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**FINAL IMPACT EVALUATION**

**Sector Support Training Project  
(608-0178)**

**A HERNS Project Report**

**Prepared under Contract Number FAO-0071-I-00-3070-00  
for U. S. Agency for International Development  
Rabat, Morocco**

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**Aguirre International**

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## **EXECUTIVE SUMMARY**

The Sector Support Training Project (SST), a ten-year training program begun in 1983, sought to *upgrade the managerial, analytical and technological expertise of Moroccans in the Public and Private sectors involved in planning, development, and implementation of Morocco's social and economic programs*. With a revised total cost estimate of \$32.35 million, funded by both USAID and the Government of Morocco, the SST Project provided for U.S. based participant training which is evaluated in this report. Other components of the Project, e.g. in-country and third country training, in-country English language training, cost estimates and expenditures, are beyond the scope of this assessment.

### **PROJECT (NUMERICAL) TARGETS**

The number of successfully completed U.S. training programs -- 247 long-term academic degrees and 762 short-term seminars, workshops, and courses -- exceeded the length of project goal for total number of participants to be trained.

Other targeted numerical goals for the number of trainees trained were exceeded or closely approached:

- ▶ Twenty-six percent of the participants were women (goal: 30%).
- ▶ Twenty-one percent of the additional short-term training slots provided in 1985 and 1989 were awarded to participants from the private sector (goal: 10%).
- ▶ Thirty percent of the trainees attended Historically Black Colleges and Universities (HBCU) or Gray Amendment entities (goal: 10%).

Attempts made in 1989 to increase long-term participant recruitment from the private sector were less successful; however, these were a relatively small portion of the full recruitment effort. With a goal of 20, only 11 Masters of Business Administration degrees were successfully completed in a special effort to reach the "best and the brightest" who intended to work in the private sector. Likewise, another effort to identify "unsponsored candidates" who would return to work in the private sector fell short: 13 successful completions in relation to a goal of 20.

### **THE TRAINING PROGRAM**

The completion rate of 98% for those who commenced long-term graduate studies in the United States represents one of the very best records ever achieved in USAID academic participant training. We attribute this success to the selection process and to appropriate pre-departure English language training.

During the pre-departure period, the long-term individuals were mainly studying English; they had little contact with their employers. We found, however, that there was a direct correlation

between the degree to which a participant was informed before leaving about how to apply the training on the job and the extent to which new skills and learning were put into practice upon return to Morocco. We recommend that USAID Rabat, in its strategic planning for future long-term participant training, incorporate increased participant-employer contact in terms of research to be carried out during the training period.

For short-term training in group programs, whether off-the-shelf or tailored, the participants, whatever their nationalities, should have roughly equal levels of responsibility in their current employment positions.

Long-term participants increased their understanding to a considerable degree of U.S. family life, cultural and racial diversity, role of women, democratic institutions, free market systems, volunteerism in community activities, and leadership styles. Of these aspects of U.S. culture and institutions, short-term trainees registered the most increased understanding of the diversity topic.

### ***POST-TRAINING***

While most short term participants return immediately to the same jobs, and are able to utilize training skills to a moderate degree, long term participants spend a longer re-integration period, and are more likely to be assigned new positions once their skills have been verified by their employers. Because few of the trainees actively worked with their employers to create a training plan, and most did not stay in contact with employers during their training, few of the returnees could describe training impacts which had been planned for.

Those returnees who did report difficulties in applying their training rarely mentioned lack of resources as the most important factor; rather, they mentioned lack of support from employers and colleagues, whom they judged to be distrustful or envious. However, the U.S. training was viewed as having positive effects in more intangible ways. For example, many reported that they believed that their communication skills, interpersonal skills and public speaking skills were improved, as well as

Despite the widespread belief of the importance of critical mass, we did not find that trainees had been chosen specifically in order to achieve this, nor did we find many instances where returnees felt that they were able to achieve better results because of colleagues having trained with them.

Most alumni are not active in post-training follow-on activities, apart from maintaining personal contact with other returnees, or subscribing to professional journals. Respondents to the evaluation's survey questionnaire listed these follow-on activities as interesting to them:

- seminars and workshops in their technical specialties
- subscriptions to professional/technical journals
- visits from professionals in their fields

The DFC is not involved at all in follow-on, USAID is unclear as to how best to support returned trainees. We do not believe that the current alumni associations show promise in providing the support listed above; rather, they function primarily as social clubs. Both USAID and the DFC need to clarify follow-on expectations and establish clear limits of responsibility for follow-on before supporting alumni groups in the future.

### ***PROJECT MANAGEMENT***

Given the superior training outputs achieved by the project, we conclude that the project structures were appropriate to meeting targets. Further, we found the project structure to be flexible in its response to evolving mandates from USAID Washington, and in the development of systems for trainee selection and processing.

However, it is difficult to identify training impact directly related to studies done under the SST project. Because the SST Project Paper assumed that effective mechanisms for training utilization were in place at the employer level when in fact there were none (or few), neither USAID nor the DFC created mechanisms to do so. The project thus failed to assign responsibility for training utilization and affecting impact at the employer or sector level.

Involvement by the employers, apart from their approval signatures, was low. We suspect that one of the reasons that training is not being used, or at least is under-used, is due to this fact. Involving the employers not only allows training sponsors to verify that the training need is a valid one, but also helps to place some of the responsibility on the employer for training utilization; important since they are major stakeholders in the training investment.

We recognize that the SST Project design was primarily a scholarship program. During the life of the Project, valuable lessons for candidate selection, pre-departure activity, programming/placement and monitoring were created. Given the demands of greater accountability and return on training investment, this evaluation points out important areas where planning for impact need to be addressed.

## ***I. INTRODUCTION***

### **A. Background and Evaluators' Scope of Work:**

Pursuant to a bi-lateral agreement between USAID Rabat and the Government of Morocco, the Sector Support Training Project (608-0178), initiated in September 1983 for a ten-year period, provided training to "upgrade the managerial, analytical and technological expertise of Moroccans in the Public and Private sectors involved in planning, development, and implementation of Morocco's social and economic programs" (Project Paper Supplement No. 2, July 1989). The original Project Paper was amended twice, in FY86 and FY89, with additional training slots added on both occasions. The final funding authorization over the length of the project was \$23.50 million by USAID and \$8.82 by the Government of Morocco.

The SST Project established training opportunities in the United States for both long-term graduate degree studies and for short-term workshops, seminars, and courses. In all, more than 1,000 Moroccans successfully completed programs of this nature.

In addition, the Project enabled in-country, third country, and English language training; however, these subjects were not included in the scope of work for this evaluation's investigation and report. For the same reason, this evaluation does not consider cost or cost-benefit issues.

In addition to two mid-term evaluations, the SST Project included a "final evaluation ... to address the end of Project status of the different Project components, including the following topics:

1. Impact of long-term training on participant's job performance;
2. Reassessment of the MBA sub-project vis-a-vis departure targets;
3. Assessment of quality of performance of unsponsored candidates;
4. Assessment of the Project's responsiveness to private sector training needs;
5. Impact of the tightened requirements for selection of women in Project implementation." (PPS No. 2, July 1989)

To implement the final evaluation, USAID Rabat negotiated a buy-in to the Human and Educational Resources Network Support Project (HERNS), an indefinite quantity contract of USAID/Washington administered by Aguirre International. Three evaluation specialists were assigned by Aguirre International to implement the final evaluation project: Janet Kerley, Barbara Howald, and Ronald Springwater.

In September 1994 Janet Kerley visited Morocco. Working with USAID Rabat and the Government of Morocco, she accomplished the following tasks:

(1) conducted a needs assessment of the several "stakeholders" in the outcome of the training project: the USAID Mission deputy director, USAID Training Office staff, senior officials of the *Direction de la Formation des Cadres* (DFC) of the Government of Morocco, officers of government ministries that had nominated participants, returned participants, and senior staff of AMIDEAST/Casablanca (contractor for the Training For Development Project, now USAID Rabat's major participant training project).

(2) designed, with close cooperation of the USAID Training Office staff, an Evaluation Questionnaire to be distributed to a stratified, random sample of the SST Project participant cohort.

(3) made arrangements for the distribution and return of the Evaluation Questionnaire.

(4) advised the USAID Training Office staff on the purpose of focus group discussions, and how they will be administered in Morocco in conjunction with the gathering of data from the returned participants.

(5) trained USAID Training Office staff in focus group methodology.

In November 1994 Barbara Howald and Ronald Springwater, the evaluation team, visited Morocco to conduct the focus group discussions, interview returned participants, meet with the DFC and other ministry officials, hold discussions with other key informants, and review their preliminary findings and conclusions with USAID prior to departure. In these tasks, they were enthusiastically supported by the USAID Training Office Director and her very able staff. Upon return to Washington, D.C., the Evaluation Questionnaire data were analyzed and this report prepared.

The scope of work (agreed by USAID Rabat and Aguirre International) for the Morocco field investigation by the evaluation team, and the consequent impact evaluation report, included the following salient phrases: (For reasons of brevity, the full scope of work will not be reproduced here.)

- ▶ "The objective of the evaluation is to provide USAID with the data to assess the success of the project and lessons learned vis-a-vis sustainable development in the target areas."
- ▶ "Did the project achieve its goals in terms of numbers of trained, returned participants in each of the target areas? In terms of numbers of females trained? In terms of HBCU/Gray amendment firms involvement?"

- ▶ "The evaluation should assess whether this implementation structure was appropriate to meeting project targets and effecting impact."
- ▶ "Various components of project implementation...should be examined to ascertain whether they contributed to effectiveness of the training and/or potential impact."
- ▶ "The Project's responsiveness to private sector training needs should be assessed."
- ▶ "Was there sufficient [project] monitoring of the project as it was being implemented?"
- ▶ "What role...did selection criteria...and other implementation policies play in ensuring optimal participant performance?"
- ▶ "Was the performance of unsponsored participants...consistent with that of sponsored participants?"
- ▶ "How did...[ministry officials] respond to the tightened requirements for the selection of women?"
- ▶ "Did the training lead to enhanced job performance?"
- ▶ "Did the individual attain skills/attitudes that permitted him/her to be more effective in his/her job? the institution? the sector? the community?"
- ▶ "Was there a critical mass factor?"
- ▶ "Were there examples of particularly successful achievements/innovative results?"
- ▶ "Analysis of the data should be geared towards drawing conclusions and making recommendations on how (if) participant training has contributed to development in Morocco. A commentary on whether further follow-on activities with these individuals would be useful should also be included."

### **B. Methodology:**

This impact evaluation study began with a review of the most pertinent project documentation: the original project paper, the two mid-term evaluations, the two project paper supplements, the private sector needs assessment study prepared by Ernst & Young, and the final project implementation report. Through the course of our investigation additional documents came to our attention. A bibliography of source materials is attached (Attachment 7).

Contact with returned participants in Morocco was conducted using both quantitative and qualitative methods. These were designed to measure how effectively the training program enhanced participants' knowledge and skills for potential improved performance in their jobs. Also, we sought to identify and measure the impact that returned participants have had, primarily in the workplace but also in their family and community roles, as well.

A survey questionnaire was designed and distributed to gather data from a sample of returned SST participants. The results were tabulated and are analyzed throughout this report. Information on the questionnaire survey content, method and population is presented in Attachment 2. A sample, completed questionnaire is also attached (Attachment 3).

For qualitative data gathering, focus group discussions were organized and carried out in Morocco. Attachment 4 contains the focus group discussion guide, i.e. the series of questions that formed the unifying basis for the 14 focus group sessions. Attachment 2, which elaborates on the methodology employed in gathering data for this report, includes a summary profile of the focus groups' composition.

Based on extended interviews, case studies of certain returned participants were prepared and included as "success stories" in Chapter IV. The evaluation team in Morocco also met with Government of Morocco officials, work supervisors of returned participants, and other key informants. These individuals are listed in Attachment 2; interview guides for these discussions are included in Attachment 5.

### **C. Organization of the Report:**

This report has four main chapters which include all issues raised for investigation in the evaluators' scope of work: (1) project targets in terms of numbers of trained, returned participants; (2) implementation of the training program including its selection and pre-departure phases in Morocco prior to the study period in the United States; (3) impact of the training after the participants returned to Morocco; and (4) project management and monitoring by the different entities involved.

In these four chapters, we present relevant background material, observations, findings, and conclusions. We looked at how each aspect affected the achievement of targets, and influenced the impact of training -- the two overriding objectives of the evaluation. Recommendations are also included in each chapter; they are recapitulated as a body in a Chapter VI. Attachments follow, as noted above in the methodology section, to give the reader further detail about matters presented in the report.

## **II. PROJECT TARGETS**

*This chapter presents the achievement of numerical project targets in textual and tabular form, followed by a discussion of each of the primary issues which has affected whether or not these targets were met.*

We begin by reviewing the participant departure targets for various components of the U.S. training cohort. [The Scope of Work for this evaluation excluded review of project targets for third-country, in-country, and the Moroccan-based English language training components.] These "Project Outputs" were summarized in Project Paper Supplement No.2, July 20, 1989, as:

1. With respect to long-term U.S. training, "a total of 275 individuals successfully complete graduate training programs ... at U.S. institutions: 245 GOM employees, 10 unsponsored individuals, and 20 MBA graduates from the private sector, sponsored or unsponsored." (page 8.) In fact, the set aside for "unsponsored candidates" was interpreted by USAID Rabat as 20 slots rather than "10 unsponsored individuals", representing 5 awards to be considered at each of four semi-annual Joint Selection Committee meetings.
2. Short-term U.S. training project outputs are described as 730 "middle level managers in the GOM and private enterprises ... in management and science and technology fields." (page 8.)
3. The "... Project maintains the 30% target for female participation in all components." (page 8.)
4. The long-term and short-term fields of training were listed by slots allocated to specific categories in Annexes 4 and 5 to Project Paper Amendment No. 2; this information is presented below in selected tables that compare targets to actual successful completions.
5. Participation by the private sector in short-term training was set at 10% of the expanded numbers of slots added in both PPS No. 1 (FY86) and No. 2 (FY89).

By policy guidance from USAID/W, utilization of HBCU and Gray Amendment entities was established at 10% of the total number of participants.

We will now examine the development and evolution of the component participant targets and the numbers of successfully completed training programs within each of the target categories.

**A. Length of Project (LOP) Summary Statistics:**

Over the length of the project, the targets and the numbers of successfully completed long- and short-term training programs can be summarized:

**Table II.1: SUMMARY - NUMBER OF PARTICIPANTS  
[UNITED STATES TRAINING ONLY]**

	LOP TARGETS	COMPLETED	PERCENTAGE
Masters	260	235	90.4
PhD	15	12	80.0
Sub-total Long-term	275	247	89.8
Short-term	730	762	104.4
GRAND TOTAL	1,005	1,009	100.4

**Findings and conclusions:**

(II.1) The overall number of participants U.S. trained and returned exceeded the LOP goal for the project as a whole, including both long-term and short-term training programs.

The Sector Support Training (SST) Project stretched over 10 years, from late FY83 to late FY93. One would expect, therefore, that the original targets included in the Project Paper would have been examined and modified more than once during the ten-year project implementation period. Indeed, they were. To help understand the evolution of these project targets, specific targets identified in various project documents are summarized below, as an introduction to the findings and conclusions with respect to each target. We now turn to a more detailed examination of the several component targets within the SST Project.

**B. Long-term Training (U.S.):****Table II.2: PLANNED PROJECT OUTPUTS - NUMBER OF LONG-TERM PARTICIPANTS**

	MASTERS	PHD	TOTAL
Project Paper (FY83)	100	10	110
PPS No. 1 (FY86)	195	15	210
PPS No. 2 MBA sub-project (FY89)	240 20 260	15	275

In the Project Paper, the estimated duration of the masters degree programs was projected at two years each; for the PhD programs, the projected time to completion was three years. The Project Paper, therefore, predicated 230 person years of long-term training. In the two mid-term evaluations which lead to PPS No. 1 and PPS No. 2 respectively, the estimated length of the PhD was extended to 3-4 years based on experience to date in the SST Project. The planned period for the masters degree remained at two years, although experience indicated that extensions on a case-by-case basis were often required for up to an additional year.

The planned project outputs for long-term training can be compared to the actual number of participants who successfully completed their U.S. based training programs:

**Table II.3: ACTUAL NUMBER OF LONG-TERM PARTICIPANTS**

	LOP TARGETS	COMPLETED	PERCENTAGE
Masters	260	235	90.4
PhD	15	12	80.0
TOTAL	275	247	89.8

There were 286 long-term participants selected by the Joint Selection Committee over the length of the project. Of this number, 252 departed Morocco for the United States, and, as can be seen above, 247 completed study programs by earning their degrees. Of the 34 of who canceled prior to leaving Morocco, there were a variety of reasons: insufficient English (9), unable to secure

admission (7), health (3), change of employment status, family problems, and other actions that led to disqualification.

**Findings and conclusions:**

(II.2) Long-term participants who successfully completed their degree objectives and returned to Morocco were approximately 90% of the targeted total. We consider this completion rate to be quite successful for the project as a whole.

(II.3) USAID stated that the total number of long-term participants fell short of the project target "mainly due to [an] increase in training costs and cancellations." Project Implementation Report, 9/30/93, page 4.)

(a) We believe that the increase in training costs in part derives from projecting doctoral programs unrealistically at 3 years at the outset of the project; moreover, not all masters degree programs could be expected to be finished within two years, so that the average length of the masters program should have been budgeted at longer than two years, even though the two-year goal would be considered the length of the commitment subject to extension on a case-by-case review and approval by USAID.

(b) We also believe that the number of cancellations after selection but before departing Morocco was not excessive, considering the length of time required for English language training. Circumstances change so that a small number of candidates can be expected to drop out. Only 34 out of 286 selected (11.9%) failed to depart for the United States, as described above.

(II.4) We conclude that the number of dropouts after training began, only 5 out of 252, is a remarkably small 2% percent. The selection process and English language training deserve the highest marks in recognition of this extraordinarily high 98% completion rate. (This finding is restated in the context of chapter III - the training program - as III.1.)

(II.5) Although long-term recruitment began somewhat slowly in the first two years (10 and 14 students), the pace quickened in the third year (27), and reached a higher plateau (40-48) in the final five years of selection. The target goals were raised twice (PPS No. 1 and 2), and the Mission, *Direction de la Formation des Cadres* (DFC), and the Joint Selection Committee responded affirmatively to the heightened activity levels to meet the raised goals.

(II.6) The increased number of long-term participants after a relatively slow start apparently was due in part to the "Dynamization [information] Seminar" held early in 1986 which "dramatically raised the level of nominations." (SST Mid-term Evaluation, June 1989, p.14.)

(II.7) The overall long-term completion rate for masters level training was lowered by the limited success of two pilot recruitment efforts introduced in FY89 to increase participation by the private sector: the MBA sub-project and the "unsponsored candidates" set aside. These two elements of long-term training are presented separately below; however, we can note here that if those two elements were excluded from the masters degree totals, the masters target would be 220 slots with 211 successful completions -- a completion/target rate of 95.9%. There were no private sector, long-term training quotas in either the Project Paper or the PPS No. 1.

(II.8) Several promising candidates in the final year of selection could not be accommodated, after being approved by the Joint Selection Committee, because there would have been insufficient time for them to complete their study programs prior to the Project Agreement Completion Date (PACD) of September 30, 1993.

### C. Short-term Training (U.S.):

Short-term technical training included seminars, workshops, study tours, and observation tours. Conferences were also included provided they lasted at least one week, or were part of a training program. Fields of training are detailed separately below.

*Table II.4: PLANNED PROJECT OUTPUTS/ACTUAL NUMBER - SHORT-TERM TRAINING*

	LOP TARGETS	COMPLETED	PERCENTAGE
Project Paper (FY83)	86	105 [thru FY86]	--
PPS No. 1 (FY86)	550	355 [thru FY89]	--
PPS No. 2 (FY89)	730	762	104.4

The planned target for short-term U.S. training in the Project Paper was based on an average six-month length of the training program. The increased slots projected in both PPS No. 1 and No. 2, however, revised downward the projected length of time to two-months per program. PPS No. 1, as well, established a quota of 25 participants (10% of the "expanded portion" of 258 participants) for candidates from the private sector, either professional staff from non-profit organizations and associations that promote private sector development in Morocco, or from the managerial and technical staff of private firms. PPS No. 2 extended the 10% private sector quota to the additional 180 slots provided at that time.

**Findings and conclusions:**

(II.9) In terms of successfully completed, short-term U.S. training programs, the planned output target goals were exceeded over the length of the project; the completion rate was almost 105 % of its target.

(II.10) When the SST Project commenced, short-term training began more modestly primarily due to the English language proficiency requirement that limited the number of applicants who could spare time for English language training in Morocco for 4-6 months when the U.S. training program that followed lasted on average only two months. Consequently, there were only 105 successful program completions through the end of FY86.

(II.11) As short-term training programs were offered increasingly in French, particularly by the University of Pittsburgh and the Atlanta Management Institute, the number of Moroccan short-term awards rose dramatically beginning in FY87. Arabic language programs also contributed to the growth in the number of awards. "Seminars in French and Arabic represented 55% of all U.S. [short-term] training as of March '89. The proportion of non-English courses is expected to represent 85% of all FY'89 U.S. training funded through the short-term component." (SST Mid-term Evaluation, June 1989, p. 4.)

(II.12) The preponderant utilization of non-English courses may limit the benefits to be derived from a training experience in the United States. In fact, this conclusion was reached in the SST Mid-term evaluation (on page 4) when it was recommended that "a limit should perhaps be established for the number of short-term slots allotted for French and Arabic language seminars." This recommendation was not followed during the final three years when over 400 short-term training programs were completed.

(a) Judging by the responses to the Evaluation Questionnaire, the focus group discussions in Morocco, and the case studies in Morocco, however, we feel that the participants in French and Arabic language courses did have sufficient and enriching experiences beyond their formal studies, and that the success of their short-term training programs was not significantly hampered or limited per se by primarily communicating in a language other than English.

(b) While the utilization of French language short-term training programs did not in and of itself adversely impact the success of the training experience and the application of newly acquired skills and knowledge upon return to Morocco, the heavy concentration of trainees in a single training institution over time can be a limiting factor in providing a broad-based, diverse human resource development effort.

**D. Women Participants (U.S.):****Table II.5: PLANNED PROJECT OUTPUTS - NUMBER OF WOMEN PARTICIPANTS**

	LONG-TERM	SHORT-TERM	TOTAL
Project Paper (FY83)	20	--	20
PPS No. 1 (FY86)	--	--	228 [30% of 760]
PPS No. 2 (FY89)	--	--	301 [30% of 1,005]

A minimum quota of 20 women participants for long-term training was stipulated in the Project Paper; however, no numeric targets for women short-term trainees was stated. PPS No. 1 established a women participation goal of 30% of the total number of participants, combining long-term and short-term. The same 30% target was reaffirmed in PPS No. 2.

The actual number of women participants who successfully completed their programs can be summarized:

**Table II.6: COMPLETED U.S. PROGRAMS - WOMEN PARTICIPANTS**

	ACTUAL NUMBER WOMEN ONLY	TOTAL MEN AND WOMEN	PERCENT OF WOMEN
Short-term training	200	762	26.2
Long-term training	58	247	23.5
TOTAL	258	1,009	25.6

**Findings and conclusions:**

(II.13 In FY89, the Mission and DFC concluded that "Participation by women has been low compared to the 30% project target" and then recommended "Increased participation by women should be encouraged by requiring that the four remaining Joint Selection

Committees select at least one woman for every two men selected." A.I.D. Evaluation Summary, 1989, page 3.

(a) We conclude that this policy had a direct positive impact in increasing the percentage of female participants. The Joint Selection Committee (JSC) faithfully followed the policy, and so the JSC identified women at the rate of 33.3% of the total number during the last four long-term selection meetings.

(b) Prior to inauguration of the "2 men for 1 woman formula", female participant selection for long-term training was only 19% from the outset through March 1989. (SST Mid-term Evaluation, June 1989, p. 6.)

(II.14) In response to the FY86 and FY89 mid-term evaluations, the DFC aggressively promoted the applications of women; the percentage of female participation increased in part due to the increased publicity about and awareness of this important consideration. Selection of female participants accounted for just 19% of all short-term candidates as of March 1989 (SST Mid-term Evaluation, June 1989, p.6). The increased publicity and the "two men for one woman formula" resulted in a final 26.2% of all successfully completed short-term programs being women.

(II.15) During interviews last month in Morocco with ministry officials, we found that there was a willingness of public sector officials, as a matter of policy, to put forward female candidates to the extent that they met the basic qualifications.

