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QUARTERLY REPORT

July 1 - September 30

**NATIONAL INSTITUTE FOR SOCIAL
WORK - TANGIER, MOROCCO**

HRM Project #HRM-2160-81-C-1

**Project for the Ministry of Social Affairs
and Handicrafts of the Kingdom of Morocco**

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I. EXECUTIVE SUMMARY

The first weeks of the quarter were marked by intensive activity in several areas of contractual responsibility. After correcting the final examinations of students in the two-year program, HRM teachers went to Rabat with the Moroccan Assistants to help administer the admissions test that took place on July 8. Correcting these written tests, administering oral tests to the new candidates, and then giving make-up exams to several students who had failed in their first year of study, fully occupied the succeeding days up to the religious holidays that began on July 22.

As regards the five pilot centers, three HRM team members took part at a meeting of Regional Delegates of the Ministry responsible for the regions where it had been decided to establish the centers. Activities and responsibilities having been defined, the parties concerned went right to work. For HRM this meant providing advice concerning the physical locations of each center, helping in the selection of pedagogique equipment, and participating fully in efforts to recruit master teachers. At Marrakech, thanks to the willingness of two Peace Corps volunteers to continue their previous work in a new framework, the pilot center was already in operation before the end of the quarter.

An Evaluation Consultant, who had come to Morocco in June under the terms of the HRM contract, submitted his report on July 7. Among other things, he recommended using the contract clause calling for overseas training for five participants to send several Moroccans to the United States to pursue studies leading to the Master's degree in Social Work, with specialization in evaluation and planning. Upon their return, these persons would take charge of the Evaluation and Planning Unit at the Ministry, as well as of another complementary

operation at the Tangier Institute. At a meeting held in September, the Ministry decided to nominate three candidates for this type of study, as well as two others to study Vocational Education.

Mr. John ANDERSON joined the HRM team in September as Professor of Economics, HRM also recruited Dr. Michele HARWAY to replace Dr. Nancy LUST in the position of Professor of Psychology. She is expected to arrive in Morocco about the end of October.

Another noteworthy event was the signature, in mid-September, of the first amendment to the contract. Among other things, this added \$500,000 to the amount actually available.

In sum, this quarter was not lacking in activity, despite a certain slow down during the summer vacation period. Nevertheless, there is much work to be done during the weeks and months to come. It seems appropriate to underline here the urgent need to determine whom the pilot centers are to train (CET monitrices or young women looking for income-earning skills) and the need for common efforts to recruit master teachers for the centers.

II. WORK PERFORMED

A) THE TWO-YEAR INSTITUTE PROGRAM

Final examinations having been given at the end of June, the HRM teachers were busy correcting them during the first days of July. Completion of this work made it possible to arrive at final grades for the semester and the year for each student in the program. At a class council held at the Institute on July 5, the Director and faculty together decided what special mention would be recorded on certain report cards and determined which students would be invited to take make-up exams because their overall averages were insufficient.

The next day the HRM Chief-of-Party, Mr. THOMAS, and the Professor of Psychology, Dr. LUST, left for Rabat in order to collaborate with Ministry personnel and the Moroccan Assistants in conducting the second examination for entrance into the two-year program. A third teacher on the HRM team, Dr. NASSIF, was unable to join in this activity owing to her hospitalization in Tangier, where she underwent a surgical operation.

After a planning meeting held on July 7 at the Office of Social Affairs, the written portion of the entrance examination was given the next day at the Medical College of Mohamed V University in Rabat/Agdal. Mr. THOMAS and Dr. LUST were among the supervisors. These two members of the HRM team then corrected all 350 or so copies of the multiple-answer test that had been designed by the HRM Chief-of-Party. As for the essays that formed the other part of the written examination, Mr. THOMAS and Miss LUST, together with two employees of the Office of Social Affairs, read and graded those in French, while the Moroccan Assistants joined with several other Ministry employees to grade the essay written in Arabic. After several

days of concentrated work, the results were ready on July 12. The Office of Social Affairs, assisted by the two HRM team members in Rabat, then established a rank-order list of the 100 candidates with the best scores in the written test as a whole. An announcement posted at the Office of Social Affairs on July 14 invited these applicants to undergo an oral test on July 16 and 17.

