unit. While it is true that all problems have not disappeared, collaboration among the parties concerned in order to resolve difficulties and assure the success of this complex and diversified project has become closer. The regular monthly meetings begun in May provide a framework for continuing and reinforcing this collaboration, and steps under way to amend the contract permit one to hope that the means necessary to realize project goals will be available. In sum, the first year of activity under the contract ends on a note of optimism.

A P P E N D I X

Paragraph 6.B. of Contract n° HRM-2160 :

" Scope of Work

" HRM's assistance to MASA is concerned with :

- " 1) Developing programs and assuring appropriate professional
" training in social services of two years' duration at the
" Social Workers Institute of Tangier.
- " 2) Developing programs and training mid-level MASA personnel
- " 3) Developing programs and training male and female instruc-
" tors (moniteurs and monitrices) who work at CETs and CFPs
- " 4) Providing vocational training in new skills for CET ins-
" tructors, at the level of five pilot centers.
- " 5) Improving and developing the content of training programs
" conducted in 13 CFPs, in collaboration with the Peace
" Corps.
- " 6) Arranging and administering training for five Moroccan
" participants (in the U.S. or in a third country) to par-
" ticipate in MASA's vocational activities.
- " 7) Providing advice regarding equipment for the Institute,
" the CETs and CFPs.
- " 8) Assisting MASA in establishing an Evaluation and Planning
" Unit."