### **E. Fields of Training:**

The targeted fields for long-term training were consolidated into four categories in Annex 4 of PPS. No. 1 (FY86) which were reaffirmed without change in Annex 4 of PPS No. 2 (FY89). The final (PPS No. 2) targets and number of successfully completed long-term programs in these four categories can be summarized:

**Table II.7: FIELDS OF TRAINING FOR LONG-TERM PROGRAMS:  
ACTUAL NUMBER OF PARTICIPANTS/PLANNED PROJECT TARGETS**

LONG-TERM ONLY	MASTERS		PHD		TOTAL	
	Completed	Target	Completed	Target	Completed	Target
Management/Finance Business Admin.	63	62	0	2	63	64
Economics/ Development Studies	17	27	3	4	20	31
Public Policy & Administration	51	30	1	0	52	30
Science & Technology	104	141	8	9	112	150
<b>TOTAL</b>	<b>235</b>	<b>260</b>	<b>12</b>	<b>15</b>	<b>247</b>	<b>275</b>

Based on data for successful program completions supplied by USAID Rabat Training Office.

Similarly, the targeted fields for short-term training were consolidated into seven categories in Annex 4 of PPS. No. 1 (FY86) which were reaffirmed without change in Annex 4 of PPS No. 2 (FY89).

The final (PPS No. 2) targets and number of successfully completed short-term programs in these seven categories can be summarized:

**Table II.8: FIELDS OF TRAINING FOR SHORT-TERM PROGRAMS:  
ACTUAL NUMBER OF PARTICIPANTS/PLANNED PROJECT TARGETS**

SHORT-TERM TRAINING ONLY	Completed	Target
Management, marketing, finance, business administration	600	280
Economics, statistics, manpower planning, development studies	22	98
Public policy and administration	16	28
Agriculture and fisheries	27	121
Science and technology	93	123
Health	1	39
Export promotion	3	41
<b>TOTAL</b>	<b>762</b>	<b>730</b>

Based on data for successful program completions supplied by USAID Rabat Training Office.

Findings and conclusions:

(II.16) As was described above in the short-term training section, the rapid growth of opportunities for French language workshops (particularly at the University of Pittsburgh and the Atlanta Management Institute) in the mid and late 1980s stimulated the nomination of Moroccans for these programs whose lack of English language skills nor the time to acquire them would have otherwise prevented their participation. In a sense, the short-term training program was "supply driven", and, in terms of fields of training, the vast majority of these French language courses were in the "management" area.

(II.17) The fields of study analysis can be misleading with respect to the number of individuals within certain target categories. Public sector officials, for example, working in technical ministries might be included in the field of study labeled "management", particularly if their training was a short-term seminar or workshop on a specific set of related management topics.

(II.18) If one considers the numeric allocations of training objectives in Annexes 4 and 5 of both PPS No. 1 and No. 2 to be general targets and not specific quota ceilings nor floors, which is our view, then the fields of training targets were reasonably followed by USAID, DFC, and the Joint Selection Committee in the implementation of this omnibus development training project with its broad stated objectives. One does not find, in a random sample, that any awards were made for fields of study not specifically identified by one of the four long-term or seven short-term categories.

(II.19) USAID and DFC were correct, in our view, to have maintained the most flexible outlook on the fields of training targets in the context of an evolving A.I.D. increase of emphasis on management training. It would have been, appropriate, however, for USAID Rabat to have commented in the final Project Implementation Report (September 1993) on the short-term training target and the number of completions in the management field of training.

#### **E. Private Sector:**

In FY83 the Project Paper specified that seven out of the long-term training program target of 110 would be from the private sector, and that four out of the proposed 86 short-term participants would also be chosen from the private sector. This specific target, however, was not maintained per se in either PPS No. 1 nor No. 2.

As policies emanating from USAID/W and USAID Rabat shifted in the 1980s toward a greater emphasis on private sector development, and consistent with encouragement in this direction from the Government of Morocco, the PPS No. 1 established a target of 25 participants for short-term training which was calculated as 10% of the 258 "expanded slots" being added in FY86; in FY89, the PPS No. 2 also maintained that 10% of the 180 expanded slots for short-term U.S. training would be targeted to the private sector. In other words, there were 44 short-term U.S. training awards designated over the length of the project for the private sector, either professional staff from non-profit organizations and associations that promote private sector development in Morocco, or from the managerial and technical staff of private firms.

#### **Findings and conclusions:**

(II.20) In the SST Mid-term Evaluation (June 1989), it is reported that "Since projection inception, the private sector nominated 9.4% of all short-term candidates, and private sector participants accounted for 7.4% of participants who completed short-term training." (p. 9.) The pace picked up considerably, however, in the final four years of the project. In 1990 and 1991, there were 26 private sector participants; in 1992 and 1993, the combined number rose to 50 individuals. At the end of the project, there had been 95 participants selected from the private sector for short-term training. In terms of the project target of 10% of the expanded slots for private sector short-term training

provided in PPS No. 1 and No. 2, the number of successfully completed programs reached 21.7% of the target, more than double the number targeted.

PPS No. 2 also established new categories of target groups in the private sector based on recommendations in the Mid-term Evaluation (June 1989): "Some long-term slots should be set aside for unsponsored candidates from the private sector....The greatest level of interest in unsponsored training in the private sector will probably be for the MBA program." In addition, whereas 15 of the total 67 LOP slots for masters degrees were reserved for the MBA in the PPS. No. 1 (Annex 4), a separate MBA sub-project was delineated in PPS. No. 2. Both of these two new target groups that were established in PPS No. 2 are described below.

### **G. Unsponsored Candidates:**

Created in FY89, this new target category accommodated "individuals who are interested in working in the private sector but who are not able to secure employer sponsorship" (PPS No. 2, p. 2.).

As noted at the outset of this chapter, PPS No. 2 described the Project Output for this newly created category as "10 unsponsored individuals" within the overall target of 275 for long-term training. USAID Rabat together with the DFC, however, interpreted the quota for this component category to be 20, with five awards scheduled for each of the last four semi-annual selection meetings of the Joint Selection Committee. An official announcement by DFC and USAID in September 1989 of the "*Bourses d'Etudes pour les U.S.A.*", circulated to both public and private sector entities, stated that 5 awards per year [emphasis added] had been reserved for unsponsored candidates from the private sector and for recent university graduates.

USAID Rabat confirmed to us that 17 unsponsored candidates had been selected between 1989 and 1992. Of that number, four dropped out before leaving Morocco; the remaining 13 successfully completed their masters degree programs. Their areas of training included: MBA (2), electrical engineering (2), fisheries (2), computer science (2), management finance, hotel/restaurant management, energy management, geochemistry, and health. All SST-approved fields of training except public policy and administration were acceptable.

### **Findings and conclusions:**

(II.21) When viewed against the target clearly expressed in PPS No. 2's Project Output section, the Project more than met its goal of "10" successfully completed programs. If the modified goal of 20 individuals is the comparison, there was a shortfall. In either case the initiative did succeed in partially redirecting the focus of the project toward both the public and private sectors.

(II.22) Based on interviews with PIET monitoring staff, the unsponsored candidates performed at least as well as the public sector officials nominated by the ministries, if

not better. The unsponsored candidates had, in general, good academic backgrounds and attended competitive universities.

(II.23) In comparison to other Moroccan participants, however, the unsponsored ones tended to remain in the United States after completion of their degree programs, seeking alternative study and work opportunities instead of returning to Morocco (where they had usually had no job waiting for them).

#### **H. Masters of Business Administration (MBA) Sub-project:**

The departure target for this separately funded component activity is clearly stated in Annex 7 of PPS No. 2: "A total of 20 slots will be made available to Moroccan individuals either sponsored or unsponsored by a private company who are involved in, or have the potential to become involved in areas such as business policy development, organization and administration at the managerial level, large scale investment or banking policy, or decision making within the context of the Moroccan business environment." (PPS No. 2, p. 29.)

There was a special selection committee structure: DFC, USAID, and American Embassy representatives. Criteria were more stringent than for the other masters degrees in terms of standardized test scores, English language proficiency, and prior academic performance. Only a limited number (20) of highly regarded business schools were eligible for SST funding. As was explained to us, the object was to find "the best and the brightest."

#### **Findings and conclusions:**

(II.24) Twenty individuals were selected, but 9 canceled prior to leaving Morocco. All 11 participants who proceeded to the United States for their MBAs were successful. The incidence of successful MBA program completions in the sub-project to the target number of awards, therefore, was only 55%. Nine cancellations out of a group of 20 selected is an unusually high rate; the majority of the cancellations occurred because admission could not be obtained in a timely fashion to one of the twenty eligible business schools.

(II.25) The requirement that candidates obtain their own admission, after notification of their selection, proved unworkable and ill-advised. USAID Rabat called upon the AID/OIT programming agent, Partners for International Education and Training (PIET), to assist with the placement effort. Indeed, most placements in the MBA sub-project were secured through PIET's effort.

(II.26) Senior PIET staff who were active in the Moroccan project explained to us that while the MBA candidates possessed good to excellent credentials and qualifications, the competition from American and other foreign applicants was extremely keen at these top-ranked business schools. PIET found, however, that two of the listed schools were

sympathetic and interested in admitting the Moroccans; consequently, four MBA admissions were negotiated by PIET at New York University and two at the University of Rochester.

### ***L. Historically Black Colleges and Universities (HBCU):***

After the Project began, AID/W established a policy, pursuant to the "Gray Amendment," which required 10% of all U.S. participants to be placed at HBCU institutions. USAID Rabat has interpreted this requirement to include other minority organizations and training providers that fit the broader language of the Gray Amendment, in addition to an HBCU. The length of project targets and actual number of successfully completed programs at these institutions can be summarized:

*Table II.9: LOP TARGETS/ACTUAL NUMBER - HBCU & GRAY AMENDMENT ENTITIES*

	LOP TARGETS	HBCU/ GRAY ONLY	TOTAL NUMBER TRAINEES	PERCENT OF TOTAL
Long-term training	27	13	247	5.3
Short-term training	73	291	762	38.2
<b>TOTAL</b>	<b>100</b>	<b>304</b>	<b>1,009</b>	<b>30.1</b>

Based on data for successful program completions supplied by USAID Rabat Training Office.

#### **Findings and conclusions:**

(II.27) As the 10% HBCU/Gray Amendment training provider requirement applies only to all placements, the 30.1 percent achievement rate exceeded the target goal.

(II.28) Long-term placement at HBCU institutions proved to be most difficult in spite of substantial efforts in this regard by PIET staff. Only a limited number of the HBCUs offered the masters and PhD degree programs being sought. No HBCU appeared on the MBA sub-project list of eligible business schools. Some candidates who were placed at an HBCU refused to accept the offer of admission, preferring another university to which he/she also had been accepted for admission. Moroccans, in general, wanted to attend prestigious, highly regarded U.S. universities; HBCUs and other less well-known institutions were not attractive alternatives.

(II.29) While the short-term HBCU/Gray training numbers are impressive in absolute terms (291 out of 762), there is a hitch: 250 of the 291 HBCU/Gray programs were offered by the same institution, Atlanta Management Institute (AMI). In other words,

85.9% of all short-term training programs provided by HBCU/Gray Amendment institutions were carried out by AMI (which is not an HBCU).

(a) If AMI programs were to be eliminated from both sides of the equation, then the remaining 512 short-term programs included 41 at HBCU/Gray training providers, a ratio of 8.0%.

(b) The implications of concentrating short-term training in just a few institutions have been discussed above. See findings and conclusions II.11, II.12, and II.17.

### **I. Recommendations and Lessons Learned:**

(II.A) The outstandingly high 98% degree completion rate in long-term training testifies persuasively to the value of the participant selection process and English language training components.

(II.B) For valid academic and programmatic reasons, long-term graduate degrees in U.S. universities often take more than the minimum amount of time to complete. Time estimates should be based on prior Moroccan experience with similar degree objectives in the same field of study at the same university, rather than on generic estimates based on American students' performance after completing undergraduate degrees at U.S. institutions.

(II.C) For budgetary planning and to prepare for the participant's eventual return to Morocco, the initial estimated length of each long-term training program should be formally and carefully reviewed annually and, as necessary, plans of study and budget worksheets should be annually revised accordingly.

(II.D) Based on the Evaluation Questionnaire responses and focus group discussions in Morocco, short-term training in the United States in programs offered in French or Arabic language of instruction did have sufficient enriching opportunities ("Experience America") beyond the formal workshop program to merit their continued utilization for specific short-term training objectives.

(II.E) Regardless of the quality and availability of specific workshops and courses, heavy concentration of short-term trainees in a single training institution does not provide the diversity of educational opportunity that should be an objective in identifying training providers for participants supported in the same human resource development project. Identification of appropriate training programs should be demand driven rather than supply driven. If necessary, USAID Rabat should seek more tailored and responsive training program development rather than continued reliance on off-the-shelf offerings of various training providers.

(II.F) The difficulties of securing placement for the MBA sub-project candidates at the highly competitive, limited number of U.S. business schools identified in PPS No. 2 suggests that this approach not be repeated. If future Moroccans are to be supported by USAID Rabat for MBA degrees, it would be more effective to allow the USAID programming agent or contractor to make the necessary arrangements for placement consistent with project objectives and participant qualifications but without a limitation on the eligible business schools.

(II.G) For future participant training implementation in the U.S., USAID Rabat should formally obtain AID/W concurrence that the 10% placement quota for HBCUs includes Gray Amendment entities (African-American, Hispanic, Asian, Native American, and women-owned profit-making or non-profit organizations).

### **III. THE TRAINING PROGRAM: IMPLEMENTATION AND IMPACT**

*This chapter includes the three major stages focused on the training program itself: participant selection, pre-departure, and the training period in the United States. For each stage, findings, conclusions and recommendations are presented.*

#### **A. Participant Selection:**

Selection criteria and procedures evolved over time to meet DFC and USAID concerns about the quality of the long-term training candidates and to expand the number of long-term candidates from the private sector.

Changes were introduced in 1986 and 1988 that raised standards for qualifying TOEFL and ALIGU scores to measure English language proficiency. A statement was added to the applicant's dossier which required his/her employer to describe the future position the employee would occupy after completing the training program. Candidates who repeated a course or a whole year of study were no longer considered; candidates who had completed three-year undergraduate degree programs in Morocco were also dropped.

To expand the number of awards for the private sector, the MBA sub-project was added in 1989 for both sponsored and unsponsored applicants who would work in profit-making or non-profit private firms upon return to Morocco. Further, a set aside of the long-term awards was established for the benefit of unsponsored or unemployed candidates (mainly recent university graduates) who planned to work in the private sector upon completion of their studies.

Procedures for recruitment and selection of the candidates evolved in step with feedback from PIET and other programming agents in the United States about the performance of the earliest Moroccans selected for long-term training. Also, as the number of participants selected in the early years was below the targeted expectations, USAID and DFC took specific measures to provide more publicity and awareness about the SST Project within the government ministries who were most likely to nominate candidates. An information seminar held in early 1986 is believed to have had considerable impact in raising the number of candidates put forward in the public sector.

In opening up opportunities for private sector employees and unemployed, recent university graduates to apply for awards, new procedures were developed: applicants from the private sector and unemployed individuals applied directly to USAID rather than to DFC; employer nomination forms were modified; approved fields of study were limited in the case of the unsponsored candidates; a special selection committee, rather than the Joint Selection Committee, was convened for the MBA sub-project candidates; standardized scores were higher

for the MBA candidates who were required to submit an essay in English and also were limited to specific U.S. business schools for placement.

As this history of the evolution of selection criteria is familiar to USAID Rabat and DFC staff, we shall not further explain in this report what is already well-known and well-documented. [For further information, one might begin by referring to the SST Mid-term Evaluation, June 1989.]

### Findings and conclusions:

(III.1) As measured by the completion rate of 98% for those who commenced long-term graduate studies in the United States, the selection process (augmented by the pre-departure, in-country English language training opportunity) achieved a remarkable degree of success; to our knowledge, it is one of the very best completion rates ever recorded in A.I.D.'s annals of academic participant training.

(III.2) Regional distribution: While decentralization of awards outside the Rabat and Casablanca urban centers was addressed as a topic of principal concern in the SST Mid-term Evaluation, June 1989, the PPS No. 2 prepared in the following month did not specify a participant target for this category. The 1989 evaluation noted that "Nearly 85% of short-term training slots were allocated to participants from Rabat and an additional 10% to those from Casablanca. Under the long-term component, over 70% of participants come from Rabat and 10% from Casablanca." The 1989 evaluation recommended increased dissemination of information to the regional representatives of the DFC, and greater access through the American Language Center to English language training opportunities in the regions.

1994 Evaluation Questionnaire responses showed:

LOCATION	LIVED BEFORE TRAINING		LIVE NOW	
	Short-term (N=77)	Long-term (N=59)	Short-term (N=80)	Long-term (N=59)
Rabat	88.3%	72.9%	88.8%	74.6%
Casablanca	6.5%	16.9%	6.3%	13.6%
A large town	2.6%	6.8%	2.5%	6.8%
A small town	--	3.4%	--	5.1%
Void	2.6%	--	2.5%	--

In comparison to the 1989 statistics, the 1994 data disclosed about the same proportion of participants from Rabat; however, the number from Casablanca increased, no doubt

to the emphasis since 1989 on private sector recruitment for the MBA sub-project and for individuals who fit the unsponsored candidates category, for which the majority of applicants might be expected to reside in Casablanca. Rather than that minor modification in the regional distribution, the reasons stated in the SST Mid-term Evaluation, June 1989, pages 16-17, remain valid as to why there was a concentration of candidates from Rabat and Casablanca in the SST Project.

**(III.3) DFC role:** Semi-annual notices announcing the awards and their conditions were circulated by DFC to the ministries; DFC relied on the ministries to relay the information to their various departments ("*Directions*"). Ministries then put forward candidates to DFC based on each ministry's training plan; DFC and USAID reviewed the dossiers for completion and conformity to the stipulated requirements. Long-term candidates (other than those in the MBA sub-project) were then reviewed by the Joint Selection Committee. Short-term candidates were approved by DFC and USAID Rabat. For the MBA sub-project, DFC acted together with USAID Rabat and the American Embassy to approve the candidates. DFC did not have a major role beyond the announcement of the SST awards, publicity and information dissemination within Government of Morocco channels and to the public, and its role in the selection process described immediately above. Specifically, although charged by the Joint Selection Committee to engage in follow up activities with returned participants, DFC has been unable thus far [because of a lack of resources, we were told] to commit itself in this direction.

**(III.4) Future job commitment:** An agreement between the Government of Morocco and each long-term public sector candidate provided that the GOM would pay the salary and transportation while the participant agreed to work eight years for the GOM upon completion of the training program.

(a) The agreement did not say what particular job an individual would have, only that there would be some position made available. The uncertainty of this commitment caused much anguish for returning participants with masters degrees, as will be discussed in the next chapter.

(b) In focus group discussions with doctoral degree participants, we learned that they were absorbed without undue delay into the teaching faculty of the post-secondary institutions which had employed them at the time of their nomination. This type of institutional structure enabled a relatively quick, efficient return to the work force for returning faculty with new doctoral degrees.

**(III.5)** Some ministry officials whom we interviewed believed that long-term training which was narrowly focused ("*très pointue*") made it more difficult to plan within a ministry for an individual's re-entry. One official observed that it is easier to find a job for the returning generalists, rather than the specialists, who must often bide time while an appropriate position becomes vacant or is created. We feel, however, that those

individuals nominated for long-term training with specific future job responsibilities identified will be able to more quickly and efficiently be reabsorbed into their employment environment upon return to Morocco, regardless if their professional skills and/or training in the United States might be characterized as "generalist" or "specialist".

**(III.6) Short-term tailored group training:** Whereas short-term training in the SST Project responded overwhelmingly to 4-8 week, off-the-shelf management workshops provided in French or Arabic, several individuals interviewed (ministries, USAID, AMIDEAST) expressed a strong preference in the Training For Development Project to shift the short-term group training focus from off-the-shelf offerings to tailored programs designed for specific Moroccan groups. While not wishing to preclude consideration of packaged, group short-term training programs in which a Moroccan might receive the particular type of training which is needed for that individual, we do concur that short-term training programs, especially those taught in French or Arabic, under TFD should shift in emphasis to tailored programs organized for Moroccan groups, with training taking place either in Morocco or in the United States depending on cost-benefit factors.

**(III.7) Women participants:** The adoption of the two-men-for-one-woman formula in 1989 sent a clear message to ministry officials in charge of nominations to the popular SST Project: women were to get preference to a degree not previously accorded them.

(a) There are indications, however, that ALIGU qualification scores for long-term training were reduced in order to enhance the candidacy of females. For example, the "PROCES VERBAL" for the Joint Selection Committee meeting on July 12, 1990 notes that the Committee established a minimum test score of 45% on the ALIGU test, which was below the minimum 50% score required of all candidates. (PPS No. 2, July 1989, p. 17).

(b) Several ministry officials told us that nominating females did not pose a problem other than their limited number in certain technical fields. Some officials also observed that women would find it more difficult than men to accept long-term training awards if they were married and had children.

(c) A senior DFC official stated, during our interview, that the announcement of the SST Project awards with the 30% quota for females encouraged women to apply who might not otherwise felt that they had a chance to be selected.

(d) In an interview with a knowledgeable ministry official, we were informed that other nations providing scholarships for study in their countries did not, except for Canada, impose a similar preference for female candidates. France, England, and Germany were specifically mentioned.

From our interviews with several ministry officials as well as DFC and USAID Rabat staff, the 33.3% women quota did not unduly constrain or impede the nomination of qualified candidates.

**(III.8) Private sector selection:** The SST Project experience validated again the conclusion that private sector firms are not willing, with few exceptions, to release and sponsor their employees for the two-year MBA degree program. (See 1985 Mid-term Evaluation, 1989 Mid-term Evaluation, Ernst & Young/Sigma Tech Institute "Morocco: Private Sector Training Needs Assessment, 1990.)

**(III.9) Initiator:** We wanted to know whether there was a difference in outlook, performance, and satisfaction between participants who took the initiative to propose themselves as candidates for the USAID training program, and those individuals who were initially identified by their supervisor. In the Evaluation Questionnaire, we learned that 73% of the short-term and long-term participants recalled that they had first identified a program or course and then requested sponsorship from their supervisor/employer. 18% of the participants felt that their supervisors had initiated the process by requesting the employee to undertake further training in the United States. The remaining 9% indicated that they went without their supervisor's approval; that is, they were unsponsored private sector candidates.

(a) In the two charts that follow, we examine further the Evaluation Questionnaire responses. The data suggest that there was little difference in the participants' assessment of how they were able to apply their new skills and knowledge, or to the extent their new skills were recognized by their supervisors, upon return, in relation to the initiator category the participants identified for themselves:

LEARNING PUT INTO PRACTICE	Participant Identified Program (N=100)	Supervisor Identified Program (N=26)	No Supervisor Approval (N=14)
Nothing	11.0%	3.8%	--
Very little	17.0%	15.4%	14.3%
Some	19.0%	26.9%	28.6%
A lot	45.0%	38.5%	50.0%
Very much	6.0%	11.5%	7.1%
Void	2.0%	3.8%	--

<b>SUPERVISOR RECOGNIZED NEW SKILLS</b>	<b>Participant Identified Program (N=90)</b>	<b>Supervisor Identified Program (N=21)</b>	<b>No Supervisor Approval (N=11)</b>
No new skills recognized	32.2%	28.6%	18.2%
Some recognition	55.6%	61.9%	72.7%
Great deal of recognition	12.2%	9.5%	9.1%

(b) There is not a significant difference in the percentages in relation to each other (i.e. row by row) within each of the three categories (columns). This is true in both charts above: first, where the categories (columns) of initiator identification were measured against the participants' impressions of how much learning was put into practice or, in the second chart, as to what extent their supervisors recognized their new skills. We conclude that the similarity of the percentages may well be attributed to the wording of the question in relation to the nature of the nomination process.

(c) The reality of the situation, as we learned in focus group discussions and in key informant interviews in Morocco, was that all public sector employees had to have their supervisor's approval before their application could go forward to DFC for processing. Therefore, who the "initiator" of the application process was had no bearing on whether or not "learning was put into practice" or if there was a "recognition of new skills by the supervisor", as the question was phrased.

### Recommendations:

(III.A) Long-term training for the doctoral degree should only be considered for individuals already serving as faculty in universities or other appropriate post-secondary teaching or research institutions. For those working in the ministries or in the private sector, the cost and cost-benefit factors merged with the high risk of under and/or delayed utilization upon return home make doctoral degree training an unwise human resource investment for USAID.

(III.B) While the emphasis in its Training For Development Project is to increase growth in the private sector, USAID Rabat should continue to offer appropriate training opportunities to public sector employees whose positions are critical to private sector development. We recommend that public sector training for support to private sector development be incorporated in strategic planning as TFD evolves and reorients its implementation plan in response to the interim evaluation report completed in July 1994.