Miss LUST, Mr. THOMAS, the three Moroccan Assistants and an official of the Office of Social Affairs formed themselves into two three-member committees to conduct the oral examinations. The end result, after almost two full days of interviews, was a list of 60 persons admitted to the two-year Institute program beginning in academic year 1982-83. A few days later the HRM teachers, now including not only Mr. THOMAS and Dr. LUST but also Dr. NASSIF, discharged from the hospital on July 17, were again in Rabat on July 21 to administer, with the three Moroccan Assistants, make-up examinations offered to six students with failing marks for their first year at the Institute. The results of these oral exams were then turned over to the Director of the Tangier Institute. At this juncture a religious holiday lasting several days made it impossible to decide immediately the future of these six students, taking into account the results of their make-up tests in the larger context of their performance during the entire school year.

These holidays marked the end of Ramadan, the Muslim month of fast, which had turned out to be an exceptionally active period for everyone associated with this program, despite the added burden of fasting. With the coming of the holidays, followed soon afterward by the month of August, during which many Moroccans take their annual vacations, activities slowed down. The HRM Chief-of-Party took advantage of this lull to take two weeks of vacation himself, during which he at last

brought his family to Tangier and moved out of his residence in France. During his absence, the Institute Director met with the two other HRM teachers to determine the fate of the six students who had taken make-up examinations. It was decided to promote none of the six to the second year of the program, but at the same time to find out if any of them wished to request the chance to repeat the first year, at his/her own expense.

Several did in fact make such requests, leading finally, after consideration of the requests, to the acceptance of two repeating students.

Besides taking their vacations, the teachers on the HRM team used the summer to prepare as much as possible for the academic year 1982-83. In this connection, the first requirement was to make sure that all teaching personnel called for by the contract would be present. As has been described in previous quarterly reports, the position of Professor of Economics was vacant from the time the contract was signed until the end of March, 1982, after which it was filled on a temporary basis by Dr. Ahmed TRIQUI. In order to fill this position in a permanent manner, HRM proposed the candidacy of Mr. John ANDERSON to the Ministry in July. Meanwhile, another vacancy loomed ahead when Dr. LUST made known her intention to resign from the position of Professor of Psychology for personal reasons. To replace her, HRM proposed Mrs. Arlene MARKOWICZ. These two nominations were submitted at the monthly meeting of the Ministry, AID and HRM held in Rabat on July 15, 1982, and received preliminary approval pending their submission to the Minister for final confirmation.

Meanwhile, for some time all parties concerned had been considering the possibility of amending the HRM contract to give HRM the additional task of providing a Professor of Social Work. Although such an amendment had not yet been executed, at

the July 15 meeting the HRM Chief-of-Party presented several possible candidacies to fill the new post once it should be established. The parties concerned expressed their preference for Dr. Aliko COUDROGLOU, Professor of Social Work at Arizona State University. Indeed, even before the meeting the Chief-of-Party had interviewed Professor COUDROGLOU in Rabat, where she had come to spend several days in order to study on the spot the possibility of eventually joining the HRM team. She explained that she could not be available before the end of December, 1982.

Mr. ANDERSON, who was approved by the Minister, arrived in Tangier with his family on September 10. Mrs. MARKOWICZ, however, made known that a change in her family situation would prevent her from joining the HRM team in Morocco. Reactivating then its efforts to recruit a replacement for Miss LUST, the HRM office in Washington soon afterward proposed the candidacy of Dr. Michele HARWAY, professor at the Institute for Advanced Psychological Studies in California and an experienced practitioner. At the monthly meeting held on September 14, this nomination was submitted to the Ministerial authorities, who approved it preliminarily pending final approval by the Minister. This was accorded on September 30, 1982. Given the time required for her and her husband to disengage from earlier responsibilities and to move, their arrival in Morocco is expected three or four weeks after the start of the school year on October 4, 1982. Dr. HARWAY's predecessor, Dr. LUST, left Morocco on September 15, 1982.