(III.C) To reduce the time required for reintegration of participants into the productive work force upon completion of their training in the United States, the future job commitment made by the employer (public or private sector) for long-term training programs should be specific, whenever possible, as to a particular job.

### **B. Pre-departure:**

In-country English language training (ELT) at the American Language Center (ALC), principally in its Rabat headquarters location, was projected in PPS No. 2 at over \$2 million dollars (8.7% of the total project commitments). While we were not called upon to evaluate the activities per se of this critical element of the SST Project, we did interview the ALC Director and became aware, through the focus group discussions, of the significant contribution the ELT effort made to the success of the project.

For long-term training programs, the ELT course ranged from a few months to one year. The provision [in PPS No. 2, July 1989, p. 19] stated: "...group English classes ... for up to six months ... Under exceptional circumstances ... an additional six months of English language training." Most long-term candidates studied more than six months, partially due to the need to improve their English language proficiency (standardized test scores), and partially due to the timing of the beginning of their entering term/semester. Participants selected for short-term training programs were also accorded up to three months of group English language training, although approximately only one in three short-term participants enrolled in English language workshops, seminars, or courses in the United States.

Based on the Evaluation Questionnaire sample responses, 94% of the long-term participants enrolled in ELT in Morocco prior to leaving for their U.S. training programs. Some 69% of all short-term participants enrolled in ELT; moreover, 62% of the French and Arabic language short-term participants took this English language training prior to departure.

In replies to the Evaluation Questionnaires, participants whose programs in the U.S. were taught in English indicated how well prepared they felt:

HOW WELL PREPARED IN ENGLISH	Short-term Training (N=38)	Long-term Training (N=62)
Very prepared	42.1%	66.1%
Somewhat prepared	36.8%	33.9%
Unprepared	18.4%	--
Void	2.6%	--

In focus group discussions, we learned that long-term participants felt their English learning capacity reached a plateau after about six months, and felt that additional time to study the language would have been better spent enrolled in an ELT program in the United States prior to commencement of studies. These participants also strongly felt that in spite of their achieving the required ALIGU and TOEFL test scores, they had significant difficulty in communicating with their American classmates at the outset. The adjustment period ran anywhere from one month to one year. While the students agreed that they could read and understand their professors during lectures, it was frustrating to try to understand everyday conversation where jargon and slang prevailed and to try to speak without hesitation and halting phraseology.

The Director of the American Language Center in Rabat informed us that ability to improve English language comprehension and expression did indeed level off for the Moroccans after 4-6 months of the group classes. He said, however, that the course work shifted in response to this situation, emphasizing the teaching of English within the context of demands imposed within a typical American university graduate studies program on foreign students who had prepared in non-American educational systems. Project papers were prepared, word processing and spreadsheet computer software introduced, and the American university social environment was discussed.

The USAID Rabat orientation and support to the participants during their pre-departure period were very well regarded by the focus group participants we met. The only recurring comment that was critical of USAID Rabat arose from the anxiety and frustration expressed by some participants about the short amount of time they had to get ready to leave Morocco after confirmation of their program arrangements.

In our focus group discussions and key informant interviews, we learned that there were only a few instances when participants maintained a relatively current, if infrequent, relationship with their supervisor or employer during the pre-departure period, including the extended period of English language training in Morocco. When there was contact with the employer during the pre-departure period, the supervisor often advised the employee on what specific topics to examine during the U.S. training program, and on the nature of data and background material the employee should take along for case study material.

The Evaluation Questionnaire responses clearly indicated a direct correlation between the degree to which a participant was informed before leaving about how to apply the training on the job upon return and the extent to which new skills and learning were put into practice upon return to Morocco. Consider the follow chart:

APPLIED NEW SKILLS	INFORMED PRIOR TO DEPARTURE HOW TO APPLY TRAINING UPON RETURN		
	Very informed (N=36)	Somewhat informed (N=60)	Uninformed (N=40)
Nothing	2.8%	3.3%	22.5%
Very little	2.8%	11.7%	30.0%
Some	19.4%	26.7%	17.5%
A lot	66.7%	48.3%	25.0%
Very much	8.3%	6.7%	5.0%
Void	--	3.3%	--

#### Findings and conclusions:

(III.10) The American Language Center programs well prepared long-term participants in English for their graduate studies, although there were varying periods of initial adjustment upon arrival in the United States in order to effectively communicate (orally) with their American colleagues.

(III.11) Only 42% of the short-term participants whose training programs were taught in English felt they were "very prepared". In contrast, 66% of the long-term participants said they were "very prepared". We believe the difference is due to two factors: short-term participants had only 3 months of English language training with a lower ALIGU score requirement; the selection process for short-term training was less rigorous.

(III.12) A significantly high 62% of the short-term training participants scheduled to attend French and Arabic language courses enrolled in group English language training classes at the American Language Center. We believe that by raising their English language proficiency, these participants improved their opportunities for observing and partaking in the American experience beyond the classroom.

(III.13) USAID Rabat provided good logistical support and cross-cultural orientation services to the participants as they prepared to depart for the United States.

(III.14) The better informed a participant was, before departure, about how to apply training upon return, the more likely that participant would be able to apply the new skills and knowledge learned during the training program. There was, however, relatively little planning for utilization of training knowledge and skills prior to leaving for the United States.

**Recommendations:**

(III.D) In order to assure a more specific work-related training experience, each short-term participant should formulate, during the pre-departure period, a job-related project to be carried out during the training program. The approving supervisor or nominator should concur in the proposed project. During the final week of the training program, or at its end, a summary (1-2 page) project report would be prepared and submitted upon return home to the supervisor or nominator, and also to the sponsor (DFC, USAID, and AMIDEAST for the Training For Development Project).

(III.E) For those short-term participants whose training program will be conducted in English, there should be more rigorous screening for English language proficiency (raising the minimum ALIGU qualifying score) and provision for more English language training in Morocco (up to six months), if necessary, in order to be better prepared for the U.S. training experience.

(III.F) During the period of English language training at an American Language Center in Morocco, prior to embarking on a long-term training program in the United States, the participant should be in an active relationship with his/her supervisor, to verify topics of particular interest to both parties and to identify material that the participant should take to the training program as a basis for special projects, case studies, term papers, a thesis, or a dissertation.

**C. The Training Period:**

We begin our evaluation of the training program by examining the satisfaction level of the participants: what elements of the U.S. experience satisfied them, which ones did not; in what ways did the training prove most useful, least useful. We believe that determining participant satisfaction is useful because new skills and knowledge are most often put into practice if the trainee has had a satisfying training experience.

The Evaluation Questionnaire aimed to illuminate these facets of the participants' training experiences. In three charts that follow, there are some insights from the responses about participant satisfaction/dissatisfaction in relation to other variables: duration of training, year of return, and public vs. private sector. Findings and conclusions are presented below each chart.

<b>SATISFACTION LEVEL</b>	<b>Short-term (N=81)</b>	<b>Long-term (N=62)</b>
Very satisfied	33.3%	66.1%
Satisfied	63.0%	33.9%
Neither satisfied nor dissatisfied	1.2%	--
Dissatisfied	2.5%	--

**Findings and conclusions:**

(III.15) With regard to the degree of satisfaction with the training program as a whole, all long-term academic degree participants rated themselves as either "very satisfied" or "satisfied". For short-term trainees, virtually all (78/81) participants were in the same two highest categories. Focus group discussions also reinforced the conclusion from this data that the whole training experience was favorably viewed by almost all participants.

(III.16) Long-term participants were more likely to rate themselves as "very satisfied" rather than "satisfied" in comparison to short-term participants. One might expect that "positive" ratings by individuals would be higher as they had more time to be involved in it, though this has not always been the case in Latin America, for example.

<b>SATISFACTION LEVEL</b>	<b>YEAR OF RETURN TO MOROCCO</b>		
	<b>1986 - 89 (N=31)</b>	<b>1990 - 92 (N=73)</b>	<b>1993 - 94 (N=33)</b>
Very satisfied	54.8%	54.8%	27.3%
Satisfied	45.2%	42.5%	69.7%
Neither satisfied nor dissatisfied	--	--	3.0%
Dissatisfied	--	2.7%	--

**Findings and conclusions:**

(III.17) Participants were significantly more likely to rate themselves as "very satisfied" rather than "satisfied" if their return to Morocco had been more than two years ago. We believe a relatively low rating of "very satisfied" (27.3%) by those who had returned to Morocco in the last two years stems from the frustration experienced by both long-term and short-term participants of not being able to immediately apply their newly acquired skills and knowledge. In time, as opportunities present themselves, and are taken advantage of, the problems encountered during the first two years after returning home recede, and the more positive aspects of the training program are more easily recollected.

<b>SATISFACTION LEVEL</b>	<b>Private Sector (N=19)</b>	<b>Public Sector (N=115)</b>
Very satisfied	52.6%	47.8%
Satisfied	47.4%	49.6%
Neither satisfied nor dissatisfied	--	.9%
Dissatisfied	--	1.7%

**Findings and conclusions:**

(III.18) The participants' overall level of satisfaction did not differ significantly between those who worked upon return in the public sector from those who are employed in the private sector.

The Evaluation Questionnaire also examined how useful the participants found the course content, as well as how useful the training program was in upgrading their technical and analytical skills. Two charts follow that summarize this data:

USEFULNESS OF COURSE CONTENT	Short-term Training (N=71)	Long-term Training (N=62)
Very useful	56.3%	90.3%
Somewhat useful	42.3%	8.1%
Not useful	1.4%	1.6%

USEFULNESS TO UPGRADE TECHNICAL AND ANALYTICAL SKILLS	TECHNICAL		ANALYTICAL	
	Short-term (N=75)	Long-term (N=61)	Short-term (N=76)	Long-term (N=62)
Very useful	21.3%	60.7%	31.6%	61.3%
Useful	29.3%	21.3%	40.8%	25.8%
Somewhat useful	21.3%	11.5%	15.8%	11.3%
A little useful	18.7%	3.3%	10.5%	--
Not useful	9.3%	3.3%	1.3%	1.6%

In terms of course content, upgraded technical skills, and upgraded analytical skills, long-term participants rated the usefulness of all three outcomes more highly than did the short-term participants. Similarly, although charts of the Evaluation Questionnaire responses have been omitted for brevity of presentation, long-term participants also rated the instructors' competence and instructional materials to be of a higher quality than did the short-term participants. As well, the majority of short-term (61%) and overwhelming majority of long-term (82%) participants felt the length of their training programs to be "adequate"; however, short-term participants tended to feel more strongly than long-term participants (32% vs. 13%) that their training programs were "too short".

#### Findings and conclusions:

(III. 19) Focus group discussions with short-term participants strongly emphasized several areas of participant concern in relation to the manner in which their training programs were organized:

- (a) Group size was important. The programs numbering more than 30 participants overall were considered to be too large.
- (b) The different nationalities and backgrounds in any given group of participants was not felt to necessarily be a drawback to group learning and group interaction.

(c) Age differences between participants did not adversely impact on the satisfaction or usefulness of the learning experience.

(d) A critical, negative factor in the short-term training program learning environment occurred when there was a discernable difference among members of the group in their level of professional responsibility. In the Evaluation Questionnaire, however, the clear majority of short-term participants felt that they compared to the other members of their group with respect to professional responsibilities, educational background, and knowledge of the training subject, as being "same level as me". In other words, whereas most short-term participants in group courses thought that their peers were the "same level as me", those who were aware of differences in the level of professional responsibility of the members of their study group were critical of the negative impact on learning that these differences engendered.

(e) Short-term seminars and workshops taught in French often employed non-Americans as instructors. Some participants in management training programs reacted unfavorably to learning from Moroccans or French-speaking Africans rather than Americans; they had expected to learn "American" management concepts and techniques as practiced in America by Americans.

(III.20) Academic Enrollment Term Reports (AETR) and other grade reports were forwarded by Partners for International Education and Training and other programming agents to USAID Rabat, and then transmitted to DFC. There was little evidence based on our conversations with ministry officials in Rabat that the progress of long-term participants in their academic programs was being monitored even in a pro forma manner by ministry officials, with but a few exceptions. Contact between the participants, from their point of view, and their employers during the training program period was non-existent, except for long-term participants who were required to contact their employer to secure their return travel tickets.

**Community Experiences** - In the Evaluation Questionnaire and in the focus group discussions, participants were asked to reflect on how their training experience increased their understanding of American culture: family life, role of women, cultural and racial diversity, democratic institutions, free market system, volunteerism in community activities, and leadership styles. Our hypothesis was that impact beyond the workplace is important, and that the training program should likewise seek to broaden the participants' attitudes and understanding of issues beyond the job-related skills and knowledge which are the focus of the training program. The following chart consolidates the findings to three of these specific questions in relation to the duration of the training period:

INCREASED UNDERSTANDING: U.S. FAMILY LIFE DIVERSITY VOLUNTEERISM	FAMILY LIFE		DIVERSITY		VOLUNTEERISM	
	Short-term	Long-term	Short-term	Long-term	Short-term	Long-term
	(N=77)	(N=62)	(N=79)	(N=62)	(N=72)	(N=62)
Not at all	20.8%	--	3.8%	1.6%	25.0%	1.6%
Very little	15.6%	--	11.4%	--	15.3%	1.6%
Some	27.3%	9.7%	29.1%	12.9%	27.8%	27.4%
Much	29.9%	45.2%	44.3%	38.7%	27.8%	32.3%
Very much	6.5%	45.2%	11.4%	46.8%	4.2%	37.1%

#### Findings and conclusions:

(III.21) Not to any surprise, long-term participants' understanding in all these areas was increased to a significantly greater degree than were short-term participants. This difference can be easily observed in the Evaluation Questionnaire responses to the question about family life.

(III.22) For the short-term participants, the highest degree of increased understanding in all of the aforementioned categories was in relation to cultural and racial diversity in the United States.

(III.23) The range of participant increased understanding in the other categories -- role of women, democratic institutions, free market systems, volunteerism in community activities, and leadership styles -- fell below that in family life and cultural/racial diversity. The lowest degree of increased understanding dealt with the volunteerism topic (presented in the right-hand columns of the chart above) although even here the long-term participants achieved significant increased understanding in approximately 70% of the responses:

#### Recommendations:

(III.G) For short-term training in group programs, whether off-the-shelf or tailored, the participants, whatever their nationalities, should have roughly equal levels of responsibility in their current employment positions. USAID Rabat should be clear on this condition when it prepares and transmits the appropriate PIO/P to the U.S. training contractor for placement processing.

**(III.H) Long-term participants should be encouraged to return to Morocco between their first and second academic years, with the Government of Morocco paying the round-trip fare. When agreed to in advance with the employer, this trip home to discuss academic progress, plans, and projects will also serve to strengthen the bonds between the employer and the participant-employee and to lay the groundwork for reintegration of the employee into the work environment upon return home.**

**(III.I) To keep contact open and active between the long-term participant in the United States and the employer in Morocco, the participant should be required to prepare a written report annually that describes one or more relevant, innovative professional developments in the United States of which the participant has become aware.**

**(III.J) DFC and USAID Rabat should further explore the establishment of a series of meetings involving appropriate ministry and private sector employer officials, that periodically (at least annually) review the academic progress and reintegration plans for long-term participants currently in the United States.**

**(III.K) Short-term training courses in management skills should clearly state that over 50% of the teaching faculty are Americans. Moroccans, both participants and ministry officials, anticipate that seminars or workshops in American management theories, practices, organizational structure, techniques, and skills will be presented in the classroom by Americans, for the most part. If the teachers and trainers are predominantly Moroccans or Africans, then it would be better to carry out such training in Morocco.**

#### **IV. POST-TRAINING: IMPLEMENTATION AND IMPACT**

*This chapter presents findings on post-training outcomes, and discusses the extent of post-training activities' influence on training impact. Conclusions are made and recommendations are presented.*

In this chapter we examined the big question: "So what?" - that is, did the training make a difference and what were the factors once trainees returned which influenced the degree of training utilization and impact? We did not compare baseline and actual performance data in order to determine impact attributable to USAID-financed training. Rather, we examined a series of questions relating to a) re-entry, b) job-related training outcomes, and c) general training outcomes, which taken together represent training impact predictors at the job, institutional, community and community levels. Specifically, we looked at:

- |                             |   |
|-----------------------------|---|
| <i>Re-entry</i>             | How long did it take to get a position? Where did they eventually find a position? Was it a position with increased responsibility?   |
| <i>Job-related Outcomes</i> | Did they receive any recognition for having studied in the US? Were they using the skills and knowledge they obtained? Did they see a difference in their work?                                 |
| <i>General Outcomes</i>     | Do they continue to participate in activities they participated in while trainees? Do they see any difference in their behavior or skills outside of work? What continued support do they want? |

We discuss those post-training issues which appear to have an influence on training utilization, with special emphasis on follow-up and follow-on activity. Please note that we have separated follow-on issues into two major types:

- |                           |  |
|---------------------------|--|
| <i>Infrastructure</i>     | What are the organizations, tools or services which exist to support training utilization?   |
| <i>USAID, DFC Actions</i> | What systems are in place that are designed to increase the potential for training to be used effectively? This includes maintaining contacts with stakeholders for needs assessment, training objective definition, action planning and performance monitoring. |

## **A. Re-entry**

### **Findings and Conclusions:**

In contrast to short term-trainees, who rarely return to a different job after their programs, long-term Moroccan trainees face a far less certain home-coming. While public sector trainees may still be receiving a paycheck, they are apt to find themselves without a job for the first few months, while their new skills and patience are tested.

POST-TRAINING POSITION	Short-term (N=78)	Long-term (N=57)	Total (N=135)
Same Job	87.2%	40.4%	67.4%
Different Job	9.0%	56.1%	28.9%
Not working	3.8%	3.5%	3.7%

The time lag is a source of frustration for many of the focus group participants, though most of them admitted that several months is the norm, a year is not unheard of, and not much is accomplished professionally during that time. An official from the Ministry of Economic Stimulation estimated that it takes "about two months after return to work to get reacquainted and settled." A Ministry of Agriculture official felt that training programs lasting over three years create a re-entry problem, though not so if it were less than three years. He also noted that re-integration into the work unit can be more difficult if one returns with a very narrow area of specialization, as opposed to people having a more liberal preparation. (See also Chapter III.3, Finding III.4.a.)

The same interviewee noted that there can be a timing problem as well, trying to create jobs on time for the returning participant in the future. He cautioned that career administrators approving long term training should understand the risk of a delay in finding a new job upon return from an LT training program.

The DFC representative reacted with frustration to the difficulties expressed by trainees finding a job on their return. It is clearly not the job of the DFC to place the returnees, and she feels such returnees need to be pro-active in carving out a new position for themselves. Further, in her opinion, returnees need to do more practical work in Morocco, in order to prove that they deserve a higher position. US training does not guarantee an automatic pay and grade hike (except for PhD degrees.)

It was not evident from focus group discussions that most returnees had worked out a personal action plan for how they will put their training into practice, or how they will find a job.

Because of the difficulty LT trainees experience in being given job responsibilities directly suited

to their training, and because of the lack of clear evidence pointing to external causes for this, we assume that the primary reason may be that sufficient planning for re-entry was not done, or that sufficient contacts with employers were not maintained.

We found no evidence that trainee re-entry seminars were held to ease the returnees back into life in Morocco. While the DFC representative feels that these are unnecessary, we nevertheless feel that this lack of attention is a dangerous omission.

First, and at a minimum, re-entry seminars should deal with what the trainees learned and how they would like to apply it. Second, a frank analysis of the difficulties and facilitating forces at play within the employees workplace will help the returnee to strategize how to make the best and fastest use of the training. Involving employers, if they haven't already been involved, is key at this point.

Commonly, a participant writes re-entry reports and sometimes describes the training experience and insights at meetings and seminars within the ministry. Ideally, these reports should demonstrate that the training was more than just a vacation. Realistically, they are rarely done since there is no audience for them - they are written as an administrative requirement for the employee's file. We also feel that these can be valuable documents for reflection; however, the stakeholders (direct supervisors, sponsoring ministry training offices, and USAID) asking for them will need to furnish concrete and compelling reasons for the reports to be seriously prepared.

In addition to whether trainees found a position, we also asked if their responsibilities increased on their return. Nearly half of the short-term participants said no, while better than 40% of the LT returnees reported that they had received a great deal more responsibility. Those short-term people reporting no change said this was never an issue for short-term programs - they knew what they were returning to, while long-term people reporting no change meant that they simply had no job waiting for them.

INCREASED RESPONSIBILITIES UPON RETURN	Short-term (N=80)	Long-term (N=57)
Not at all	47.5%	33.3%
Increased somewhat	37.5%	26.3%
Increased a great deal	15.0%	40.4%

This group, then, confirms the widely held view that short-term training has less influence on job advancement than long-term training. Participation in single short programs should therefore not be marketed as such.

We also wanted to know whether people moved about from one sector of the economy to another. Our questionnaire respondents made only one significant move - from the public to the private sector, which appears to be consistent with the period's prevailing trend. In focus groups and during individual interviews, it was reported that when people leave government service it is often to start up their own consulting firms, for example.

PRE/POST-TRAINING EMPLOYMENT BY SECTOR	Short Term Training		Long Term Training	
	Pre-training (N=78)	Post-training (N=74)	Pre-training (N=57)	Post-training (N=58)
Private	11.5%	12.2%	1.8%	10.3%
Public	73.1%	70.3%	93.0%	84.5%
Mixed	15.4%	14.9%	1.8%	3.4%
Other	-0-	2.7%	3.5%	1.7%

#### Recommendations:

In order to facilitate the re-entry process in training for the TFD Project, USAID Rabat and its contractor could:

(IV.A) Consider creating a "Pre-return package" for trainees covering what to do/expect, how to plan for return, including action planning, joining associations, ordering subscriptions, getting on mailing lists, Mission expectations for re-entry and Mission plans for eventual follow-up on returnee progress.

(IV.B) Consider sending a form letter to employers a few months before the trainee's return to remind them of USAID's expectation that a position will be open, to let employers know that USAID has expectations for training utilization, to let the employer know how USAID will be checking on training utilization periodically, and to invite the employer to contact USAID.

(IV.C) Periodically (perhaps four times per year) arrange a meeting of all employers and returnees coming home in that period in order to review the training and make public plans for training utilization. This re-entry workshop is for the benefit of both employer and employee. Such meetings could also be organized ministry by ministry.

(IV.D) Require that the training contractor also send a letter at re-entry to the employer which outlines the trainee's program and programming suggestions for utilizing the training. It could also cover what they propose as fine-tuning, or even services which the provider plans to deliver outside the context of USAID training: *service après vente*.

## **B. Training Outcomes**

### **Findings and Conclusions:**

#### **Job-Related Outcomes:**

**Recognition by employers:** According to the evaluation questionnaires, recognition by one's superior of new skills acquired in training is a rare occurrence for most returnees; two-thirds of all respondents reported no recognition at all, and most of the rest said "some." In fact, recognition in salary or grade scale is not at all affected by US training, but rather, by time and performance. One moves along the prescribed path, going forward and upward in time. Salary increases are sometimes awarded for completion of training programs, if additional qualifications (esp. Ph.D.) have been acquired and are recognized as such by the public service regulations, but there is a time lag in any case.

SUPERVISOR RECOGNITION OF NEW SKILLS	By Training Duration		By Gender		By Sector	
	ST (N=65)	LT (N=55)	Men (N=92)	Women (N=30)	Private (N=10)	Public (N=105)
no recognition	27.7%	36.4%	29.3%	36.7%	30.0%	31.4%
some recognition	69.2%	43.6%	57.6%	56.7%	60.0%	56.2%
a great deal	3.1%	20.0%	13.0%	6.7%	10.0%	12.4%

- Recognition, both formal and informal, may be earned by providing the institution with something it needs, such as when the Regional Agricultural Inspector brought improved potato production techniques back as results of his research.
- Recognition can also come from stakeholders other than the original sponsoring entities. One trainee with an MBA believes that he owes his current job as Director General of a mining firm to the Norwegian shareholders who made their offer contingent on his being named Director.
- Some focus group participants reported "negative" recognition by their peers and supervisors in some instances, and with varying reasons: one acutely feels an "anti-woman" attitude from her colleagues, while another admitted that indeed, his colleagues were correct to have thought that he had an inflated ego upon his return.
- Finally, training in the USA still has a certain cachet with the general public, and it is not just the MBA degrees. One respondent noted that "I was the first in my family to study in the USA, which brought me admiration and respect."

**New skills acquired:** Across all sectors, USAID-financed training has provided the majority of returnees with new skills, though the ability to apply the training varies slightly across sectors.

TRAINING PROVIDED NEW SKILLS AND KNOWLEDGE	By Training Duration		By Gender		By Sector	
	ST (N=76)	LT (N=61)	Men (N=103)	Women (N=36)	Private (N=19)	Public (N=110)
Yes, it did	63.2%	83.6%	71.8%	72.2%	78.9%	69.1%
No, it didn't	36.8%	16.4%	28.2%	27.8%	21.1%	30.9%

According to a participant in a focus group, what a returnee can apply in his job upon return "depends on the supervisor and the structure." To this we add, "what the trainee, and his or her supporting organizations (USAID, DFC and the training provider) do together will make the difference with the structure and supervisor." A receptive organization offers the best chance for training utilization and impact.

**Utilization of training:** We suspect that the private sector respondents showed a slightly higher rate of training utilization due to the generally higher degree of commitment by private sector employers who paid the costs of the training, and were therefore choosier about the training was financed. We also assume that LT training has somewhat higher rates simply because one acquires more knowledge and skills with a full program and a longer time to absorb it.

WHAT TRAINING HAS BEEN APPLIED	By Training Duration		By Gender		By Sector	
	Short-term (N=76)	Long-term (N=61)	Men (N=104)	Women (N=35)	Private (N=18)	Public (N=111)
Nothing	10.5%	6.6%	10.6%	2.9%	5.6%	8.1%
Very Little	17.1%	19.7%	17.3%	20.0%	11.1%	18.9%
Some	30.3%	11.5%	16.3%	37.1%	11.1%	23.4%
A Lot	40.8%	47.5%	49.0%	31.4%	55.6%	45.0%
Very Much	1.3%	14.8%	6.7%	8.6%	16.7%	4.5%

Respondents were invited to give concrete examples of learning they had applied in their workplace. Many of the responses were not terribly concrete, though several examples did stand out, as shown below. We wondered if when a person says: "I can better analyze projects," she really means that she "knows how to calculate the value of in-kind contributions for a community food bank project, and to compare it to standards in place for this region." It is this

level of detail which is uncovered in training needs analysis and listed as baseline data for future impact evaluation. Examples from this questionnaire include:

- + ... project design improved.
- + ... can better analyze problems and find successful solutions.
- + ... introduced in his department several techniques that continue to today (since 1991): group review, negotiation strategies, time management, logical framework.
- + ... supervising subordinates (explaining purpose as well as giving directions).
- + ... can now better argue my interventions
- + ... have introduced use of the computer (common response)
- + ... am more patient
- + ... am better able to work in and organize groups
- + ... pay more serious attention to my peers
- + ... use management techniques and tools such as Management by Objectives, Net Present Value, Internal Rate of Return
- + ... learned how to use new techniques to analyze government bids (marché publique)

Respondents also reported "softer" training results as shown in the following table. These were also mentioned in focus groups as frequently as the "harder" examples skills and knowledge. Key informants in the Ministry of Finance talked about the value of this, acknowledging that though one can't easily measure it, impact is there. The same Ministry of Finance informants noted that mixing people who have had overseas training with people who haven't causes reflection, positive tension, and ultimately performance improvement. They see that U.S. and French training often conflict in the attitudes and approaches of returned trainees, but such conflict leads to discussion, understanding, growth, and improvement. The "shock" which is produced leads to recognizing differences, and so Morocco gains from its multiple overseas donors' systems, they believed.

TRAINING HAS DEVELOPED MY ABILITIES IN THESE AREAS	Ability to communicate		Ability to get along with others		Ability to speak in public	
	ST (N=76)	LT (N=60)	ST (N=76)	LT (N=59)	ST (N=76)	LT (N=59)
Strongly agree	17.1%	31.7%	13.2%	28.8%	18.4%	32.2%
Agree	53.9%	61.7%	46.1%	57.6%	38.2%	52.5%
Neither/nor	23.7%	5.0%	31.6%	11.9%	28.9%	11.9%
Disagree	5.3%	-0-	7.9%	-0-	11.8%	1.7%
Strongly disagree	-0-	1.7%	1.3%	1.7%	2.6%	1.7%

What influences training utilization? While a couple of people noted that frustration may arise after one's return from not having the same equipment and other resources in Morocco as they

had in the U.S., we found that the lack of resources was not frequently mentioned as THE most serious problem for training utilization.

We asked in focus groups and interviews about contact maintained between the employer and the trainee during training. Nearly all agreed that it is important, and varies according to the employer. Some employers are quite active during training, such as those who advise on what to specifically examine while in the U.S, and on what data and information related to their work to take to the U.S. for case study material. One ministry official would like to see this approach institutionalized, requiring participants to write a report (more than simply the current trip report) upon return that covers topics agreed upon prior to departure, and adjusted during training if necessary. (See also Chapter III.9., Recommendation III.D.)

We looked specifically at whether a "critical mass" had been reached and its effect on training impact. The HERNS CLASP report (p.31) defines a critical mass:

*"... group of individual[s]..., representing various administrative and technical levels within an institution, which is sufficiently large and united in purpose to enjoy the phenomenon of synergism."*

While key informant discussions noted that critical mass is important, there was little evidence presented (apart from one fine example described by the Director of the National Documentation Center) to show that Moroccans were chosen and placed upon return in positions where "critical mass" was achieved. Critical mass training impact needs to be planned, and does not flow naturally from the training marketing undertaken under the SST project, for which individuals rather than groups of people applied. (See also page \_\_ in Chapter V.)

DFC representatives also noted the importance of a critical mass in affecting impact, though their definition of what constitutes it does not strictly fall under the CLASP definition, either. Simply training large numbers of people within a ministry (especially one with an active staff rotation policy) does not constitute critical mass. DFC representatives have noted that since the rotation is within the ministry, and among the departments (*directorats*), the benefits still accrue to the same ministry. We do not share this view.

### General Outcomes:

In addition to the job-related training outcomes, we were interested in non-training outcomes. The following table presents returnees' views of how much their training programs (both long-term and short-term) helped to increase their understanding of particular facets of life in the United States. The "Experience America" results show that understanding of cultural and racial diversity issues, of U.S. family issues and of U.S. daily life issues - had increased.

UNDERSTANDING OF THESE HAS INCREASED (ST n=77, LT n=62)	Not at all		Very little		Some		Much		Very much	
	ST	LT	ST	LT	ST	LT	ST	LT	ST	LT
U.S. family life	20.8		15.6		27.3	9.7	29.9	45.2	6.5	45.2
The role of women	13.0	6.6	14.3		36.4	11.5	29.9	45.9	6.5	36.1
Cult./racial diversity	3.8	1.6	11.4		29.1	12.9	44.3	38.7	11.4	46.8
Democratic Inst.	10.4	1.6	10.4	4.6	42.9	22.6	26.0	37.1	10.4	33.9
U.S. daily life	12.2		12.2	3.3	33.8	18.0	36.5	59.0	5.4	19.7
Free market systems	5.2		13.0	6.5	28.6	12.9	39.0	45.2	14.3	35.5
Volunteerism	25.0	1.6	15.3	1.6	27.8	27.4	27.8	32.3	4.2	37.1
Leadership styles	7.8	1.6	13.0	3.2	31.2	22.6	37.7	33.4	10.4	38.7

Does an increased understanding lead to behavioral changes? Long-term participants did in fact report such behavioral changes at both the family and community levels, while the short-term participants reported so to a much lesser degree.

HAVE YOU NOTICED A CHANGE IN THE WAY YOU ...	... behave within the family		... relate to your community	
	ST (N=76)	LT (N=61)	ST (N=77)	LT (N=59)
Yes	38.2%	60.7%	41.6%	69.5%
No	61.8%	39.3%	58.4%	30.5%

Examples of behavioral changes reported within the family included the participant's listening more to children, involving more members in family decisions; echoing some of the same behavioral changes they reported (during focus groups) in working with colleagues.

At the community level, we were told that Moroccans do not volunteer (not even for the Alumni Association); that they do not participate in community activities. In fact, the only instance of community activity upon return to Morocco that we identified was a returnee who said she was so impressed by African women participants at her training that she ran for a municipal government seat (unsuccessfully).

What, then, have the returned trainees been doing since their return in order to keep their training alive? The following table lists the major types of activity:

HAVE ENGAGED IN THESE ACTIVITIES SINCE RETURN TO MOROCCO	Short-term (N=80)	Long-term (N=62)
Personal contact with other returnees	71.3%	69.8%
Read professional journals	38.8%	71.4%
Develop activities with USAID	6.3%	11.1%
Develop activities with other than USAID	2.5%	14.5%
Commercial, business contacts	2.5%	9.7%
Contacts with US friends	43.8%	81.0%
Contact with training institution	47.5%	54.0%
Visits from US friends	27.5%	50.0%
None of the above	13.8%	3.2%

Many short-term and long-term participants have stayed in contact with other Moroccans who have been to the US for study [this also being the easiest to do.] Many returnees, though more so the long term participants) also keep up with professional journals and with friends made during their stay in the US. A non-negligible number also report keeping in contact with the training institution, though it is unclear whether this is via newsletters, marketing mailings, or through personal contact with training providers.

However, they would like to be somewhat more active, according to the following table. Here, returnees express the most interest in seminars in their specialty. 92% of private vs 76% of public participants are interested in this. Over 90% of long term trainees are also interested in access to professional journals. Visits from professionals in their specialty interested 67% of the men in the sample, and 47% of the women. Only 30% of private and 50% of public respondents say they would like to take English classes.

INTERESTED IN PARTICIPATING IN THE FOLLOWING ACTIVITIES	Short-term (N=79)	Long-term (N=63)
English language classes	53.2%	41.3%
Seminars, workshops in specialty	75.9%	92.1%
Access to professional journals	64.6%	90.5%
Visits from professionals in specialty	49.4%	77.8%
Newsletter by/for returnees	39.2%	50.8%
Assist with orientation for new trainees	40.5%	49.2%

During the focus groups, we noted that participants vividly and enthusiastically called upon USAID to offer follow-on programs that will enable them to extend and build upon their training experience. Some said it was a "responsibility" of USAID to organize follow-on programs and seminars.

### **Recommendations:**

In order to promote more receptive organizations, the USAID Mission could:

**(IV.E) Send a pre-return package to employer (see also IV.1)**

**(IV.F) "Contract" with employers at beginning of training so that all know what the expected outcome is. (Not a legally binding contract, but a commitment to making sure that the training solution is a valid intervention.) We believe that this is best done by the employers themselves, in conjunction with the training providers.**

**(IV.G) Require that trainees agree to conduct research of use to employer. This would encourage employer "buy-in" to potential research topics, yet leave enough flexibility for participant to be able to take advantage of new information not available at departure.**

**(IV.H) Require that sponsored private sector trainees agree to conduct business research on suppliers, agents or technology contacts for use by employer. Here, also, enough flexibility should be left for the participant to take advantage of new information not available at departure.)**

**(IV.I) Consider asking participants to help facilitate contacts between the training institutions and employers, so that a) employers are aware of what the trainee is doing, and b) develop the notion that universities are resources for businesses and other organizations. Introduce the idea of business/industry partnerships.**

**(IV.J) Enlist ministry training offices' help in tracking training impact. Create informal "evaluation round tables" or "impact commissions" which would look as a group for ways to monitor and evaluate training utilization and impact. They are the main stakeholders.**

To increase the probability that a job will be available on the trainee's return:

**(IV.K) USAID and the ministry training office should maintain periodic (perhaps semi-annual) contact with the employer. PTMS could produce tickler files of employers to contact during each period.**

To assure that the training provided is related to a specific job:

(IV.L) The ministry should undertake a comprehensive training needs assessment for the trainee or group of trainees. USAID should make sure that ministry training office have the skills to do this. Make sure that the employer signs off on this analysis of the performance problem and training objective.

(IV.M) Employers should be briefed on why US training is required for the performance problem. U.S. training should be prescribed for a particular reason; otherwise, in-country training should be organized.

(IV.N) Require that research undertaken is related to the job or the organization in some way. (See also recommendation IV.G.)

The following will contribute to training others:

(IV.O) When undertaking research concerning the employer or the sector, trainees should be helped to involve their co-workers as much as possible in the research (for example, gathering data or publicizing research to potential users. The trainee should share interim progress reports.

(IV.P) Upon return, trainees should bring materials which co-workers can immediately profit from. Trainees should be encouraged to put co-workers on professional mailing lists.

In order to assure quality follow-up training, USAID could:

(IV.Q) Explore the concept of *formation en alternance* (work-study) as a means to provide additional training in-country following US training.

(IV.R) Develop in-country training by the US training providers for work units where a critical mass has been established of US trained people.

(IV.S) USAID should prepare a package for use by employers on how to put together a proposal for training, so as to have more appropriate and thoughtful requests for training. Stipulate the analyses the requestors must provide in order to clearly establish the need for training.

In order to promote professional linkages, the training contractor should:

(IV.T) Prepare a pre-return package for trainees on how to join US alumni associations, USAID expectations for Moroccan alumni associations, and how the returnee-to-be can help them, suggestions on what trainee can do to keep training alive)

(IV.U) Develop more detailed PIO/P preparation instructions for Mission Training Office staff, to result in PIO/Ps which contain instructions to training providers to cover action planning and post-training support. Include what you want the provider to do in the way of letters to employers, pre-return packages, etc.

#### ***D. Follow-on***

##### **Findings and Conclusions:**

Follow-on as a concept receives much more attention in 1994 than it did when the Sector Support Project was designed, and project managers have struggled with what to provide as well as to whom, when, in what forms and how often. USAID remains unsatisfied with its efforts, and has asked that consultant attention to be directed to this area.

The question does not seem to us one of *whether or not*, but of *what*. In answering this question, we first need to devote considerable attention to exploring the *why* of follow-on. The short answer is that the gains realized through training will erode if not supported. This does not mean an endless cycle of training and re-training - it means, rather, a set of activities which will deepen, broaden and strengthen the trainees' skills AND activities which will help to create the conditions for trainees to use the skills.

Follow-on needs to address all the areas where training can possibly be short-circuited -- perhaps an employer will not be ready to place a returning trainee; perhaps the technical skills are changing so rapidly that what the trainee learned may soon be obsolete; perhaps the trainee does not have quite the stature needed to introduce an important technology to a ministry; perhaps a government shakeup has rearranged GOM priorities and it is not clear how the newly trained people will be able to use their skills in the new government. In these kinds of cases, a variety of follow-on actions will be required so as not to lose the investment made in key people.

The remainder of this chapter will cover both *USAID, DFC actions* (designed to plan, monitor and stimulate training's effective use) and *infrastructure* (organizations, tools or services to support training utilization).

##### **USAID, DFC Follow-On Actions:**

USAID has tried several kinds of follow-up activities, with varying results. In this sub-section, follow-up refers to the act of contacting trainees after their return, as distinct from follow-on; a much broader term.

- a. **Phone interviews** of employers and returnees: The training staff's experience with phone follow-up is that it is too big a job to be cost effective. During the SST project years, training office staff were usually in a rush to process departing trainees, leaving precious

little staff time for follow-up.

Staff attempted to make appointments with returned participants. Ultimately the returnees were difficult to find, and largely unwilling to provide feedback. Many did not want to be bothered after only a short training program in the U.S., while LT participants contacted USAID primarily to obtain degree equivalency certifications.

- b. The Mission attempted to hold **awards ceremonies** for presentation of certificates of achievement. These semi-annual gatherings were mainly social events and were not considered great successes. It is unclear whether the main purpose was networking, employer involvement, marketing of SST scholarships, or a combination of these.

The DFC by itself played no substantive role in training follow-up. According to the DFC representative, with resources available at that time, DFC had too many other responsibilities to carry out follow-up. In fact, the DFC does no post-training follow-up for any people processed through DFC, no matter the scholarship program, this despite the recognition that it is necessary to listen to returned trainees and to their supervisors, to better understand what happens to returned participants.

The JSC however, (which includes DFC representatives) was tasked with follow-up of returned participants, notably following the recommendations made in the 1989 mid-term evaluation. We were not able to establish that the JSC, as a discrete entity, engaged in specific follow-up activities.

The DFC representative and the USAID training officer did in the past begin to explore the need to create some sort of structure or movement **within** the ministries, much like mini alumni associations, to sponsor public sector round tables, and to "capitalise" on the training, but these were not pursued, with the advent of the private-sector focused Training For Development Project.

#### Follow-On Infrastructure:

USAID has financed or otherwise attempted to support these "infrastructure"-type follow-on activities:

- a. **Professional journal / magazine subscriptions** - LT participants did not pick them up at USAID, where they accumulated. A similar situation existed for ST participants. Finally, professional society membership/subscriptions were cut off by USAID. We agree with PIET personnel who believe that the policy of financing such journals should be reinstated, provided the subscriptions go directly to the participant's mailing address rather than to the USAID office.

- b. **Alumni associations:** The biggest follow-on efforts in the Mission center on alumni associations. Currently, there are two main groups: the AMA (Association of Moroccan ALumni) and the MAC (Moroccan American Circle). An HBCU alumni association was apparently started by NAFEO during a visit to Morocco in November 1993. However, no information was available on this group.

In the evaluation questionnaire, membership in alumni associations did not figure highly in the respondents' preferences for follow-on activity, despite the "vivid and enthusiastic" claim focus group participants made earlier for USAID to offer follow-on programs. Nearly 60% of the long-term sample reported membership in the AMA, by far the largest of the alumni associations. Private sector people also appear to be more interested than public sector respondents - 89% of the private sector people in this sample are AMA members, compared with only 34% of the public sector people. Women are less likely to participate - only 33% of the women in the sample are AMA members. The sample size of MAC and "other" members was too small from which to draw inferences.

ALUMNI ASSOCIATION MEMBERSHIP	Short-term (N=29)	Long-term (N=38)	Comments
AMA	17.2%	57.9%	* memberships not mutually exclusive
MAC	6.9%	-	
Other	17.2%	2.6	

Respondents were also polled about their preferences in organizing an alumni group, but no clear preference emerged, as shown in the table, next page. We suspect that respondents are simply not interested.

PREFERENCES FOR ORGANIZATION OF ALUMNI GROUPS	Short-term (N=42)	Long-term (N=40)
By geographical area	47.6%	40%
By professional specialty	52.4%	60%

### Alumni Associations:

Because alumni group support has historically been so important to the Mission's follow-on efforts, and because it has and continues to receive a great deal of attention from AID/W, we would like to offer a few words of caution about making the decision to include this in follow-on plans.

First, we need to characterize an alumni association as a **technique, a method, or a tool** which

is used to achieve an objective. A method should be decided upon only after carefully reviewing all the other potential methods available to achieve the same purpose. If the purpose is to make sure that training is utilized well, then an alumni association is an appropriate tool only to the extent that it helps training to be utilized well.

Second, **networking**, which is most often noted as the major value of associations, is valuable when it helps participants to utilize their training well and in furtherance of USAID strategic objectives. If this networking takes place primarily on a social level it does not meet the criteria for value. If it helps people to obtain better jobs, or find resources to do their own jobs better, then it may meet the value criteria. USAID/M should clearly understand the value which USAID/W assumes networking to have. It should also define the value which ministries and/or the DFC assume networking to have.

Third, **USAID expectations** for alumni associations support to the Mission are not always expressed clearly, apart from stating that associations are helpful for USAID to keep in touch with returnees. For what purpose? To measure training impact later on? to identify potential consultants? to point to as success stories?

Does the association exist to fulfill **USAID** or **members'** needs? Because these two sets of needs are not likely to be identical, USAID/Morocco needs to separate out who is supplying what support to whom.

Fourth, groups have lives of their own, they go through several **life stages**, and can as easily form as disband, only to form again. USAID support to alumni groups needs to recognize the limits of support to such groups. Demanding sustainability may not be realistic if the group members have fleeting and multiple purposes for joining the group. If a sustainable group is what is desired, USAID/M should look for a group which has realistic plans for sustainability without USAID assistance.

#### Moroccan Alumni Associations:

From meetings with representatives of both the AMA and the MAC, we secured these thumbnail sketches of the associations:

#### *TABLE IV.1: MAJOR MOROCCAN ALUMNI ASSOCIATIONS*

<b>Association of Moroccan Alumni (AMA)</b>	<b>Moroccan American Circle (MAC)</b>
<p><i>Members:</i> about 300  <i>Base:</i> Rabat  <i>Infrastructure:</i> Loaned US Embassy house  <i>Goals:</i> networking, social club, contacts for US businessmen, practice English  <i>Membership conditions:</i> 100Dh/year, LT US studies, English speakers only  <i>Major activities to date:</i> Art showing at opening of AMA House; newsletter (not current), happy hours and other social events</p>	<p><i>Members:</i> about 60  <i>Base:</i> Casablanca  <i>Infrastructure:</i> none  <i>Goals:</i> promote cultural, social and economic exchange between US and Moroccans  <i>Membership conditions:</i>LT/ST studies or some contact with USA, non-English speakers accepted  <i>Major activities to date:</i> speech and reception in Casa with US Ambassador</p>

From these interviews and from interviews with members of each association, we conclude that the two associations are primarily social clubs and have a thin base of members willing to volunteer time and effort. As such, they have limited resources to either assist USAID with pre-departure or re-entry orientations, and they are currently ill-suited to assist members to better utilize training in their workplaces. They have had no demonstrated experience in organizing follow-up training, training of each other, or professional linkages

Leadership in neither of the organizations has researched how to organize an alumni association, or kept in close contact with their own schools in the United States. When we compare the common activities of US alumni associations - 1) support to the schools (donations), 2) reduced prices on sports tickets and other services or commodities, 3) scholarship funds, 4) social ties, 5) networking, and 6) continuing education of members through magazines, trips, lectures - it is clear that there are few areas of overlap with the Moroccan associations' stated aims.

Officials in the Ministry of Economic Stimulation were critical of alumni associations. In particular, they felt an *association* in Morocco connotes parliamentary processes, elections, formalities, and taking positions from time to time on Moroccan public issues. *Associations* are formed for public advocacy. They feel that returned USAID-sponsored participants should first organize as a club, along the lines of sports clubs and cultural clubs - less formal, more social.

We conclude that in general, an alumni association for USAID/M is like a solution in search of a problem: it is not clear what it is supposed to accomplish.

We further conclude that the two associations - AMA and MAC - do not appear to be mature enough for USAID to count on them in the near term for follow-on activity. Despite the lack of a "volunteer" ethic which Moroccans say is endemic, the associations may eventually find the mix of services and activities to attract larger numbers of members. Some cross-fertilization of ideas with US alumni associations may be useful in this regard.

### **Post SST: The TFD Role in Follow-on:**

We looked at the TFD project paper follow-on activities for a summary of what is now emphasized by USAID/M, in order to evaluate the extent to which these activities are applicable to SST participants. The AMIDEAST contract specifies follow-on activity as:

- ▶ *determining types of activities needed;*
- ▶ *strengthening the existing alumni associations and providing support for their activities;*
- ▶ *providing seed money for research grant, publications, materials and equipment for returnees;*
- ▶ *developing and implementing a communication and professional exchange mechanism for returnees.*

Of these elements, currently only one facet of an exchange mechanism is in place. An Alumni database/directory was created, holding 784 records of people having studied long-term in the USA (not just those which USAID sponsored). This has been used by AMIDEAST staff to identify potential consultants, though USAID has yet to put it to use. It was not used to identify returnees for the present study. A short-term directory is planned pending available staff.

Another aspect of this exchange mechanism in the planning stages is a newsletter to be distributed to returnees, containing short articles submitted by returnees about their work or research. However, current staff levels at AMIDEAST are insufficient for producing the newsletter, according to the Training Director.

A re-entry phone call or focus group (about 3 months after re-entry) is planned as the first steps in gathering impact data and to insist on action planning for training impact. In conjunction with this, AMIDEAST would like to receive the post-training questionnaires which trainees fill out just prior to leaving the USA, so that they are aware of the trainees' immediate post-training plans and expectations. AMIDEAST has also developed a format for a training report to be submitted by each returnee, much as (only better than) the reports which public sector returnees are required to submit.

According to the AMIDEAST Project Director, they are not now sufficiently staffed to render support to alumni associations as described in the TFD Project Paper. The PP states that association activities which could be supported under TFD include activities now being carried out either by USAID or by AMIDEAST, such as:

- ▶ Running pre-departure and reorientation programs;
- ▶ Producing newsletters, articles of training impact at work, events within USAID, technical and social articles, results of private sector diagnostic studies, policy changes affecting private sector development;
- ▶ Maintaining resource bank for technical assistance, studies, evaluations, institutional profiles, technical or business problems;
- ▶ Assisting returnees to present seminars, workshops, conduct Training of Trainer courses

- ▶ Establishing network for placement of returned trainees
- ▶ Organizing community development volunteer activities;
- ▶ Developing resource base of funding sources, develop grantsmanship skills, encourage open competition for research funds;
- ▶ Raising funds towards sustainability;
- ▶ Establishing resource library with professional trade journals
- ▶ Providing equipment, seed money for research and development
- ▶ Providing small grants to publish outstanding theses, etc.;
- ▶ Instituting collaboration of participants with USIS, other associations, etc.;
- ▶ Developing mechanisms to market returnee services and expertise.