During the month of September, those students who had passed the first year's courses were assigned to various organizations and agencies dealing with social matters in order to obtain practical work experience. At the same time, the HRM teachers were busy preparing their courses while awaiting the start of the school year. One of these courses, for

second-year students, would involve an afternoon of practicum each week, accompanied by a weekly seminar. Setting up this internship - seminar required a great deal of time to make contacts in the community, a task carried out principally by Dr. NASSIF, assisted by the Institute Director and the HRM Chief-of-Party.

In the last days of September, a new Professor of Social Sciences provided by the Ministry, Dr. Ahmed LAMSAOURI, arrived at the Institute. But it was not possible to establish the curriculum definitively before reopening of the Institute, owing to the absence of other teachers, notably the three Moroccan Assistants.

B) TRAINING OF MID-LEVEL PERSONNEL

There were no short-term training programs for mid-level personnel during the quarter covered by the present report. On several occasions, notably at the monthly meetings of July 15 and September 14, HRM proposed that a calendar of short-term training programs be planned in advance -- an idea that was apparently acceptable to the Office of Social Affairs.

C) TRAINING OF CFP & CET INSTRUCTORS

The remarks made just above in connection with the training of mid-level personnel apply also to the training of these instructors.

D) THE FIVE PILOT CENTERS

The sites and skill areas of the five pilot centers having been determined by the end of June, HRM began in July the activities necessary to get the centers functioning. These activities included, among others, the recruitment of master

teachers for each of the centers and the preparation of lists of equipment and materials suitable for the skills to be taught there. To facilitate the establishment of the centers, it seemed advisable first to meet with the regional delegates of each province where a center was to be set up. The Director of Social Affairs therefore brought the delegates together at a meeting held in Rabat on July 12, 1982. HRM was represented at this meeting by its Chief-of-Party, the Vocational Education Specialist and the Administrative Coordinator. The delegates present showed that they were keenly interested by the program and ready to collaborate in every possible way.

This collaboration would be particularly useful in locating temporary quarters to house the centers initially while permanent facilities were under construction, as well as in obtaining land on which to build the new centers.

As for recruiting master teachers, HRM placed announcements in two Moroccan daily newspapers inviting applications. Unfortunately this effort produced little response, owing perhaps to the holidays concluding the fasting month of Ramadan, followed soon afterward by August vacations.

The Vocational Education Specialist also helped the Peace Corps prepare its requests to Washington for volunteers who would eventually be assigned to the new centers. Two experienced Peace Corps Volunteers who had already been working at Marrakech in the CFP program agreed to continue volunteer service in the new Marrakech pilot center. The Vocational Education Specialist therefore concentrated a major part of his efforts on this center during the summer. As a result, the Marrakech pilot center began operation before the end of September.

The Vocational Education Specialist and the Administrative Coordinator of the HRM team also helped the Marrakech volunteers to make a list of equipment to be provided to AID, which would finance the procurement. The Specialist also helped the regional delegates to select temporary quarters and conferred with architects introduced by the Office of Social Affairs concerning plans for the new centers to be constructed.

E) CFP PROGRAMS

As always, the HRM Vocational Education Specialist was in periodic contact during the quarter with the Peace Corps staff members and volunteers involved in these programs. At Marrakech, in fact, the pilot center program is to an extent a more specialized continuation of one begun at a Vocational Training Center (CFP - Centre de Formation Professionnelle) by Peace Corps volunteers.

As regards the recruitment of Moroccan teachers, toward the end of September the Ministry announced that new instructors would be assigned to the CFPs without further delay to replace the Peace Corps volunteers who had finished their tours in June, 1982.

F) PARTICIPANT TRAINING

In his report submitted on July 7, the Evaluation Consultant recommended sending between two and four Moroccans to the United States to undertake studies leading to Master's degrees in Social Work. This recommendation, as well as another calling for training one or two Moroccans in the United States up to the Master's level in Vocational Education, was favorably considered at the July 15 monthly meeting. In order to help the Ministry to select candidates, at the September 16 meeting the HRM Chief-of-Party submitted two memoranda

outlining the nature of each type of training proposed and the qualifications required. . As the quarter ended, the Office of Social Affairs was busy selecting candidates to be proposed.

G) ADVICE CONCERNING EQUIPMENT

The skills to be taught at the five pilot centers having been determined by the end of June, HRM began in July the research and actions designed to lead ultimately to the procurement of equipment and material suitable for the instruction to be provided. Since financing of the procurement is an AID responsibility, the HRM Vocational Education Specialist and Administrative Coordinator held several meetings with USAID/Rabat officers concerning procurement procedures and the availability of funds.

As for selecting equipment, at first HRM personnel concentrated most of their attention on the Marrakech pilot center, which would be the first to start courses. HRM team members collaborated with the two Peace Corps volunteers assigned to the Marrakech center to determine equipment needs and to obtain price quotations from several suppliers.

In fact, the Vocational Education Specialist and the Administrative Coordinator accompanied the volunteers to the suppliers' establishments to advise them relative to the various kinds of tools and equipment available. Subsequently, they took part with the volunteers in meetings with USAID officers at which final purchase orders were prepared. Here again, HRM personnel advised the volunteers concerning the selection of equipment to order. In addition, HRM called the attention of Ministry officials to the need to set up appropriate inventory procedures.

H) EVALUATION AND PLANNING UNIT

Dr. Daniel WAGNER, the Evaluation Consultant who had arrived in Morocco in mid-June in the framework of the contract task calling for helping the Ministry to set up an Evaluation and Planning Unit, submitted his report on July 7. This report in fact proposed the creation not merely of one but of two evaluation operations, the Consultant recommended sending between two and four Moroccans to the United States to pursue graduate studies leading to Master's degrees in Social Work, with specialization in evaluation and planning. While awaiting their return to Morocco, it was suggested tht one of the HRM teachers temporarily head the evaluation unit at the Institute, where several students would be trained for subsequent assignment to the Evaluation and Planning Unit at the Office of Social Affairs in Rabat:

Other recommendations made by the Consultant concerned the use of short-term specialists, the acquisition of micro-computers, setting up a library at the Tangier Institute, and creating a branch of specialization in evaluation and planning in the Institute's curriculum.

Dr. WAGNER's report was discussed at a meeting held on July 13, 1982, at the Office of Social Affairs in Rabat. In general, his recommendations were favorably received. As already mentioned above (Paragraph II. F), before the end of September the Ministry began the process of selecting Moroccans to be trained in the United States as proposed by the Consultant.

I) OTHER ACTIVITIES

The usefulness of the monthly meeting bringing together officials of the Ministry, AID and HRM continued to be demonstrated during this quarter, even though no meeting was

held during August because of vacations. At the meeting of July 15, the HRM Chief-of-Party presented a proposed work plan covering the last six months of 1982. Several days later, on July 21, HRM delivered to the Ministry the text of the first amendment to the HRM contract -- a text that had been approved by AID and by the HRM home office in Washington. Because of the holidays that began on July 22, followed by August vacations, the Ministry was unable to complete its study of this text before the end of August. Meanwhile AID prepared a version of the same amendment that presented the French and English texts side by side and also included several minor changes. HRM sent this improved version of the amendment to the Ministry on August 26, 1982. After the Minister had signed this first amendment on September 14, it was returned to AID and HRM on September 16 and signed on that date by the Chief-of-Party for HRM.

Various administrative tasks naturally continued to require considerable time and effort. In August, HRM took possession of two Renault 12 vehicles assembled in Morocco. These cars, together with the Peugeot 504 station wagon acquired earlier, completed the small fleet of service vehicles called for by the contract. At HRM's request, the Office of Social Affairs furnished travel orders permitting members of the HRM team to drive these vehicles on project-related business.