Most of these appear to be outside the realm of current activity for the alumni associations, (which have tried newsletters and resource bank for business problems) for the reasons discussed above. We maintain our reservations about the wisdom of support to current alumni associations, with the caveat that "sensibilisation" of alumni association members can be accomplished by making current trainees better aware of what alumni associations can do. Frank discussions of assumptions, expectations and goals on both USAID and associations' parts will help to winnow unrealistic expectations from the discussion.

#### Recommendations:

At this time, we can only recommend limited support to follow-up infrastructure:

(IV.V) In the short term, these activities (alumni associations, newsletters, directories) should be accorded a lower priority at Mission level, given the current low level of interest, and the relative higher importance of building in systems to plan for better utilization from the beginning.

(IV.W) Alumni associations should not be supported at the present time. Prior to considering alumni association support, USAID expectations for alumni associations should be clarified: what is required of them and are they able to provide it?

(IV.X) Alumni Associations should be required to do more research on what alumni associations do in other settings, including research on other nationality associations.

### E. Success Stories

These eight case studies were prepared from interviews undertaken with a series of especially successful returnees. The stories of these individuals cover a wide variety of reasons why the USAID-sponsored training has made a difference in their own performance, and in the performance of their organizations.

1. *Re-entry; value of U.S. business management skills/style*  
Mr. Mohamed Foukara  
MBA Ashland College 1986

Mr. Foukara is currently the General Manager of COMABAR, the semi-public berium producer in Morocco. COMABAR is one of the firms within the group BRPM (*Bureau de Recherches et de Participations Minières*), which is the agency overseeing all mining activity in Morocco. Morocco's mineral wealth includes gold, silver, anthracite, iron, lead and numerous other minerals.

Mr Foukara responded to the announcement from the DFC when he worked as an *Attaché de Direction* within BRPM. At first his application was not accepted by his superiors, but he lobbied heavily, showing them the syllabus and how it could help the BRPM with new techniques.

He spoke positively of his studies at Ashland College in rural Ohio, noting that having business people in the program was great for applying the work to real situations but not great for his social life. His thesis was entitled "Trade and Investment for Moroccan Development," in which he examined what he believed to be an inverse relationship between Moroccan/American diplomatic and commercial ties.

Upon his return to Morocco he remained idle for six months while he "fumed." "I was a windbag," he says now, "and I understand why no one wanted to listen to me, besides which I was also the youngest person and not an engineer like the rest." He eventually was named *Chef de Coopération*, a post he held for two years. In this position he dealt with many of the foreign shareholders of BRPM Group companies. He gained the General Manager position after impressing the Norwegian shareholders enough to have them insist upon his nomination.

In the first year of his tenure, he led the company from a yearly deficit of 6m Dirhams to at least break even, and the results have continued to improve. He is proud of having done this without sacrificing jobs, as well. Morocco is the sixth or seventh producer of berium in the world, and Foukara seeks to take it to the number three position in three years, through a series of consolidations of operations, and arrangements with other producers in Morocco (COMABAR has 64% of the Moroccan market).

Foukara admits that he would not have his job were it not for having studied in the United States. While he works closely with his Norwegian partners, he considers them his customers rather than as the source of his management style. "The US was the source of my management skills," he says. "I love my job because it has let me create a team, while previous to my arrival it was the stick and carrot management style. I firmly believe that what I learned about motivation theory, for example, has helped me tremendously in putting this team together.

2. *Candidate's personal qualities; need for the training in question*

Mr. Mohamed Er-Rahhaly

MS Computer Science, Washington University, 1986

Mr. Er Rahhaly, the Director of the Budget Department's Computer Division within the Ministry of Finance, currently oversees a staff of sixty people within his division. This division is charged with supplying high quality data management services within the ministry responsible for the national budget.

Following his studies, Mr. Er Rahhaly returned to Morocco to find that his job had not been held open for his return, as planned. Courted during this time by a private Saudi firm looking for US-trained computer specialists, he nevertheless opted to stay in Morocco and eventually regained his previous department within the ministry.

He attributes his success at reintegration and his steady career progression to both his educational background and his personal drive. Noting that "life is a battle - you have to (fight)," he also stresses the value of the degree itself. Besides computer qualifications in and of themselves being of high utility and marketability in Morocco, he feels that American computer training is more practical than such training from other countries.

He has organized and runs the Computer Division; using many of the management techniques and leadership skills he developed in the US. He has worked hard to develop an *esprit de groupe*, which serves the department well during the most demanding periods of the budget year. And not least, the entire family's stay in the U.S. let both parents and children learn and adopt household planning and budgeting techniques which are rarely taught in Morocco.

3. *Supervisor support; international scope for training impact*

Mrs. Neza Salah Edine

MS Marine Pathology, Univ. Rhode Island 1991

Mrs. Salah Edine now works as the Regional Delegate for Tangiers within the *Office National de la Pêche*, which is responsible for the development of the fishing industry in Morocco. She was originally working within its General Directorate, though her long term goal was to become

a researcher. Mrs. Salah Edine heard about the USAID program from friends, and she applied with the full support of her husband. Her Director encouraged her and told her that she had potential. Upon her return to Morocco, she was transferred to the "*Institut Scientifique de Pêche Maritime*", where she spent more than two years. "I used a lot of what I learned at Rhode Island as a Project Manager at the institute. I managed two main projects: Marine Biodiversity and Endangered Species Protection. and in this role I participated in numerous international conferences, including the Rio Conference and the IGCBd conference in Geneva."

Mrs. Salah Edine's former Director approached her with an offer to become the first woman Regional Delegate for the ONP in the Tangier region. She believes that she was asked because of both her performance and because she was a woman. She had been recently asked to organize a major presentation for international experts, which she believes the Director used to personally evaluate her aptitude. The presentation was a great success (made in English).

She credits her training program in the States (she pointedly prefers to her education rather than simply her studies) with giving her the professional confidence as well as technical know-how. She believes that had she not done her studies in the US, she would never have had the self confidence to take on such a visible job. The work habits she observed and adopted in the US also helped her to overcome her shyness. She regrets only not having taken any management courses while in the U.S., given her present management responsibilities.

As Regional Delegate, she is responsible for the development of the fishing industry in the Tangier/Tetouan area, along the north coast of Morocco, including maritime commerce, studies for new products and the development of fishing villages. She supervises 40 inspectors.

One success in new product promotion she has had is blue fin tuna. She learned while attending the Boston Seafood Exposition that blue fin tuna is highly valued by Japanese sushi chefs. She was able to reorganize the fishing and processing of Moroccan blue fin tuna in her area, which now has yet another high value export product.

The creation of fishing villages responds to the needs of local fishermen, who have very little fish processing infrastructure and who therefore find it hard to market their produce. Mme Salah Edine firmly believes that her efforts in this area will be of major importance given the continuing economic difficulties in Morocco - she believes that these small actions will make a difference. Though the village development is an initiative from the General Directorate, she is pushing it as a personal goal as well. A new Director General, with whom she has very good professional relations, shares her vision.

She realizes that she is on a good career track, though she admits that her US training included no management preparation at all. If she were living in Casablanca, she says that she would make time in her schedule to take management courses. She hopes that USAID will keep in touch and help out where it can with additional skill building.

4. *Precise training result with wide implications*  
 Mr. Abdennour Afraite  
 Short program, Atlanta Management Institute

At the Ministry of Finance, Direction de la Budget, Mr Afraite works as a "magistrate," and suggested the introduction of a specific modification to a procedure used in the *marché publique* (government contracting) following his participation in a short program at AMI.

The technique is called *revision de prix*. In his work, he (and others at his level) review all GOM contracts to verify that disbursements match or do not exceed the budget proposed by a private sector vendor in his proposal bid which, when accepted, formed the budget in the contract with the GOM for the services. The price change modification is necessary in order to protect the vendor against price increases during the period of performance, which might otherwise unfairly penalize the vendor. For example, in a three-year contract, the price of a specific material needed by the vendor which has to be imported into Morocco (e.g. petroleum) might jump in price due to circumstances that were not foreseeable when the contract was signed. The GOM issues a monthly list of such conditions and their price variations; contracts may then have their prices increased accordingly. Apparently, if the price of certain inputs fall during the contract period, there is no adjustment in the GOMs favor!

Mr. Afraite said his study of the price revision technique at AMI was most helpful, and his comments upon return were given considerable weight in the GOM's decision to inaugurate this feature in its *marché publique*.

5. *Pre-training preparations; volunteer/community work in the U.S.*  
 Dr. Boubker Naouri  
 MPH, Emory University, 1992

Dr. Naouri is currently the Director of the *Institut Nationale d'Hygiène* (INH). He chose Emory University over Johns Hopkins and Tulane because of Emory's proximity to the Center for Disease Control (CDC). He is an M.D. with a background in biology, and his specialization at Emory was in epidemiology. Before attending Emory, he had worked in a senior position in the INH in the fieldwork laboratory department.

Dr. Naouri knew what he wanted to do in rather specific epidemiological terms when he went to the U.S. He had drawn up a plan of study and discussed it with his supervisor before he left. He noted that some do not know what they want to do before their arrival in the U.S., and this could be improved for better study and work-related results. The participant needs an agenda expressed in a specific written plan of study. He completed the MPH in two years with a thesis that he researched at CDC on the "Evaluation of Federal Public Health Surveillance Systems."

While studying for his degree, he did voluntary work, along with other Americans from CDC,

in the minority communities in and around Atlanta on a diabetes survey. He also enjoyed his regular, weekend visits with a host American family. While in Atlanta and during all of the above activities, he found time to write a textbook in French on epidemiology. He has revised it since returning to Morocco, and hopes to have published in the near future. He anticipates its use in Morocco and in French-speaking Africa.

The first week after Dr. Naouri returned to Morocco, the Minister of Public Health asked to see him. He was invited to become Director of the Institute. After eight months and the King's approval, he assumed his current position. He attributes the offer to his work over many years and to the epidemiology MPH he did at Emory, along with his CDC connections and research. Others have come back from MPH training in the U.S. and not had such an opportunity; he considers himself lucky and the others unfortunate. He lamented the lack of their utilization by the Ministry.

Dr. Naouri recommended that communication with U.S. university colleagues must be sustained and helped by USAID. He benefited from a short visit for a conference in the U.S. While there he could set up projects (cholera, polio, PH surveillance) with his CDC and other colleagues. CDC consultants will soon be coming to Morocco with USAID funding, as a result.

6. *Training colleagues, co-worker support*  
 Ms. Siham Benchiguir  
 MS Computer Science, Jackson State, 1991

Ms. Benchiguir now works in the same *Direction* and same *Division* of the Ministry of Finance where she worked before beginning her study: *Direction de la Rémunération, Division de la Liquidation et du Paiment*. All 60 employees in her Division are computer specialists. She is the highest ranking female, at Scale 11, in her Division; she also is the only female with Scale 11 in her Direction of about 350 employees. She was promoted from Scale 10 to Scale 11, as are almost all public sector employees, when she returned home with her masters degree. Upon return, Ms. Benchiguir opted to switch from her former job specialization of project analysis (development of new systems) to systems analysis (implementation of new and existing systems). She carefully pointed out there this switch involved more, higher level, complex "tasks" and "functions", but she was adamant that there were not increased "responsibilities" which, to her, meant she would become a "boss" (supervisor) with a different title and a greater stake in management.

Shortly after returning, she suggested that database management applications be introduced on the mainframe which heretofore maintained data in classical files configurations. She found that this suggestion had already been made, and was being acted upon. She then became, and is now, responsible for the UNIX operating system on the mainframe. This increased task (not "responsibility", as discussed above) was, she said, directly the result of her U.S. studies. She also introduced and conducted courses for her colleagues in database management applications;

she was ready to do similar teaching in systems design. The course attendance fell off when the Director no longer attended personally, and the course was abandoned for lack of attendance.

She allowed that it will be difficult to do her job because of anti-women attitude on the part of her professional colleagues. Even the young ones isolate her because she is a threat to their collective welfare and advancement. She is shunned, she feels, because she is an educated woman. While teaching her courses, she was taunted by questions intended to embarrass her. "It is harder now than while I was in the United States." The hardest part now is not the work, not the tasks she undertakes; it is human and social relations. In the U.S. such jealousies and adversities did not exist. Ms. Benchiguir does not want, she says, to be promoted beyond her current level; she wants to work at her level with cooperation and respect from her colleagues. She has not asked for promotion, from her Director, and she has not complained about her frustrations and exclusion. She takes pleasure in her work and expects and is content to receive her rewards from God.

7. *Self-selection; private sector; precise course*

Mr. El Montacir Bensaid

Short program in urban studies, Harvard University, 1993

Mr. Bensaid attended a three-week seminar offered by Harvard University in July 1993 for housing and urban design. Bensaid owns and heads an architectural firm in Rabat, that is involved in both construction and international trade. While it is a small organization, he has had remarkable personal success. He speaks English with confidence and fluency. He identified the course he wanted in the U.S. and arranged his own admission. The Harvard seminar was conducted in English.

Prior to the U.S. training, which was his first visit to the United States, he had worked in Saudi Arabia, in charge of architecture on a work site involving 500 workers, a large scale project. Upon returning to Morocco, he wanted to augment his knowledge and skills in urban design, hence the Harvard course.

There was an almost immediate payoff ("success") for him, after completing the Harvard course. Two months after returning to Rabat, he responded to an RFP from the GOM to design two cities (projected populations of 94,000 and 35,000 inhabitants) that would be constructed as urban development projects. His firm -- a partnership with another colleague -- competed against and won over 13 of the largest architectural firms in Morocco, including multi-national entities. They have been working on this project for the past year. Without the Harvard course, Bensaid feels that he would not have been able to bid on this important project. These two cities will serve as models for Moroccan urban development for the next ten years.

8. *Quality of training; English language skills*

**Ms. Latifa Korfi**

**MS Construction Engineering, Engineering Management, Catholic University, 1990**

**Ms. Korfi attended Catholic University, graduating in 1990 with two masters degrees: construction engineering and engineering management. She returned to her nominating employer, the *Agence Nationale Contre l'Habitat Insalubre* (ANHI) - a GOM agency charged with the clean-up of unsanitary housing conditions.**

**When she returned from her U.S. study program, Ms. Korfi began working in an M.I.S. position, which did not especially interest her. Her undergraduate level engineering degree lead her to work as a civil engineer on a field site. She felt, however, that she wanted to be less involved in the technical side of construction and more in the management process. With her postgraduate U.S. degrees, and her English language proficiency, she was promoted (over two male colleagues) to a project manager position managing a World Bank-financed low-cost housing project. She has worked in this capacity now for about two years. She attributes her being appointed to her present job in part to the special management education she received at Catholic University. That is, the training gave her an awareness and confidence that she previously lacked, and which she believes has been essential to her getting the appointment; of course, it was only one factor in her getting the job, and not the single or even most important element. But it made a difference, she feels.**

## **V. PROJECT MANAGEMENT**

This chapter examines the project's implementation structure and major functions, and the effect of these on project targets and impact. Findings, conclusions and recommendations are presented.

### **A. Project Structure**

The SST project was carried out without the support of an in-country training contractor. Major project implementation tasks were carried out by the USAID Training Office alone, by the DFC alone, by the DFC and USAID jointly under the JSC umbrella. PIET was the principal U.S. contractor for U.S.-based training; the U.S. Department of Agriculture and the Consortium for International Development also implemented training programs in agricultural fields of study.

One purpose of the evaluation was to assess whether this implementation structure was appropriate to a) meeting project targets and b) effecting impact. Where major weaknesses are evident in the implementation utilizing this approach, these are noted and recommendations for improved project implementation strategies are put forth.

In order to answer this question, we looked in detail at the roles and responsibilities of the project's major counterparts (USAID/M, DFC, the JSC), and compared this with a generic list of training management functions required to assure that a) targets are met, and b) the training has an impact. We also examined the Project's Logical Framework for additional descriptive information on inputs and assumptions about the roles of each of the parties.

### **Findings and Conclusions:**

As will seen in the table on the next page (Process and Responsibilities for SST Project), the DFC and USAID worked in close cooperation in the marketing of scholarships and in the selection of candidates. The DFC managed the process to identify public sector candidates and USAID processed and sent the trainees to the U.S.

**TABLE V.1: PROCESS AND RESPONSIBILITIES FOR SST PROJECT**

	By Whom	Action
1.	AID	Specify Fields of Study in Project Paper
2.	JSC	Determine priority Fields of Training for the period
3.	JSC	Identify and LT/ST course offerings for the period
4.	DFC	Send announcements ( <i>Notes Circulaires</i> ) to ministries
5.	MTO	Circulate announcements within ministries <ul style="list-style-type: none"> <li>a. Supervisor identifies employees (or)</li> <li>b. Employees identify selves to supervisors</li> </ul>
6.	Candidate	Complete application, obtain required supervisor approvals
7.	MTO	(Pre-)approve and nominate candidates to DFC
8.	DFC/AID	Receive and screen applications
9.	JSC	Examine applications, select candidates, issue training invitations
10.	AID	Process candidates' dossiers (translations, PIO/P, visas, etc.)
11.	AID	Place candidates in ELT course and monitor progress
12.	PIET et al.	Secure placement at LT/ST programs
13.	AID	Hold pre-departure orientation, make travel& arrival arrangements
14.	Candidate	Depart for training
15.	PIET et al.	Monitor trainee and provide reports
16.	AID	Forward trainee reports to supervisors
17.	Candidate	Complete studies, fill out post-training questionnaire
18.	AID	Contact trainees upon return
19.	AID	Undertake periodic project evaluations

*(MTO = Ministry Training Office)*

The project implementation team marketed, selected, sent and monitored close to 90% of the targeted number of participants - the structure worked so well that the original project activity completion date (PACD) was extended to 1993, with little apparent difficulty in meeting overall targets. The systems which evolved over the course of the ten year project period were gradually refined, tested and institutionalized. We also note that "tough" (at the time) new targets for women (See Table 2 for SST Project Evolution) introduced in the course of the project were embraced and met by the entire USAID/DFC implementation team. The challenge of increasing percentage of women candidates required was responded to energetically, thanks in part to the personal commitment of the main (read "everyday") DFC representative.

The English language training component appeared to have been largely successful in preparing trainees for coursework, and no significant difficulties were uncovered in this portion of the pre-departure preparations.

We believe that U.S. monitoring functions, after initial difficulties, were carried out adequately, also as evidenced by the successful completion rates of Moroccan participants.

**TABLE V.2: SST PROJECT EVOLUTION**

1982	Sector Support Training (SST) Project Paper prepared
1983	SST Project Agreement signed with GOM
1984	
1985	Mid-Term Evaluation #1 <ul style="list-style-type: none"> <li>▶ Fields of training quotas recommended</li> <li>▶ Closer contacts with private sector recommended</li> </ul>
1986	Project Paper Supplement #1 <ul style="list-style-type: none"> <li>▶ Targets (including women) increased</li> </ul>
1987	
1988	Original Project Activity Completion Date (PACD)
1989	Mid-Term Evaluation #2 PP Amendment #2 <ul style="list-style-type: none"> <li>▶ Targets increased</li> <li>▶ MBA Sub-Project added</li> <li>▶ "2 men, one woman" rule adopted</li> </ul>
1990	Private Sector Training Needs Assessment prepared
1991	"Training for Development" (TFD) Project Paper prepared
1992	TFD contract awarded
1993	9/30 SST Project PACD
1994	Last SST participants return to country

While the administrative tasks and pre-departure orientations are well covered and well-appreciated by returnees questioned, the training monitoring and follow-up functions in country are not well covered, save the efforts of USAID staff to maintain telephone contacts with employers as LT trainee reports arrived. While we acknowledge that this is a project conceived twelve years ago when attention to impact was not as pronounced as it is currently, we note that crucial functions - mainly training needs analysis and follow-on - are missing, making training impact evaluation next to impossible.

The project's Logical Framework (logframe) foreshadows the absence of these functions within the SST implementation structure. The "Assumptions" column of the logframe (See Attachment 1) notes those assumptions which, if they hold true, predict that project inputs will indeed lead to project outputs, purpose and goal. They normally refer to conditions outside the immediate control of the project implementation team, but for which precautions need to be taken. In this case, they refer to the GOM's and other employers' ability to effectively take advantage of the returned participants, the effectiveness of the Project procedures and policies.

Therefore, it is inappropriate to state as an assumption under "Outputs" that *"if the identification, selection and placement procedures function effectively,"* then the project outputs will be attained. These are not only within the team's control, they were among its main tasks. All three parties took responsibility for managing this assumption, and project outputs were indeed attained.

The next assumption, "...if the mechanisms for absorption and utilization for returned participants operate effectively," is more problematic in attaining the project purpose. This is not within the control of PIET, nor USAID, nor directly the DFC, but within each department or division which provided trainees and to which the trainees return. We did not find any evidence that major efforts were made to manage this condition, that is, to make sure that the mechanisms exist.

In fact, the DFC representative noted squarely that she did not consider it appropriate for DFC to do this, since DFC is a service for the selection and processing of candidates for scholarship awards. She noted further that trainees themselves needed to take responsibility for getting a job and using the training. This is supported by the evidence in Table V.3, listing the major roles and responsibilities of the DFC within the GOM (note the highlighted responsibilities). Information flowed from the DFC to the various ministry training offices (MTOs) and nominations for USAID-sponsored training flowed back through the DFC. However, substantive assessment of the training needs, maintaining contacts with ministry training offices concerning individual trainees, and follow up on utility of training are not part of DFC's regular role.

**TABLE V.3: AFPFC/DFC ATTRIBUTIONS**

**RESPONSIBILITIES MANDATED BY GOM LEGISLATION [for training in Moroccan institutions]**

1. Plan, coordinate and evaluate training activities in collaboration with concerned ministries under which executive training institutions are located;
2. Coordinate and evaluate executive training activities;
3. Coordinate with executive training institutions;
4. Manage the training institutions within the AFPFC;
5. Training departments coordinate with the DFC in the areas of planning, orientation, methods and means;
6. Call meetings of the Coordination Committee (Conseil de Coordination)
7. Preside over meetings of the Coordination Committee
8. Manage the legislative and administrative affairs of the teaching staffs of the training institutions
9. Represent the DFC in an official capacity with international and national commissions, administrative committees, legislative committees, in the parliament;
10. *Prendre des arrêtés d'équivalence pour accéder aux grades des enseignants-chercheurs des écoles (?)*

**CUSTOMARY AND AD HOC RESPONSIBILITIES**

1. Register foreign student candidates in [Moroccan] training institutions within its portfolio;
2. Coordinate the scholarship award process;
3. Select candidates for foreign scholarship programs;
4. Act as permanent secretariat for the Coordinating Committee and the National Committee;
5. Examine legislation covering the creating and organization of training institutions;
6. Inform and guide high school and university students;
7. Conclude and manage Project Agreements (with foreign governments) relating to executive training;
8. Create recruiting and equivalency committees

**OTHER RESPONSIBILITIES WHICH FALL UNDER EXECUTIVE TRAINING**

1. Researching executive continuing education programs
2. Private higher education institutes
3. Other Project Agreements relating to training which are managed by ministerial departments

(GOM/DFC; consultant translation)

Because the Project partners assumed that effective mechanisms at the employer level for training utilization were in place when in fact there were none, neither USAID nor the DFC created their own mechanisms to do so. Again, we believe that this situation was produced by USAID's and DFC's vision in 1983 and reaffirmation in 1989 of this project as a scholarship project, rather than a development project. Were it the latter, the project structure would have reflected much different requirements for planning and monitoring.

In general, we believe the project structure to have been adequate to ensure the achievement of project target numbers. We believe that the DFC can efficiently process government employees' papers, a role which cannot be neglected nor overlooked. The project processed increasing numbers of trainees each year, and the vast majority of trainees completed their programs. EOPS were produced in an increasingly efficient manner over the years, as administrative systems were developed and became institutionalized. However, we conclude that the project failed to assign responsibility for ensuring or monitoring training impact, based on our inability to find that major training management functions such as training needs analysis and training follow-on were not part of either DFC or USAID's major tasks.

We noted that although training targets were clearly met, our inability to verify whether scholarships awarded responded to clear organizational manpower needs or performance problems indicates that training impact is nearly impossible to measure, apart from the predictors discussed in the previous chapters. The absence of a project element designed to either undertake or verify training needs analysis at the ministerial or firm level accounts for this, which we see as a serious problem if not corrected given the current agency emphasis on training impact evidence.

Even at the logframe level - which lists among major assumptions for project success effective mechanisms for training absorption and utilization - the project implementation structure did not include measures to assure this is the case. We believe this was a serious impediment to assuring training impact.