Among other activities, the HRM Chief-of-Party wrote the quarterly report for the period April 1 -- June 30, 1982, in French and in English. As regards the engagement of Mr. John ANDERSON as Professor of Economics, the HRM home office arranged for the travel of the ANDERSON family as well as for the shipment of their effects to Tangier. The home office also recruited Dr. Michele HARWAY, who is to come to Tangier shortly to replace Dr. Nancy LUST as Professor of Psychology.

III. PROBLEMS ENCOUNTERED

A) ROLE OF THE FIVE PILOT CENTERS

It is undeniable that the contract between the Ministry and HRM, in the few words it devotes to this feature of the project, describes the five pilot centers as placed where monitrices (women teachers) are to be trained. Ever since the project was conceived, however, and thus even before the contract was signed, some people always felt that these centers should train principally girls of low economic status living in the places where the centers would be established. The latter point of view, like the one supporting the training of monitrices, is sometimes reflected in certain of the basic project documents. The need to clarify this point has been mentioned in previous quarterly reports, notably in that covering the quarter Jan. 1 - March 31, 1982. Now that actions are under way to staff and equip the centers in order soon to begin training courses, such clarification has become more urgent than ever.

B) RECRUITMENT OF MASTER TEACHERS

One of the determining factors of the eventual success of the pilot centers will be the presence in each of a Moroccan master teacher who is highly qualified in the skill to be taught there. The contract provides that HRM shall pay the salaries of these specialists for a year. According to the R.F.P.: "Qualified candidates for the position of master skills instructors can be found in both the public and private sectors presently. They will be contacted and chosen by the Ministry and approved by the contract team."

In practice, the recruitment of these key persons has proven to be difficult. In order to try to facilitate the task, HRM placed announcements for three days in each of two Moroccan newspapers but the results were disappointing.

For its part, the Ministry has not yet proposed interesting candidacies to fill the positions of master teacher. The HRM specialist in Vocational Education has tried to find competent persons through personal contacts, but without success. It is true, however, that these first attempts at recruitment took place in a period (July-August-September) that was perhaps not the most apt to produce the desired results. It is necessary to continue and to strengthen the recruitment efforts, which require the active collaboration of the Ministry.

C) SUMMER SLOWDOWN

Despite the Muslim month of Ramadan, project activity continued at a satisfactory pace until July 22, at which date began several days of religious holiday marking the end of the month of fasting. The summer vacation period began immediately afterward, bringing with it a slowdown in work that is perfectly normal at this season, especially during August. We have already remarked on the difficulties not due solely to the time of year, it is true, but to which the season undoubtedly contributed. From another side, the absence of the Moroccan teaching staff during the months of August and September made it difficult to plan the courses due to begin when the academic year resumes on October 4, 1982.

IV. CONCLUSIONS

At the beginning of the quarter, the momentum that had marked progress in May and June continued to be evident. Then, with the coming of the summer vacation period, there was a certain slowing down that is to be expected at this season. Since the Moroccan teachers continued to be on vacation during September, the resumption of activities was still incomplete as the quarter ended.

There is thus an urgent need to advance the work in all sectors. At the Tangier Institute, both Moroccan and HRM personnel will be fully occupied with the two-year program after it resumes on October 4. Nevertheless, short-term training programs must be planned with the Ministry. As regards the training of five Moroccan participants in the United States, everything remains to be done, once the Ministry nominates its candidates. The establishment of an Evaluation and Planning Unit depends in large part upon the training of these participants, but there are also other recommendations in Dr. WAGNER's report that must be studied and put into effect as soon as possible.

Getting the five new pilot centers off the ground required particularly strenuous efforts on the part of the parties concerned. In order for these centers to be effective, the Ministry, AID and HRM must come to agreement on certain basic points, notably on what kind of trainees -- monitrices (teachers) or girls seeking means to earn their living -- should be trained at the centers. The recruitment of master teachers also required close collaboration between the Ministry and HRM.

A P P E N D I X

Paragraph 6.B of Contract n^o 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 instructors (moniteurs and monitrices) who work at CETs and CFPs.
- 4) Providing vocational training in new skills for CET instructors, 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 participate 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."