We also were concerned that while responsibilities are fairly evenly matched on paper - general planning and candidate selection are equally shared, public sector recruitment rests with the GOM - all monitoring and follow-up fell under USAID responsibility. We believe that the GOM as the ultimate project beneficiary needs to participate more fully in ensuring that this assistance is most appropriately used.

### **Recommendations:**

Overall, we suggest "reinventing training". Training financed under USAID should not be merely administered, but managed. The TFD project attempts to increase the skills of Moroccan businesses and training providers in this regard, and we believe that the public sector has no less need for better applied and managed training. Specifically, we recommend that USAID Rabat incorporate the following practices into future training efforts:

**(V.A) Continue to sign accords with the DFC as the GOM counterpart office, since they are the entity in charge of overseas training administration. However, since monitoring and follow-on are not among its mandates, explore other ways to involve GOM stakeholders in these aspects of management of USAID-sponsored training.**

**(V.B) Formally include Ministry training offices as project partners, so as to improve the quality of training analysis and increase the likelihood of effective training utilization.**

**(V.C) Abandon the system of "marketing" training programs via the DFC. Deal directly with key institution staffs to determine training needs, and design programs to meet those needs. Prescribe training only after a training needs analysis has been completed.**

**This marketing scheme represents a major departure from the current system and would likely find some resistance, much as the TFD project's potential partners initially resisted the stringent requirements for project participation. Lessons learned from the TFD partner institution selection exercise should be used to facilitate this change-over.**

**(V.D) In order for the above to work, ministry training office staff must be skilled in strategic analysis, training needs assessment, training cost-benefit analysis, (in order to make sure there is truly a need for training, and that utilization mechanisms can be put in place). Provide training for these staffs. Provide the ministry training office staffs with skill training as needed, technical assistance and opportunities to network with training and HRD professionals. Follow-up on the Training of Trainers-style training which was provided to ministry officials several years ago to uncover the residual impact, and to see what USAID and the ministries can do to make the impact sustainable. This might "sensitize" them to the need to plan for sustainable impact for the people they send on USAID scholarships.**

**(V.E) If and when the USAID/M strategic objectives have been approved, explore with DFC the appropriateness of medium to long term technical assistance (2 years) to the DFC to work with ministry training offices, in order to develop the DFC capacity and self-image as a service provider to the ministry training offices. The overall objectives are 1) to improve the human resources planning capabilities within the GOM, and 2) to promote sustainability of training management functions within the GOM.**

## **B. Planning**

In this section we examine in more detail how training is planned and programmed, and how this influences the achievements of project targets and impact.

### **Findings and Conclusions:**

The SST Project was amended twice, each time increasing the number of participants in the various categories, each time refining the procedures and policies for attaining targets (women, English language, etc.) and once to extend the life of the project itself. This study did not examine whether this is due to consistently underestimating the demand for training or whether the project was so successful that it steadily increased the demand for scholarships. Rather, this evaluation focused on how the initial and periodic planning exercises undertaken by project managers affected the targets and impact. The major targets covered gender, public/private sector, duration of training, field of study, and HBCU/Gray enrollments.

**Gender:** When in 1988/89 simple "encouragement" was found to not be strong enough to elicit the desired numbers of women candidates from ministries, the "one-for-two" rule was instituted. Thereafter it was a simple formula. Also around this time, Women in Development courses were being developed by ST providers, which became a popular short term workshop topic. Another strategy might have been to identify where training for women would have had the biggest impact, or where they were found in the biggest numbers. However, the adjustment of policy to reach the targets was effective. While the women's training target was not reached in absolute terms over the life of the project, they were exceeded in the final three years.

The policy has helped a number of women to gain access to positions which normally have been occupied by men. In addition to increasing the pool of qualified women for these positions, the personal development reported by women returnees has sometimes been a significant factor in the advancement of the individual. The Regional Delegate for the Fishing Industry in northern Morocco has ascribed her advancement in part to what she learned in the United States.

On the other hand, other key ministry informants noted that in order to reach the 2:1 ratio, they have sent women candidates who otherwise would not have been the best qualified, though they were unable to say how well the women performed on their return in comparison to men who had or had not studied in the USA.

**Training duration (ST/LT):** The availability of more short term courses (especially in French) over the life of the project, coupled with an increasing realization of the cost implications of short-term training, led planners to increase the number of short term slots. The effective demand was high on the part of the candidates due to the easier selection requirements, and could be said to be high on the part of the employers due to the low opportunity cost of the training, whatever the benefits were.

However, the ease with which Moroccans were placed in short-term programs, especially in the proliferating francophone courses, was not matched by an indisputable increase in training utilization and impact. In this case, planning more short term training on the basis of lower cost and increased availability is not enough - training needs analysis and plans for how training will be used are as important for short term as for long term. Planning for long-term training proceeded on schedule, except for the long-term programs offered to the private sector.

**Public/Private Sector:** Several times during this project, consultants and key officials within public and private sector organizations noted the low propensity of private sector employers to finance long-term training for current employees. And indeed, sponsored LT private sector participants did not meet targets. When the unsponsored set-aside was implemented, the number of qualifying applications increased. This promising development was hampered by the stricter requirements made for unsponsored people to gain acceptance by themselves to US schools (among other conditions). The willingness of the project to try such a novel target was well rewarded, However, it is difficult to see how this will affect training utilization and impact, when clear objectives for training utilization are not identified at the outset. The prevailing wisdom that private sector people are more apt to put their training to good use since they have more of a stake in the outcome is somewhat supported by the evaluation questionnaire responses, but not indisputably.

**Field of study:** The performance deficiencies in management functions within developing country public sectors became a widely reported phenomenon prior to and during the decade that the SST Project covered. As technically trained civil servants were increasingly asked to manage more and better, analytical and managerial skills were added to technical skills as requirements for effective development activity. The SST project planned for much more training slots in management and analysis skills, and indeed exceeded them. This also was partly due to the increased availability of short- and long-term programs over the years, as well as the steadily increasing visibility and value of these U.S. management courses.

The project kept up with the trends in management training, and according to virtually all questionnaire respondents, enabled small but potentially significant improvements in "managerial" knowledge and abilities. (This refers to the widely reported better analysis skills, better interpersonal skills and better work organization skills, to name a few.)

**HBCU/Gray Enrollments:** Because one or two HBCU/Gray training providers offered a wide range of programs in management, women in development and eventually, private sector development, an unusually large percentage of enrollments (virtually all short-term) responded to the HBCU/Gray requirement. Project planners could not have been aware of how this would turn out, yet achieve the overall targets the SST Project did (thanks to short-term placements), though we question whether these enrollments actually broadly support the HBCUs across America. However, despite the reported instances of dissatisfaction with the training experience itself, we cannot discount the overall positive reports of small management improvements that we noted above.

**Critical Mass:** Though it is not a formal target, virtually all project documents refer to the value of training and educating a critical mass of people within a sector. However, we cannot conclude that scholarships were offered to critical masses of persons within sectors. First, the "sector" level seems too broad to realistically encompass. Bilateral technical projects may be better suited to this, it should be noted, since they more often work with critical institutions, and have clear development objectives by which to decide which individuals are indeed critical. In contrast, SST accepted participants from many ministries. We did hear from one ministry official (Director of the *Centre National de Documentation*) that it was a sound idea, and that training planned and carried out with this in mind did have a greater effect than had it not been planned for.

In the process of asking key informants and returnees how participants are initially drawn to the program, we also learned about the planning processes used within the different ministries. We found a wide range of scenarios - from the supervisor who is involved in all details of a subordinate's training, to the laissez-faire type who barely remembers having signed the training approval form.

We then examined a small sample of participant dossiers to gauge the degree of involvement by the candidate's supervisor in the training process. For the most part, supervisor involvement in the training planning appeared light. We found little evidence that employers actively described how the training should benefit his or her subordinate (See also findings in III.14), nor how the organization will profit from the individual's training. Though our questionnaire did not ask about the extent to which the employer participated in establishing training objectives for the trainee, it did not appear to make a difference in training utilization whether the employee or employer took the initiative to nominate a candidate (See also findings in III.9). Otherwise, the dossiers are quite well-built, containing the following:

**TABLE V.4: APPLICATION FOR TRAINING DOCUMENTS REQUIRED**

<ol style="list-style-type: none"> <li>1. Nomination letter (<i>lettre de proposition</i>)*</li> <li>2. Employment certification (<i>attestation de travail</i>)*</li> <li>3. Authorization to take ELT (<i>autorisation de suivre les cours d'anglais</i>)</li> <li>4. Certification of salary and travel support (<i>attestation de maintien du salaire et de la prise en charge des frais de voyage</i>)</li> <li>5. Commitment letter (<i>lettre d'engagement</i>)</li> <li>6. Supervisor's approval*</li> </ol> <p>(* 1,2, and 6 were 1-page letters or memos.)</p>	<ol style="list-style-type: none"> <li>7. Personal statement of candidate               <ul style="list-style-type: none"> <li>- general reasons</li> <li>- specific interests</li> <li>- intended area of specialization</li> <li>- career objectives</li> <li>- research interests and experience</li> <li>- major responsibilities in current job</li> <li>- responsibilities of job you will be assigned to</li> <li>- academic qualities you are missing</li> <li>- how expect that US training will prepare you to do a better job</li> </ul> </li> </ol>
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**Personal Statements and the PIO/Ps:** It is the applicant's personal statement which is used to build the training objectives described on the PIO/P. Applicants are selected on the basis of the quality of their statements, among other things, and the more coherent and complete this statement, the better the training program designed for the individual. Training Office staff has noted that it is necessary to add detail to the PIO/Ps when the applicants have not been

descriptive enough in their requests. Making assumptions at this stage about training needs is dangerous. In addition to participant dossiers not detailing how well USAID training programs were to respond to departmental training strategies or plans, we were unable to obtain examples of divisional or ministerial training plans to examine for fit with USAID objectives and preferred fields of study.

While the training marketing and application process appears to facilitate applications from qualified candidates, reliance on ministry training plans, and application procedures which demand little substantive input from employers could possibly result in training provided when no specific development need exists.

Several informants and returnees noted that there is no problem associated with permitting candidates to nominate themselves; that further, this shows a degree of initiative to be applauded. We concur with this opinion in general, though we question whether USAID development dollars should be used to finance personal development unless it is related to USAID/GOM development goal. These could in fact be identical, however, there is no way to verify this fact. In any case, US development training implementation structures should rather build in an easier and clearer format for supervisors to plan the development impact of the training on their organization.

### Recommendations:

The following is a range of options which should be considered, offering various levels of Mission involvement in the planning process (and therefore differing levels of staff capacity).

(V.F) A missed opportunity for better training planning is the pre-departure orientation sessions organized by USAID. We feel that more insistence on training objectives and the trainee's responsibility to influence the organization should be made one last time, and publicly, before the trainees' departure.

(V.G) We believe that TFD is on the right track in promoting the idea of "*ingénierie de la formation*" (custom-designed training), and that, further, this concept should be extended to public sector training. The design of custom training interventions in the US will be successful only if training needs analysis the "*ingénierie*" is well done, and done with the ministry training offices. (See also III.6).

(V.H) The current application form should be modified to include a "compact" or agreement between the employer, USAID and the trainee concerning how the training will be used.

(V.I) Instead of sending a *note circulaire* to Ministries announcing scholarships for individuals, the DFC should announce a special program open to Ministries, which would then be requested to submit training program proposals. There should be priority

training for groups (critical mass), and the DFC should provide a) instructions on how to present and justify the proposal, and b) clear instruction on how it supports USAID strategic objectives. (USAID can prepare this for the DFC.)

(V.J) Continue to explore with DFC the idea of setting up a *Table Ronde* of GOM training directors and managers. Its purpose would be to highlight the role of human resources development within the GOM and to build understanding and support for greater supervisor involvement in training planning for their subordinates.

### **C. Monitoring and Evaluation**

In this section we examine whether there was sufficient monitoring of the project as it was being implemented, in terms of both targets and impact. In doing so, we note whether lessons learned from the monitoring were accommodated, and whether recommended changes implemented.

#### **Findings and Conclusions:**

The table below lists basic questions to be tracked in terms of both meeting targets and affecting impact, along with the mechanisms employed during the SST project to follow these questions.

**TABLE V.5: SST PROJECT M&E MECHANISMS USED**

<b><i>BASIC M&amp;E QUESTIONS RE: TARGETS</i></b>	<b><i>M&amp;E MECHANISMS</i></b>
Is the training we offer appropriate to GOM and USAID development priorities?	Project Agreement requirements, JSC meetings, informal DFC/USAID meetings
Are we receiving the quality and quantity of applications we want? (by <i>ST/LT, region, gender, public/private, field of study, ministry of origin</i> )	JSC deliberations, informal USAID/DFC, DFC announcements, evaluations
How are actual vs target departures, completions (by <i>ST/LT, region, gender, public/private, field of study, ministry of origin, HBCU</i> )	PTIS, evaluations
How much are we paying for the training, per our estimates?	TCA, other USAID analyses
How are the trainees doing? Will the trainees finish their programs on time? What are the reasons for trainee extensions, cancellations?	AETRs, PIET communications, informal trainee communication
<b><i>BASIC M&amp;E QUESTIONS RE: IMPACT</i></b>	<b><i>M&amp;E MECHANISMS</i></b>
During training, how are the trainees succeeding? What are they learning? Is it relevant to the training plan? the development needs?	AETRs, trainee questionnaires & reports, PIET reports
Upon return, are trainees being placed in positions and in departments which are important to GOM and USAID development priorities? Was a "critical mass" achieved? (by <i>ST/LT, region, gender, public/private, field of study, ministry of origin.</i> )	PTIS, JSC meetings, evaluations, informal communications

How have our trainees put their training into practice? (by ST/LT, region, gender, public/private, field of study, ministry of origin.)	informal communications, evaluations
What either helped or hindered returnees on their return?	informal communications, TFD (follow-on) evaluations
What complementary training will be required for returnees or their colleagues in order to reach the work unit's required performance level? How much are employers willing to pay for it?	informal communications

We also re-examined the log-frame for clues to how the project would monitor achievement of outputs, purpose and achievement. We found that the mechanisms at the output level were clear and generally followed as described, with the exception of ministry reports. At the purpose level, however, we feel that the monitoring has followed the logframe less well. Ministry records are not precisely identified, nor are reports from other donors. Interviews with ministries and private industries, as well as observation analysis by project staff, are neither well-defined nor documented.

TABLE V.6: SST PROJECT LOGFRAME (DETAIL)

<p><b>PROJECT PURPOSE</b> To upgrade the analytical, managerial and technological capabilities at all levels of public and private institutions which are involved in the development process</p>	<p><b>MEANS OF VERIFICATION:</b> 1. AID training office records 2. <b>Ministry records</b> 3. <b>Reports of other donor agencies</b> 4. Interviews with ministry officials and with returned participants (informal) 5. <b>Annual training plans</b> 6. <b>Observation analysis by project staff</b> 7. <b>Visits to private industry related to GOM development process</b></p>
<p><b>OUTPUTS</b> 1. Key GOM officials trained in analytical, managerial, technological skills at US universities. 2. Middle level managers in GOM projects and private enterprises trained (LT/ST) in US, 3rd country (ST) in management and/or technical fields required for current employment, and in-country training for local needs. 3. Women trained for key and middle management positions in Moroccan organizations.</p>	<p><b>MEANS OF VERIFICATION:</b> 1. AID reports 2. <b>GOM ministry reports</b> 3. <b>Interviews with returnees and their supervisors</b> 4. <b>Annual informal evaluations</b> 5. Mid-project and final evaluations 6. Annual training plans</p>

The Project underwent two mid-term evaluations in its lifetime. Each of these evaluations, per the logframe, were to focus on project implementation and project outputs, rather than the end-of-project-status.

This being the case, the majority of lessons learned and recommendations focused on aspects of project implementation, rather than providing new information about the impact of the training. Following up on almost all of the recommendations allowed the Project staff to rectify or improve candidate targeting by gender, public/private sector, and by field of study or ministry

of origin, training marketing, selection processes and conditions of acceptance. A summary list of 1985 and 1989 recommendations is found in Table V.7.

**TABLE V.7: SST EVALUATION RECOMMENDATION SUMMARIES**

1985 EVALUATION RECOMMENDATIONS	
<i>Field of Training</i>	
1.	Set a quota for each field of training so that training will not be concentrated.
2.	Locate LT participants from Prime Minister's Office and Ministry of Finance.
3.	Include language in Notes Circulaires specifically encouraging women candidates.
<i>LT Selection Criteria</i>	
4.	Under special circumstances, accept non-sponsored candidates.
5.	Reduce required ALIGU score for one test year. - NOT ACCEPTED
6.	GOM should provide RT tickets.
7.	Extensions should be considered on a case by case basis. AID: The proposed duration will not change, but we will consider requests, which will also be submitted to the GOM.
<i>Training Announcements</i>	
8.	AID should find out who receives Notes Circulaires and what is being done with these.
9.	Once (8.) is done, AID should send a copy of the Note to the offices, and follow it up with direct Contacts.
10.	Mission staff (non Training Office) should also informally advise their counterparts of scholarships available.
<i>Pre-departure Orientation</i>	
11.	Focus on practical subjects: lodging, per diem, medical, insurance, etc.
12.	Discuss TIP, to have approval of TIP before participant's departure.
<i>Medical Issues</i>	
13.	Assure that participants have medical exams before departure.
<i>Training Utilization</i>	
14.	JSC should follow up on returnees to see that they utilize training. (AID will assist JSC to monitor. PTIS will be provided regularly.. JSC will insist that letters of nomination explain future position of candidate. AID will talk to Min/Equip. re: GOM follow-up of returnees.)
15.	Mission should be actively involved in development of alumni association.
16.	Nomination letters should state that training will be utilized upon return.
<i>Private Sector</i>	
17.	Work more closely with private sector to publicize US training.
18.	AID should use 0178 funds in connection with Export Promotion project now in planning. (AID will encourage not-for profits, small/medium enterprises, women, and talk with Min/Equip.
19.	Engage discussion for more in-country training with private and public organizations.

1989 EVALUATION RECOMMENDATIONS	
<i>Monitoring</i>	
1.	Introduce improved tracking and data collection systems on returnees.
2.	(Create/install) a coding system on academic performance in US.
3.	Follow up on job status within 8-12 months after return.
<i>Participation of Women</i>	
4.	For every 2 men, select 1 woman, for LT training.
5.	Organize meetings with GOM decision-makers to build awareness of importance of training for women.
<i>Procedures</i>	
6.	Streamline nomination documentation.
<i>Private Sector Issues</i>	
7.	Conduct a private sector training needs assessment
8.	Identify short-term and in-country opportunities for the private sector.
9.	Add un-sponsored private sector category to LT training.
10.	Formalize the pilot MBA sub-project to permit application by unsponsored candidates.

1. Introduce improved tracking and data collection systems on returnees.
2. (Create/install) a coding system on academic performance in US.
3. Follow up on job status within 8-12 months after return.

4. For every 2 men, select 1 woman, for LT training.
5. Organize meetings with GOM decision-makers to build awareness of importance of training for women.

6. Streamline nomination documentation.

7. Conduct a private sector training needs assessment
8. Identify short-term and in-country opportunities for the private sector.
9. Add un-sponsored private sector category to LT training.
10. Formalize the pilot MBA sub-project to permit application by unsponsored candidates.

We find that the Project was especially responsive to the changing mandates from Washington, and to the development of the management training industry in general. While targets for women were difficult to achieve at first, they were surpassed in the Project's later years, and the DFC had institutionalized this mandate. The Project was slightly less successful in making training available to the private sector, despite repeated lessons learned about the private sector's willingness to invest in long term training.

However, we find that because the evaluations were focused on implementation, the opportunity to make mid-course adjustments to increase training impact were missed. This is despite recommendations made, for example, that the JSC actively follow-up on training, that nomination letters should state how training will be utilized on return, and that an improved tracking and data collection system on returned participants (including an 8-12 month post-training follow-up) should be introduced.

We feel that the JSC was less responsive to the 1989 evaluator's recommendations concerning monitoring and follow-up (see table V.6 above. As noted in Chapter 4, the DFC does not feel it appropriate to become involved in either returnees placement not training utilization within their ministries, which DCF believes is rather an internal matter for each ministry/employer.

We also feel that the focus for US training reports prepared by PIET (according to USAID/M instructions) placed less attention on eventual training utilization than on progress reports. We believe that the Mission's should inform PIET that it requires more information from the training provider, with emphasis on training utilization, so that a) the trainee is kept focused, and b) the Mission has meaningful interim information to share with the employers.

Finally, we note that data collection was generally adequate to allow analysis of the achievement of targets, but less than adequate to track impact. The informal interviews with employers and

returnees has furnished some interesting, though insufficient data to report on training utilization and impact. Baseline data for each trainee or group of trainees was lacking, apart from the trainee's own analysis, and the PTIS system used by the Mission did not track post-training. The PTIS data is no longer on-line; it was not converted several years ago when the Mission switched computer operating formats. For all the effort put into creating and maintaining the data, it will never be easily available for future analysis in its present state.

### Recommendations

(V.K) Install PTMS as soon as possible. Convert existing data from older projects and append to the PTMS as possible. Work with PTMS consultants and trainers to establish reports to regularly furnish to the GOM.

(V.L) Consider purchasing for ministries some commercially-available training administration software and training in it so that the nominators of future training can be more efficient in planning and monitoring without waiting for USAID or DFC systems to be created.

(V.M) Explore with DFC the possibility of requiring ministries to report on the training utilization by returnees. Consider a periodic meeting to bring together sponsoring ministries to share success stories, to raise the level of awareness of the direct impact training can have on performance, and to highlight the role that supervisors play in planning effective training programs

(V.N) We concur with USAID's intention to create a database application for tracking training impact. This should be programmed as the upcoming strategic planning activity comes to a close, so that programmers can interface with the planners to create the most useful application.

(V.O) USAID/M should specify for PIET how much and what detail it would like in order to better follow-up with employers, and to track progress towards training impact.

## VI. RECAPITULATION OF RECOMMENDATIONS

*This chapter regroups recommendations found throughout each of the main chapters.*

### PROJECT TARGETS

(II.A) The outstandingly high 98% degree completion rate in long-term training testifies persuasively to the value of the participant selection process and English language training components. *(This is a lesson learned rather than a recommendation.)*

(II.B) For valid academic and programmatic reasons, long-term graduate degrees in U.S. universities often take more than the minimum amount of time to complete. Time estimates should be based on prior Moroccan experience with similar degree objectives in the same field of study at the same university, rather than on generic estimates based on American students' performance after completing undergraduate degrees at U.S. institutions.

(II.C) For budgetary planning and to prepare for the participant's eventual return to Morocco, the initial estimated length of each long-term training program should be formally and carefully reviewed annually and, as necessary, plans of study and budget worksheets should be annually revised accordingly.

(II.D) Based on the Evaluation Questionnaire responses and focus group discussions in Morocco, short-term training in the United States in programs offered in French or Arabic language of instruction did have sufficient enriching opportunities ("Experience America") beyond the formal workshop program to merit their continued utilization for specific short-term training objectives.

(II.E) Regardless of the quality and availability of specific workshops and courses, heavy concentration of short-term trainees in a single training institution does not provide the diversity of educational opportunity that should be an objective in identifying training providers for participants supported in the same human resource development project. Identification of appropriate training programs should be demand driven rather than supply driven. If necessary, USAID Rabat should seek more tailored and responsive training program development rather than continued reliance on off-the-shelf offerings of various training providers.

(II.F) The difficulties of securing placement for the MBA sub-project candidates at the highly competitive, limited number of U.S. business schools identified in PPS No. 2 suggests that this approach not be repeated. If future Moroccans are to be supported by USAID Rabat for MBA degrees, it would be more effective to allowing the USAID

programming agent or contractor to make the necessary arrangements for placement consistent with project objectives and participant qualifications but without a limitation on the eligible business schools.

(II.G) For future participant training implementation in the U.S., USAID Rabat should formally obtain AID/W concurrence that the 10% placement quota for HBCUs includes Gray Amendment entities (African-American, Hispanic, Asian, Native American, and women-owned profit-making or non-profit organizations).

### ***THE TRAINING PROGRAM***

(III.A) Long-term training for the doctoral degree should only be considered for individuals already serving as faculty in universities or other appropriate post-secondary teaching or research institutions. For those working in the ministries or in the private sector, the cost and cost-benefit factors merged with the high risk of under and/or delayed utilization upon return home make doctoral degree training an unwise human resource investment for USAID.

(III.B) While the emphasis in its Training For Development Project is to increase growth in the private sector, USAID Rabat should continue to offer appropriate training opportunities to public sector employees whose positions are critical to private sector development. We recommend that public sector training for support to private sector development be incorporated in strategic planning as TFD evolves and reorients its implementation plan in response to the interim evaluation report completed in July 1994.

(III.C) To reduce the time required for reintegration of participants into the productive work force upon completion of their training in the United States, the future job commitment made by the employer (public or private sector) for long-term training programs should be specific, whenever possible, as to a particular job.

(III.D) In order to assure a more specific work-related training experience, each short-term participant should formulate, during the pre-departure period, a job-related project to be carried out during the training program. The approving supervisor or nominator should concur in the proposed project. During the final week of the training program, or at its end, a summary (1-2 page) project report would be prepared and submitted upon return home to the supervisor or nominator, and also to the sponsor (DFC, USAID, and AMIDEAST for the Training For Development Project).

(III.E) For those short-term participants whose training program will be conducted in English, there should be more rigorous screening for English language proficiency (raising the minimum ALIGU qualifying score) and provision for more English language training in Morocco (up to six months), if necessary, in order to be better prepared for the U.S. training experience.

**(III.F)** During the period of English language training at an American Language Center in Morocco, prior to embarking on a long-term training program in the United States, the participant should be in an active relationship with his/her supervisor, to verify topics of particular interest to both parties and to identify material that the participant should take to the training program as a basis for special projects, case studies, term papers, a thesis, or a dissertation.

**(III.G)** For short-term training in group programs, whether off-the-shelf or tailored, the participants, whatever their nationalities, should have roughly equal levels of responsibility in their current employment positions. USAID Rabat should be clear on this condition when it prepares and transmits the appropriate PIO/P to the U.S. training contractor for placement processing.

**(III.H)** Long-term participants should be encouraged to return to Morocco between their first and second academic years, with the Government of Morocco paying the round-trip fare. When agreed to in advance with the employer, this trip home to discuss academic progress, plans, and projects will also serve to strengthen the bonds between the employer and the participant-employee and to lay the groundwork for reintegration of the employee into the work environment upon return home.

**(III.I)** To keep contact open and active between the long-term participant in the United States and the employer in Morocco, the participant should be required to prepare a written report annually that describes one or more relevant, innovative professional developments in the United States of which the participant has become aware.

**(III.J)** DFC and USAID Rabat should further explore the establishment of a series of meetings involving appropriate ministry and private sector employer officials, that periodically (at least annually) review the academic progress and reintegration plans for long-term participants currently in the United States.

**(III.K)** Short-term training courses in management skills should clearly state that over 50% of the teaching faculty are Americans. Moroccans, both participants and ministry officials, anticipate that seminars or workshops in American management theories, practices, organizational structure, techniques, and skills will be presented in the classroom by Americans, for the most part. If the teachers and trainers are predominantly Moroccans or Africans, then it would be better to carry out such training in Morocco.

## **POST TRAINING**

In order to facilitate the re-entry process in training for the TFD Project, USAID Rabat and its contractor could:

(IV.A) Consider creating a "Pre-return package" for trainees covering what to do/expect, how to plan for return, including action planning, joining associations, ordering subscriptions, getting on mailing lists, Mission expectations for re-entry and Mission plans for eventual follow-up on returnee progress.

(IV.B) Consider sending a form letter to employers a few months before the trainee's return to remind them of USAID's expectation that a position will be open, to let employers know that USAID has expectations for training utilization, to let the employer know how USAID will be checking on training utilization periodically, and to invite the employer to contact USAID.

(IV.C) Periodically (perhaps four times per year) arrange a meeting of all employers and returnees coming home in that period in order to review the training and make public plans for training utilization. This re-entry workshop is for the benefit of both employer and employee. Such meetings could also be organized ministry by ministry.

(IV.D) Require that the training contractor also send a letter at re-entry to the employer which outlines the trainee's program and programming suggestions for utilizing the training. It could also cover what they propose as fine-tuning, or even services which the provider plans to deliver outside the context of USAID training: *service après vente*.

In order to promote more receptive organizations, the USAID Mission could:

(IV.E) Send a pre-return package to employer (see also IV.1)

(IV.F) "Contract" with employers at beginning of training so that all know what the expected outcome is. (Not a legally binding contract, but a commitment to making sure that the training solution is a valid intervention.) We believe that this is best done by the employers themselves, in conjunction with the training providers.

(IV.G) Require that trainees agree to conduct research of use to employer. This would encourage employer "buy-in" to potential research topics, yet leave enough flexibility for participant to be able to take advantage of new information not available at departure.

(IV.H) Require that sponsored private sector trainees agree to conduct business research on suppliers, agents or technology contacts for use by employer. Here, also, enough flexibility should be left for the participant to take advantage of new information not available at departure.)

**(IV.I) Consider asking participants to help facilitate contacts between the training institutions and employers, so that a) employers are aware of what the trainee is doing, and b) develop the notion that universities are resources for businesses and other organizations. Introduce the idea of business/industry partnerships.**

**(IV.J) Enlist ministry training offices' help in tracking training impact. Create informal "evaluation round tables" or "impact commissions" which would look as a group for ways to monitor and evaluate training utilization and impact. They are the main stakeholders.**

**To increase the probability that a job will be available on the trainee's return:**

**(IV.K) USAID and the ministry training office should maintain periodic (perhaps semi-annual) contact with the employer. PTMS could produce tickler files of employers to contact during each period.**

**To assure that the training provided is related to a specific job:**

**(IV.L) The ministry should undertake a comprehensive training needs assessment for the trainee or group of trainees. USAID should make sure that ministry training office have the skills to do this. Make sure that the employer signs off on this analysis of the performance problem and training objective.**

**(IV.M) Employers should be briefed on why US training is required for the performance problem. U.S. training should be prescribed for a particular reason; otherwise, in-country training should be organized.**

**(IV.N) Require that research undertaken is related to the job or the organization in some way. (See also recommendation IV.G.)**

**The following will contribute to training others:**

**(IV.O) When undertaking research concerning the employer or the sector, trainees should be helped to involve their co-workers as much as possible in the research (for example, gathering data or publicizing research to potential users. The trainee should share interim progress reports.**

**(IV.P) Upon return, trainees should bring materials which co-workers can immediately profit from. Trainees should be encouraged to put co-workers on professional mailing lists.**

In order to assure quality follow-up training, USAID could:

(IV.Q) Explore the concept of *formation en alternance* (work-study) as a means to provide additional training in-country following US training.

(IV.R) Develop in-country training by the US training providers for work units where a critical mass has been established of US trained people.

(IV.S) USAID should prepare a package for use by employers on how to put together a proposal for training, so as to have more appropriate and thoughtful requests for training. Stipulate the analyses the requestors must provide in order to clearly establish the need for training.

In order to promote professional linkages, the training contractor should:

(IV.T) Prepare a pre-return package for trainees on how to join US alumni associations, USAID expectations for Moroccan alumni associations, and how the returnee-to-be can help them, suggestions on what trainee can do to keep training alive)

(IV.U) Develop more detailed PIO/P preparation instructions for Mission Training Office staff, to result in PIO/Ps which contain instructions to training providers to cover action planning and post-training support. Include what you want the provider to do in the way of letters to employers, pre-return packages, etc.

At this time, we can only recommend limited support to follow-up infrastructure:

(IV.V) In the short term, these activities (alumni associations, newsletters, directories) should be accorded a lower priority at Mission level, given the current low level of interest, and the relative higher importance of building in systems to plan for better utilization from the beginning.

(IV.W) Alumni associations should not be supported at the present time. Prior to considering alumni association support, USAID expectations for alumni associations should be clarified: what is required of them and are they able to provide it?

(IV.X) Alumni Associations should be required to do more research on what alumni associations do in other settings, including research on other nationality associations.

## **PROJECT MANAGEMENT**

Overall, we suggest "reinventing training". Training financed under USAID should not be merely administered, but managed. The TFD project attempts to increase the skills of Moroccan businesses and training providers in this regard, and we believe that the public sector has no less need for better applied and managed training. Specifically, we recommend that USAID Rabat incorporate the following practices into future training efforts:

(V.A) Continue to sign accords with the DFC as the GOM counterpart office, since they are the entity in charge of overseas training administration. However, since monitoring and follow-on are not among its mandates, explore other ways to involve GOM stakeholders in these aspects of management of USAID-sponsored training.

(V.B) Formally include Ministry training offices as project partners, so as to improve the quality of training analysis and increase the likelihood of effective training utilization.

(V.C) Abandon the system of "marketing" training programs via the DFC. Deal directly with key institution staffs to determine training needs, and design programs to meet those needs. Prescribe training only after a training needs analysis has been completed.

This marketing scheme represents a major departure from the current system and would likely find some resistance, much as the TFD project's potential partners initially resisted the stringent requirements for project participation. Lessons learned from the TFD partner institution selection exercise should be used to facilitate this change-over.

(V.D) In order for the above to work, ministry training office staff must be skilled in strategic analysis, training needs assessment, training cost-benefit analysis, (in order to make sure there is truly a need for training, and that utilization mechanisms can be put in place). Provide training for these staffs. Provide the ministry training office staffs with skill training as needed, technical assistance and opportunities to network with training and HRD professionals. Follow-up on the Training of Trainers-style training which was provided to ministry officials several years ago to uncover the residual impact, and to see what USAID and the ministries can do to make the impact sustainable. This might "sensitize" them to the need to plan for sustainable impact for the people they send on USAID scholarships.

(V.E) If and when the USAID/M strategic objectives have been approved, explore with DFC the appropriateness of medium to long term technical assistance (2 years) to the DFC to work with ministry training offices, in order to develop the DFC capacity and self-image as a service provider to the ministry training offices. The overall objectives are 1) to improve the human resources planning capabilities within the GOM, and 2) to promote sustainability of training management functions within the GOM.

The following set of recommendations is a range of options which should be considered, offering various levels of Mission involvement in the planning process.

(V.F) A missed opportunity for better training planning is the pre-departure orientation sessions organized by USAID. We feel that more insistence on training objectives and the trainee's responsibility to influence the organization should be made one last time, and publicly, before the trainees' departure.

(V.G) We believe that TFD is on the right track in promoting the idea of "*ingénierie de la formation*" (custom-designed training), and that, further, this concept should be extended to public sector training. The design of custom training interventions in the US will be successful only if training needs analysis the "*ingénierie*" is well done, and done with the ministry training offices. (See also III.6).

(V.H) The current application form should be modified to include a "compact" or agreement between the employer, USAID and the trainee concerning how the training will be used.

(V.I) Instead of sending a *note circulaire* to Ministries announcing scholarships for individuals, the DFC should announce a special program open to Ministries, which would then be requested to submit training program proposals. There should be priority training for groups (critical mass), and the DFC should provide a) instructions on how to present and justify the proposal, and b) clear instruction on how it supports USAID strategic objectives. (USAID can prepare this for the DFC.)

(V.J) Continue to explore with DFC the idea of setting up a *Table Ronde* of GOM training directors and managers. Its purpose would be to highlight the role of human resources development within the GOM and to build understanding and support for greater supervisor involvement in training planning for their subordinates.

In terms of training monitoring and evaluation, we recommend that:

(V.K) Install PTMS as soon as possible. Convert existing data from older projects and append to the PTMS as possible. Work with PTMS consultants and trainers to establish reports to regularly furnish to the GOM.

(V.L) Consider purchasing for ministries some commercially-available training administration software and training in it so that the nominators of future training can be more efficient in planning and monitoring without waiting for USAID or DFC systems to be created.

(V.M) Explore with DFC the possibility of requiring ministries to report on the training utilization by returnees. Consider a periodic meeting to bring together sponsoring ministries to share success stories, to raise the level of awareness of the direct impact

training can have on performance, and to highlight the role that supervisors play in planning effective training programs

**(V.N)** We concur with USAID's intention to create a database application for tracking training impact. This should be programmed as the upcoming strategic planning activity comes to a close, so that programmers can interface with the planners to create the most useful application.

**(V.O)** USAID/M should specify for PIET how much and what detail it would like in order to better follow-up with employers, and to track progress towards training impact.

***ATTACHMENTS***

## ATTACHMENT 1: SECTOR SUPPORT TRAINING PROJECT LOGICAL FRAMEWORK

Narrative Summary	O.V. Indicators	Means Verification	Assumption																
<p><b>PROGRAM/SECTOR GOALS</b> To increase planning, management and technology transfer capabilities within Moroccan ministries and the private sector to carry out development programs effectively.</p>	<p><b>MEASURES OF GOAL ACHIEVEMENT</b> Introduction of practical elements of modern planning, management, administration and technology into development programs in central government and private organizations.</p>	<ol style="list-style-type: none"> <li>1. Comparative review of evaluation reports of USAID and other donors on GOM development programs.</li> <li>2. Evaluate central, provincial and local government and private agencies which are implementing development programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. That training provided will prepare participants to plan, manage and implement development programs effectively.</li> <li>2. That the technology learned can be transferred wisely and cost effectively.</li> </ol>																
<p><b>PROJECT PURPOSE</b> To upgrade the analytical, managerial and technological capabilities at all levels of public and private institutions which are involved in the development process</p>	<p><b>END OF PROJECT STATUS</b> 1. ... Moroccans trained outside Morocco in US and 3rd countries in modern techniques in administration, management and technology as related to developing programs. 2. ... Moroccans trained in-country in local administration, financial management and technology related to local programs.</p>	<ol style="list-style-type: none"> <li>1. AID training office records</li> <li>2. Ministry records</li> <li>3. Reports of other donor agencies</li> <li>4. Interviews with ministry officials and with returned participants</li> <li>5. Annual training plans</li> <li>6. Observation analysis by project staff</li> <li>7. Visits to private industry related to GOM development process</li> </ol>	<p><i>That the GOM will utilize the returned participants in positions where they can apply the skills they have learned to support current and future socio-economic development programs.</i></p>																
<p><b>OUTPUTS</b> 1. Key GOM officials trained in analytical, managerial, technological skills at US universities. 2. Middle level managers in GOM projects and private enterprises trained (LT/ST) in US, 3rd country (ST) in management and/or technical fields required for current employment, and in-country training for local needs. 3. Women trained for key and middle management positions in Moroccan organizations.</p>	<p><b>MAGNITUDE OF OUTPUTS</b> Number of Trained Moroccans LT/US ST/US ST/TC ST/IC 1 2 3 4 5 ... <b>TOTAL</b></p>	<ol style="list-style-type: none"> <li>1. AID reports</li> <li>2. GOM ministry reports</li> <li>3. Interviews with returnees and their supervisors</li> <li>4. Annual informal evaluations</li> <li>5. Mid-project and final evaluations</li> <li>6. Annual training plans</li> </ol>	<ol style="list-style-type: none"> <li>1. That identification, selection and placement procedures for training will function effectively.</li> <li>2. That mechanisms for absorption and utilization of returned participants will operate effectively.</li> <li>3. That participants will be given the maximum time needed for English language training prior to departure.</li> </ol>																
<p><b>INPUTS</b> 1. ST technical assistance 2. Training (LT/ST, US/3rd/in-country) 3. Staff Salaries 4. Evaluation 5. Invitational Travel 6. Contingencies</p>	<p><b>IMPLEMENTATION TARGETS</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">AID</th> <th style="width: 15%;">GOM</th> <th style="width: 15%;">TOTAL</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">...</td> <td style="text-align: center;">...</td> <td style="text-align: center;">...</td> </tr> <tr> <td></td> <td style="text-align: center;">...</td> <td style="text-align: center;">...</td> <td style="text-align: center;">...</td> </tr> <tr> <td></td> <td style="text-align: center;">...</td> <td style="text-align: center;">...</td> <td style="text-align: center;">...</td> </tr> </tbody> </table>		AID	GOM	TOTAL		...	...	...		...	...	...		...	...	...		<ol style="list-style-type: none"> <li>1. Assurance of timely and adequate provision of financial and other support to the project from both AID and the GOM.</li> <li>2. Estimates of training costs adequate to cover actual costs.</li> <li>3. Conditions precedent met.</li> </ol>
	AID	GOM	TOTAL																
	...	...	...																
	...	...	...																
	...	...	...																

## ***ATTACHMENT 2: METHODOLOGY***

The evaluation of the Sector Support Training Project was conducted using both quantitative and qualitative methods. These were designed to measure how effectively the training prepared participants in their respective fields and to evaluate the impact that returned participants were having primarily in the workplace, but in their family and community roles, as well. A survey questionnaire was designed to gather data from a sample of the Project's trainees to answer these basic questions and to cover the other topics addressed in the evaluators' scope of work. A series of questions was prepared to guide the focus group discussions and interviews with project personnel and other key informants.

### **A. SURVEY METHOD AND POPULATION**

The standardized survey instrument was administered to a sample of the universe of the Project's participants. A three-step process was used to draw the sample:

First, the universe of the population of participants was defined. The universe was obtained from USAID Rabat records which indicated the total number of long-term and short-term trainees who participated in training, by gender and year of training. A total of 1,009 participants successfully completed training programs with Project support: 762 short-term and 247 long-term trainees. Over the life of the project, 26 percent (258) of the trainees were women.

Once the universe was established, a sample frame was designed. The sample was stratified by sex, to ensure that the number of women included in the sample was equal to the proportion of women in the universe. Although the number of long-term trainees is smaller than the number of short-term trainees, the amount of money spent on long-term training has been much greater. Therefore, the evaluators decided to sample a larger number of the long-term trainees than of the short-term trainees in proportion to their respective shares of the universe. Fifty percent of the long-term participants were selected for the survey, while only 25 percent of the short-term trainees were included.

The stratified random sample was then selected from the universe of each group (male and female, and short-term and long-term trainees), beginning with a randomly selected number for each group. The following table summarizes the stratified sample composition:

**TABLE A2.1 - UNIVERSE AND SAMPLE SIZES**

	Long-term	Short-term
Total number in universe	N=247	N=762
Women in universe	62	196
Men in universe	185	566
Women in sample	31	49
Men in sample	93	142
Total sample	124	191
Replacements for sample	63	191

The survey measured trainee satisfaction with the program as well the impact of training, using several types of questions:

- ▶ *Open-ended questions in which the trainees were asked to give opinions on aspects of training and impact;*
- ▶ *Closed questions (e.g. yes/no) which provided percentage responses on measures of program effectiveness, training impact, and satisfaction; and*
- ▶ *Scaled indicators, or question sets, designed to measure the development and impact of leadership development and longitudinal training impacts.*

## **B. SURVEY QUESTIONNAIRE**

The survey instrument was developed through an interactive process which included USAID Rabat personnel and STT Project participants. During a pre-evaluation visit in September 1994 by an Aguirre Evaluation Specialist, Janet Kerley, the major objectives of the survey were defined through a series of meetings with Training Office personnel. Prior to designing the final survey instrument, three focus groups were held with short-term and long-term trainees to explore the ways in which the training had been useful to the participants. The objective of these open-ended discussions was to explore areas of trainee impact which might have been overlooked as well as to test possible questions. Also, several meetings were held with supervisors of selected Project participants to explore their perceptions of the impact of the returned trainees in the workplace. The final French version can be reviewed in Attachment 3; it included the following sections:

**Section I: Pre-departure Evaluation**

This section of the questionnaire evaluates the effectiveness of participant selection and pre-departure training to determine if trainees were effectively prepared for their training program. Questions addressed pre-departure program activities and objectives.

**Section II: Training Program in the United States**

The training program in the U.S. is evaluated through a series of scaled indicators and several open-ended questions which focus on training effectiveness. Questions also measured the effectiveness of the types of cultural activities in which trainees were involved during their training.

**Section III: Impact of Training on Employment, Family, and Community Participation**

This section of the questionnaire includes questions on the impact of the training on trainees's employment, family, and community participation, areas that are specific indicators of development. Employment success was measured by current employment status, employment in fields of study, and the application of training in the workplace. An important evaluation indicator used for the STT trainees was the measure of job mobility to positions of increased responsibility as a result of the training. *Job status and employment are taken as critical to development.*

**Section IV: Follow-on and Conclusion**

The final two sections of the questionnaire were designed to measure the result of follow-on activities and the overall satisfaction of returnees with the training programs. Questions dealing with follow-on give an indication of the degree to which returnees are maintaining contact with the U.S. and provide an opportunity for trainees to suggest additional activities for the follow-on program.

The concluding section provides general questions to measure overall trainee satisfaction with various aspects of the program and collect socio-economic data on each participant.

**C. QUALITATIVE METHODS**

The survey instrument was supplemented with qualitative data gathered from focus groups, key informant interviews, and ethnographic case studies.

- **Focus groups.** Fourteen focus groups were conducted in order to provide enriching detail to the information gathered from the questionnaires. (Four of the groups were too small for the normal focus group format; they were conducted more as joint interviews than focus group discussions.) Focus group questions were *open-ended*, and dealt specifically with the impact of training on returnees' families, in the workplace, and in the wider community. All the focus group sessions were held at the American Language Center in Rabat except for one meeting in Casablanca. The focus group moderator was either Ronald Springwater or Barbara Howald; the assistant moderator in most instances

11

was a staff person from USAID Rabat. The focus groups basic statistics are summarized in the following table:

**TABLE A2.2 - FOCUS GROUP COMPOSITION**

Group Number	Date	ST or LT	Field	Number
FG 1	11/3/94	Short-term	Management	6
FG 2	11/3/94	Long-term	Finance	8
FG 3	11/4/94	Long-term	Science/Tech.	3
FG 4	11/4/94	Short-term	Management	9
FG 5	11/7/94	Long-term	MBA/Unspn.	8
FG 6	11/7/94	Long-term	Public Adm.	3
FG 7	11/8/94	Short-term	Finance/Mgt.	8
FG 8	11/8/94	Long-term	Science/Tech.	7
FG 9	11/9/94	Long-term	Health	9
FG 10	11/11/94	Short-term	Science/Tech.	2
FG 11	11/14/94	Long-term	Econ./Stat.	5
FG 12	11/14/94	Short-term	Travaux Publ.	4
FG 13	11/15/94	Short-term	Agriculture	2
FG 14	11/15/94	Long-term	Travaux Publ.	5

- **Ethnographic case studies.** Ten ethnographic case studies were conducted to provide an in-depth look at the impact of training on selected individuals. *Individuals were independently selected from focus groups by the evaluators, and in other cases from the general survey population using criteria of occupation and/or region or residence.* In the case studies, a life history was taken and as much information as possible was collected on the impacts of the training on as many societal levels as possible. Extended interviews were held with the following individual participants:

1. Abdennour AFRAITE (short-term, Atlanta Management Institute)
2. Siham BENCHIGUER (long-term, Jackson State University)
3. Bensaid EL MONTACIR (short-term, Harvard University)
4. Mohamed ER-RAHALY (long-term, Washington University, St. Louis)
5. Mohamed FOUKARA (long-term, Ashland College)
6. Latifa KORFI (long-term, Catholic University)
7. Boubker NAOURI (long-term, Emory University)

8. Ali OUFRIID, (long-term, University of Maine)
9. Neza SALAHEDINE (long-term, University of Rhode Island)
10. Mohamed SEDEGUI (long-term, University of Delaware)

- **Key informant interviews.** Interviews were held with USAID staff, selected officials from ministries that had been relatively active in nominating candidates for the Project, leaders of alumni associations, supervisors, AMIDEAST officers in Casablanca and Washington, Partners for International Education and Training senior staff, and other informed parties. These individuals were:

**USAID Rabat:**

James HRADSKY, Deputy Mission Director  
 William JANSEN, Population and Human Resources  
 Monique BIDAUI, Training Office  
 Abdellatif BENABDESSELAM, Training Office  
 Dominique ZEMRAG, Training Office  
 Jamila HIDARE, Training Office

**Direction de la Formation des Cadres (Ministère des Travaux Publics):**

Hassan NACIRI, (*Directeur*)  
 Fatima Z. SOULEIMANI, (*Chef de Division*)

**Ministère des Travaux Publics (Department of Personnel and Training):**

Mohamed OULKADDA, (Executive Personnel)  
 Youssef BOUAISSA, (Training Division)  
 Nadira EL GUERMAI, (Continuing Education)

**Ministère des Finances (Office of the Secretary General):**

Omar ES-SEDDIQU, (Secretary General)  
 Najat BELLA, (Recruitment and Training)  
 Abdelmoumen ABDALLAH, (DEPP)  
 Ahmed DERRAJI, (Regulation of Public Markets)

**Ministère de l'Incitation de l'Economie:**

Salah BOUASSRIA, (Administrative Affairs)  
 Ahmed FASSI-FIHIRI, (National Documentation Center)  
 [unidentified official who was Director of Personnel]

**Ministère de l'Agriculture (Div. Ressources Humaines):**

Hassan BELHADFA, (Director)  
 [three unidentified officials]

Association of Moroccan Alumni (AMA):

Hassan TAZI (long-term, University of Pennsylvania)

Mohamed EL BOUZIDI (long-term, Portland State University)

Moroccan American Circle

Ms. Sanaa Bennouna

Other Interviews:

Mohamed ABU-TALIB, Professor, Mohamed V University

Mr. BENKHALDOUNE, (supervisor), *Directeur des Domaines*

Mr. KARMOUNI, (supervisor), *Directeur des Eaux et Forets*

Mr. SAIDI, (supervisor), Executive Director, *Ecole Nationale de l'Industrie Minière*

Jonathan SMITH, AMIDEAST (Training For Development Project)

Peg CLEMENT, AMIDEAST (Training for Development Project)

Diana KAMAL, AMIDEAST (Vice President, Washington)

Susan BOULDIN, Partners for International Education and Training

Kristine AULENBACH, Partners for International Education and Training

- **Documentation and reference material.** Background information on the administration and history of the program was obtained from USAID personnel, DFC officials, and various Project documents. The Project Logical Framework is attached (Attachment 1). A list of Project documents reviewed by the evaluators is included in a bibliography (Attachment 7).

**D. DATA COLLECTION IN-COUNTRY**

Data collection in Morocco was carried out November 1 - 19, 1994. The research team included Barbara Howald and Ronald Springwater, who supervised the collection of the questionnaires, conducted the focus groups, and interviewed the several individuals listed above. Pursuant to an administrative plan established by Janet Kerley in September 1994 during her visit to Rabat, questionnaires were mailed to trainees after their addresses were updated by the USAID Rabat Training Office personnel. Follow-up phone calls were made by a local contractor, who also used a messenger to collect completed questionnaires from trainees' homes and offices. A work calendar covering the November visit to Morocco of the evaluation team can be reviewed in Attachment 6.

**E. USAID DEBRIEFING**

Prior to leaving Rabat, the evaluation team provided a debriefing for USAID Rabat personnel; it included a provisional table of contents for the final evaluation report and eighteen preliminary

major findings. At the debriefing we shared a flow chart that summarized our view about the relationship of training to enhanced performance and increased productivity. That flow chart, "IMPACT OF TRAINING", is appended as the last page of this Attachment.

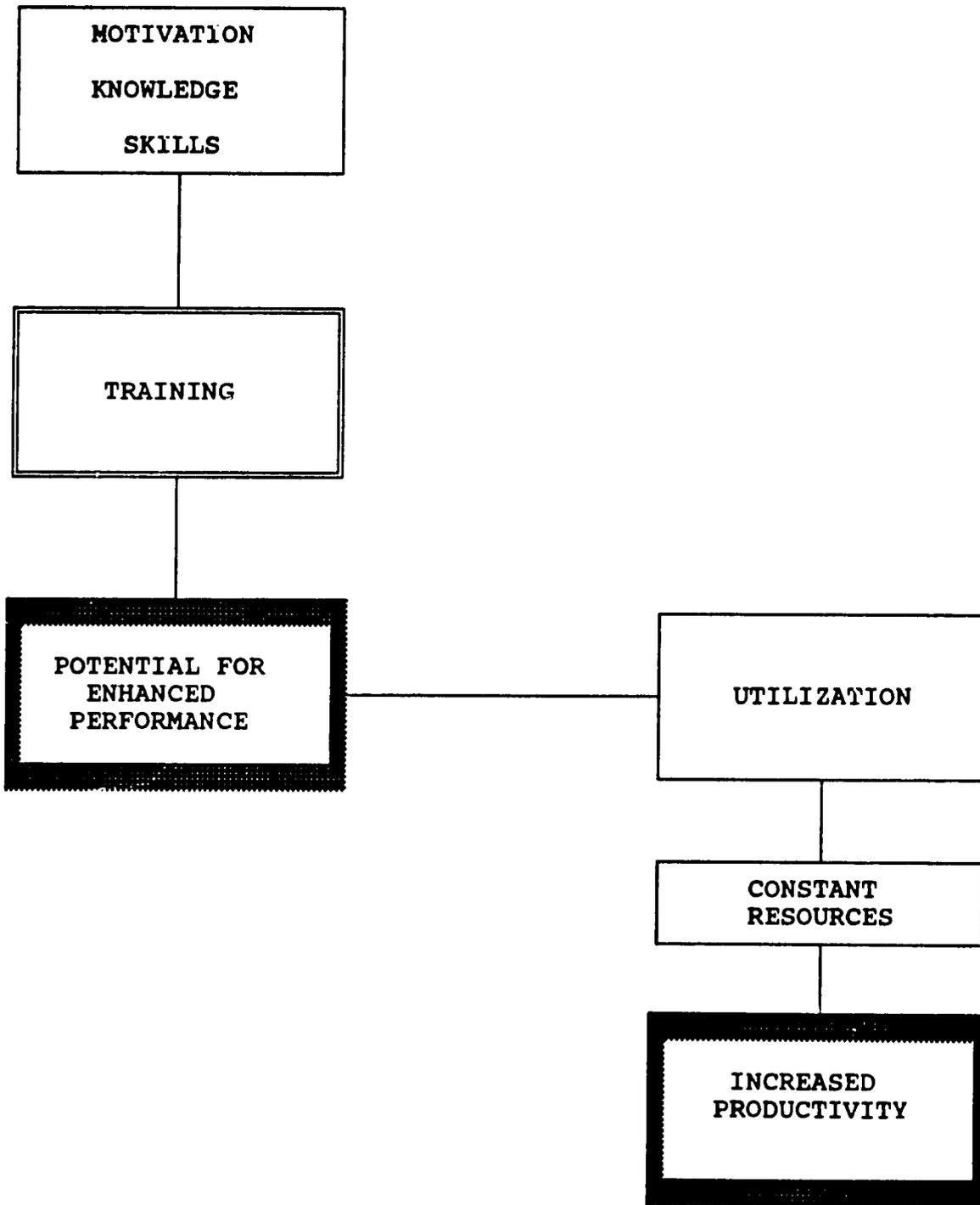
## **F. DATA ANALYSIS**

The questionnaires were coded and entered into the SPSS data-base in the Aguirre Office in Rosslyn, VA. Initially, frequency distributions were run for all the variables. Each variable was cross-tabulated and analyzed by duration of training, sex of trainees, employment sector (private or public), and by date of return to Morocco. Finally, cross-tabulations were run for selected variables depending upon the subject of analysis. This have been reported in the body of the report, where appropriate, and significant according to Pearson's correlation coefficient.

**IMPACT OF TRAINING**

**Individual**

**Organization**



### **ATTACHMENT 3: PARTICIPANT QUESTIONNAIRE**

*We have attached a completed Evaluation Questionnaire, for purposes of reference as well as an opportunity for the reader to get closer to the participants' response to the instrument itself. The attached questionnaire was completed by a participant who attended one of the several short-term courses taught in French at Atlanta Management Institute. In fact, this individual also attended one of the focus group sessions and was interviewed, as well, as a case study.*

**QUESTIONNAIRE POUR LES PERSONNES AYANT PARTICIPE AU PROJET EN  
FAVEUR DE LA FORMATION ET LE PERFECTIONNEMENT POUR LE DEVELOPPEMENT**

**AGENCE AMERICAINE POUR LE DEVELOPPEMENT INTERNATIONAL-MAROC**

**DIRECTION DE LA FORMATION DES CADRES (DFC) DU MINISTERE  
DES TRAVAUX PUBLICS, DE LA FORMATION PROFESSIONNELLE  
ET DE LA FORMATION DES CADRES**

**Cher participant:**

Dans le cadre d'un contrat passé avec l'Agence Americaine pour le Développement International (USAID), Aguirre International rassemble des informations sur le projet de formation auquel vous avez participé. Ces informations permettront à la mission de l'USAID au Maroc et à la DFC de mieux connaître le niveau d'efficacité du programme de formation, d'être d'un meilleur appui dans votre vie professionnelle, de prévoir un suivi de programme en accord avec vos attentes et d'améliorer la formation pour les futurs marocains qui partiront étudier aux Etats-Unis.

Nous vous remercions pour votre coopération et vous informons que toutes les informations que vous donnerez seront strictement confidentielles. Les données seront rassemblées statistiquement et aucun participant ne sera identifié par son nom ou sa fonction.

---

**PRIERE D'ECRIRE EN CARACTERE D'IMPRIMERIE**

**INSTRUCTIONS:** Ce questionnaire a été conçu à l'intention des personnes ayant participé à une formation *sponsorisée* par l'USAID. Ceci concerne les personnes qui ont participé à des formations de courte durée et de longue durée. *Si vous avez participé à un ou plusieurs programmes de formation sponsorisés par l'USAID, prière de limiter vos réponses dans ce questionnaire à votre dernière formation.* Nous vous prions de lire très attentivement les instructions concernant chaque section de ce questionnaire et de répondre au mieux à chaque question. Nous vous remercions de bien vouloir remplir ce formulaire et nous le renvoyer avant le 4 Novembre 1994. Selon votre convenance, vous pouvez nous renvoyer ce questionnaire par voie postale en utilisant l'enveloppe jointe ou bien nous le remettre à notre bureau de l'USAID.

---

Date: 1 / 11 / 94  
          Jour      mois      année

Nom:	Prénom:
Nom de jeune fille:	

1. Quelles sont toutes les institutions de formation que vous avez fréquenté aux Etats-Unis? (Prière d'utiliser le dos de cette page si vous avez besoin de plus d'espace pour répondre.)

Universités/Institution de formation	Ville/Etat	Durée de formation
<u>A.M.I</u>	<u>ATLANTA</u>	<u>un an</u>
<u>(Atlanta management Institute)</u>	<u></u>	<u></u>

2. Qu'avez-vous étudié aux Etats-Unis? (domaine d'études ou nom de la formation)

management des finances publiques

3. Quand êtes-vous revenu au Maroc? (mois/année)

le 11/08/1990

### PROCESSUS DE SELECTION

4. Laquelle des réponses suivantes reflète au mieux la façon dont la décision de vous envoyer aux Etats-Unis pour formation a été prise?

- (01) J'ai identifié le programme ou le cours dont j'avais besoin, puis j'ai demandé à mon supérieur/agence/ministère de me proposer.
- (02) Mon supérieur/agence/ministère m'a suggéré d'aller continuer ma formation aux Etats-Unis.
- (03) J'ai identifié le programme ou le cours dont j'avais besoin mais j n'avais pas demandé a mon supérieur de me proposer.

### PREPARATION AU PROGRAMME DE FORMATION

5. Avant votre départ pour les Etats-Unis, jusqu'à quel point étiez vous informé sur les aspects suivants de votre programme? (Prière de cocher une réponse pour chaque catégorie énumérée.)

	Très bien informé (1)	Plus ou moins informé (2)	Non-informé (3)
a. Informations sur les objectifs du programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Le contenu du programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Les activités du programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Les activités au retour au Maroc (suivi)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. L'application de votre formation dans votre travail à votre retour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Les politiques et réglementations de l'USAID	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Les avantages d'une expérience interculturelle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. a. Avez-vous suivi un programme d'orientation aux Etats-Unis?

(01) Oui      \_\_\_\_\_ (02) Non      \_\_\_\_\_ (03) je ne me souviens pas

b. Si oui, ou s'est-il tenu?

\_\_\_\_\_ (01) Au Meridian International Center

(02) A mon université/institution de formation

\_\_\_\_\_ (03) Autres (prière de mentionner le lieu) \_\_\_\_\_

c. Durée de ce programme d'orientation? (Combien des jours?) Une demi-journée

7. Suite à l'orientation que vous avez eue avant votre départ et/ou les programmes d'orientation organisés aux Etats- Unis, jusqu'à quel point vous êtes-vous senti préparé pour votre programme de formation? (Prière de cocher la case qui représente au mieux votre opinion.)

\_\_\_\_\_ (01) mal préparé

\_\_\_\_\_ (02) plus ou moins

(03) Très bien préparé

### PROGRAMME DE FORMATION AUX ETATS-UNIS

8. a. Dans quelle langue le programme a t-il été dispensé?

\_\_\_\_\_ (01) Anglais

(02) Français

(03) Arabe

b. Si votre programme a été dispensé en anglais, jusqu'à quel point vous êtes-vous senti préparé en langue anglaise?

\_\_\_\_\_ (01) Très bien préparé ..

\_\_\_\_\_ (02) Plus ou moins préparé

\_\_\_\_\_ (03) Non préparé

c. Avez-vous suivi un cours d'anglais au Maroc?  (01) Oui      \_\_\_\_\_ (02) Non

d. Avez-vous suivi un cours d'anglais aux Etat-Unis? \_\_\_\_\_ (01) Oui       (02) Non

e. Ou avez vous suivi votre cours d'Anglais?

\_\_\_\_\_

9. Comment avez-vous trouvé les aspects suivants de la formation que vous avez reçue en comparaison avec vos attentes?

a. Contenu du cours:

\_\_\_ (01) Pas assez d'informations

(02) Juste ce au'il faut

\_\_\_ (03) Plus qu'il n'en faut

b. Contenu du cours:

(01) Plus facile que prévu

\_\_\_ (02) Comme prévu

\_\_\_ (03) Plus difficile

c. Contenu du cours:

\_\_\_ (01) Inutile pour moi

(02) Plus ou moins utile

\_\_\_ (03) Très utile

d. Durée du programme:  (01) Très court \_\_\_ (02) Adéquat \_\_\_ (03) Très long

e. Compétence des formateurs: \_\_\_ (01) Excellente  (02) Bien \_\_\_ (03) Médiocre

f. Matériel didactique: \_\_\_ (01) Excellente  (02) Bien \_\_\_ (03) Médiocre

10. Comment évaluez-vous le groupe de personnes qui étaient avec vous dans le stage de formation selon les critères suivants? (Prière de ne répondre à cette question que si votre programme de formation n'a pas dépassé 9 mois.)

	Niveau inférieur au mien (1)	Egal au mien (2)	Supérieur au mien (3)
a. Responsabilités professionnelles	___	<input checked="" type="checkbox"/>	___
b. Niveau d'instruction	___	<input checked="" type="checkbox"/>	___
c. Connaissance du domaine de formation	<input checked="" type="checkbox"/>	___	___

11. Quelle était la fréquence de votre participation aux activités de l'université et de la communauté? (Prière de cocher la case qui reflète au mieux votre opinion pour chacune des activités énumérées ci-dessous).

	Jamais (01)	De temps à autre (02)	Régulièrement (03)
a. Rendre visite à une famille américaine	<input checked="" type="checkbox"/>	___	___
b. Rencontrer des dirigeants locaux et des membres du gouvernement local	___	<input checked="" type="checkbox"/>	___
c. Entretenir des relations avec des hommes d'affaires	<input checked="" type="checkbox"/>	___	___
d. Observer ou participer aux activités de la communauté	<input checked="" type="checkbox"/>	___	___
e. Assister aux manifestations culturelles	<input checked="" type="checkbox"/>	___	___
f. Participer à des activités de loisir	___	___	<input checked="" type="checkbox"/>
g. Voyager à l'intérieur des Etats-Unis	___	___	<input checked="" type="checkbox"/>

12. Comment qualifiez-vous l'utilité de votre programme de formation dans les domaines énumérés ci-dessous (a-g)? (Pour chaque catégorie, cocher la case qui correspond à votre opinion).

	Très utile (01)	Utile (02)	Assez utile (03)	Peu utile (04)	Inutile (05)
a. Améliorer mes compétences en matière de gestion	—	X	—	—	—
b. Améliorer mes compétences en matière d'analyse	X	—	—	—	—
c. Améliorer mes compétences techniques	—	—	—	X	—
d. Rencontrer des professionnels américains dans ma spécialité	X	—	—	—	—
e. Rencontrer d'autres collègues marocains de ma spécialité	—	—	—	—	X
f. Perfectionner mes compétences de "leadership"	X	—	—	—	—
g. Découvrir le travail volontaire/communautaire	—	X	—	—	—

13. Suite à votre participation au programme, jusqu'à quel degré votre compréhension de la vie aux Etats-Unis a-t-elle augmenté? (Prière de cocher la case qui reflète au mieux votre opinion sur les thèmes suivants).

J'ai amélioré mes connaissances concernant:	Non (01)	Très peu (02)	Un peu (03)	Beaucoup (04)	Enormément (05)
a. La famille américaine	X	—	—	—	—
b. Le rôle des femmes	X	—	—	—	—
c. La diversité culturelle et raciale aux Etats-Unis	—	—	X	—	—
d. Les institutions démocratiques aux Etats-Unis	X	—	—	—	—
e. Le processus de participation dans la vie quotidienne	—	—	X	—	—
f. Le système du marché libre aux Etats-Unis	—	—	—	X	—
g. Le volontariat dans les activités communautaires	X	—	—	—	—
h. Les styles de leadership aux Etats-Unis	—	—	—	X	—

## IMPACT DE LA FORMATION DE VOTRE EMPLOI

14. a. Est-ce que vous travailliez avant votre formation?  (01) Oui \_\_\_\_\_ (02) Non
- b. Si vous étiez employé, prière de décrire le travail que vous faisiez avant votre formation.

### EMPLOI AVANT LE DEPART

Nom de l'employeur: COUR DES COMPTES

Titre: MAGISTRAT AUDITEUR

Temps passé à ce poste: Du 15 Mars 1988

Grade à la fonction publique: MAGISTRAT de 3<sup>em</sup> grade

Salaire: 4.400,00 Dh

15. a. A votre retour de formation avez-vous repris le même poste que vous aviez avant le programme de formation?

(01) Oui, le même \_\_\_\_\_ (02) Non, un autre \_\_\_\_\_ (03) Je ne travaille plus.  
(Allez à la question 15b)

- b. Si vous ne travaillez plus, quelles sont les raisons pour lesquelles vous avez quitté votre dernier emploi?

\_\_\_\_\_

16. a. Vos responsabilités ont-elles augmenté en importance après votre retour de formation?

(01) Pas du tout

\_\_\_\_\_ (02) Plus ou moins

\_\_\_\_\_ (03) Beaucoup

Si elles ont augmenté beaucoup, est-ce que vous pensez que ce changement est dû à la formation que vous avez reçue?

\_\_\_\_\_ (01) Oui \_\_\_\_\_ (02) Non

- b. Dans quel sens vos responsabilités ont-elles augmenté?

\_\_\_\_\_

\_\_\_\_\_

- c. Combien de temps vous a-t-il fallu pour obtenir davantage de responsabilités?

\_\_\_\_\_

\_\_\_\_\_

17. Prière de nous parler de vos emplois après votre retour de formation. Commencez par l'emploi que vous avez immédiatement à votre retour de formation, ensuite énumérez par ordre chronologique les emplois que vous avez eus depuis que vous êtes revenu des Etats-Unis.

### HISTORIQUE DE L'EMPLOI APRES LA FORMATION

Nom de l'employeur: COUR DES COMPTES  
Titre: MAGISTRAT AUDITEUR  
Dates d'emploi: le 15 03 1988  
Grade dans la fonction Publique MAGISTRAT de 3<sup>ème</sup> grade  
Votre salaire a-t-il augmenté? NON

Nom de l'employeur: le même  
Titre: le même  
Dates d'emploi: le même  
Grade dans la fonction Publique le même  
Votre salaire a-t-il augmenté? le même

Nom de l'employeur: \_\_\_\_\_  
Titre: \_\_\_\_\_  
Dates d'emploi: \_\_\_\_\_  
Grade dans la fonction Publique \_\_\_\_\_  
Votre salaire a-t-il augmenté? \_\_\_\_\_

Nom de l'employeur: \_\_\_\_\_  
Titre: \_\_\_\_\_  
Dates d'emploi: \_\_\_\_\_  
Grade dans la fonction Publique \_\_\_\_\_  
Votre salaire a-t-il augmenté? \_\_\_\_\_

Nom de l'employeur: \_\_\_\_\_  
Titre: \_\_\_\_\_  
Dates d'emploi: \_\_\_\_\_  
Grade dans la fonction Publique \_\_\_\_\_  
Votre salaire a-t-il augmenté? \_\_\_\_\_

Nom de l'employeur: \_\_\_\_\_  
Titre: \_\_\_\_\_  
Dates d'emploi: \_\_\_\_\_  
Grade dans la fonction Publique \_\_\_\_\_  
Votre salaire a-t-il augmenté? \_\_\_\_\_

18. a. Concernant votre travail actuel, est-ce que la formation vous a fourni les compétences professionnelles et le savoir que vous n'aviez pas auparavant?

(01) Oui

(02) Non (Prière d'aller à la question 19)

b. Si oui, quelles nouvelles compétences avez vous acquises au cours de la formation?

nouvelles démarches de vérification  
des marchés publics

19. a. Par rapport à ce que vous avez appris, combien pouvez vous mettre en pratique dans votre travail actuel? Prière de cocher la case qui reflète au mieux votre opinion.

(01) Rien

(02) Très peu

(03) Un peu

(04) Beaucoup

(05) Enormément

b. Si vous avez répondu "un peu," "beaucoup," ou "énormément," voulez vous citer un exemple qui illustre la façon dont vous avez utilisé la formation dans votre travail? (par exemple, "Suite à ma formation, nous tenons maintenant des réunions du personnel une fois par semaine. Suite à ma formation, la division utilise maintenant des ordinateurs.")

Suite à ma formation, j'ai approfondi les  
techniques de vérification des marchés  
publics.

c. Si vous avez répondu "rien" ou "très peu," prière d'expliquer pourquoi (Prière de cocher la réponse appropriée).

(01) La formation n'était pas dans le domaine de mon travail actuel.

(02) Je ne dispose pas d'une autorité pour mettre ma formation en pratique.

(03) Je ne dispose pas du soutien de mon supérieur.

(04) Je ne dispose pas du soutien de mes collègues.

(05) Mon travail ne requiert pas les compétences apprises dans le programme de formation.

(06) La formation ne peut pas s'appliquer dans le cas du Maroc.

(07) Je ne dispose pas de l'équipement et/ou des ressources pour mettre la formation en application.

(08) Je ne dispose pas d'un poste au sein de mon institution où je peux appliquer la formation.

(09) Autres (Prière de préciser): \_\_\_\_\_

20. a. Est-ce que vous utilisez l'anglais dans votre travail?

\_\_\_ (01) Oui (Prière de répondre à la question suivante)     ~~X~~ (02) Non

b. Comment utilisez-vous l'anglais dans votre travail? (Prière de cocher les cases qui conviennent)

- \_\_\_ (01) Lire la documentation en anglais
- \_\_\_ (02) Travailler avec des professionnels qui parlent en anglais
- \_\_\_ (03) Assister à des conférences ou séminaires internationaux où l'anglais est utilisé comme langue de travail
- \_\_\_ (04) Communiquer avec les clients de la société en anglais
- \_\_\_ (05) Autres (Prière de préciser): \_\_\_\_\_

21. Suite à ma formation, j'utilise maintenant les techniques/principes de gestion suivants dans mon travail actuel.

*les techniques de vérification de marché*  
*en slides*

22. Est-ce que la formation vous a permis de participer à l'une ou l'autre des activités suivantes? (Prière de cocher là où il convient)

- \_\_\_ (01) Planifier et concevoir des projets
- ~~X~~ (02) Mettre en oeuvre des projets
- \_\_\_ (03) Evaluer des projets
- \_\_\_ (04) Enseigner à d'autres à faire l'une des activités liées au projet.
- \_\_\_ (05) Fournir une assistance technique dans la conception, mise en oeuvre et évaluation du projet.

23. Suite à ma formation, je fais usage maintenant de quelques nouvelles technologies dans mon travail actuel. Elles sont:

*Rien*

24. a. Est-ce que vos supérieurs vous ont reconnu les nouvelles compétences que vous avez acquises au cours de votre formation?

- (01) Non, aucune reconnaissance.  
 (02) Oui, j'ai eu une certaine reconnaissance.  
 (03) Oui, j'ai eu beaucoup de reconnaissance.

b. Si vous avez répondu "beaucoup de reconnaissance," voulez-vous donner un exemple qui montre comment ils ont soutenu votre programme de formation?

*Discussion à propos de la vérification de marchés publics*

c. Si vous avez répondu "aucune reconnaissance," comment pensez-vous que cette situation pourrait s'améliorer?

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### AUTRES FORMES D'IMPACT

25. Comment votre formation aux Etats-Unis vous a-t-elle affecté? (Prière de cocher la case qui reflète au mieux votre opinion pour chacune des phrases suivantes).

Ma formation aux Etats-Unis a augmenté ma:	Entièrement (01)	Oui (02)	Ni oui Ni non (03)	Non (04)	Nullement (05)
a. Confiance en moi même	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Capacité à communiquer avec autrui	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Capacité à m'entendre avec autrui	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Capacité à tolérer le changement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Volonté à prendre l'initiative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Capacité à parler en public	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Volonté à essayer de nouvelles approches	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. a. Après votre formation, avez-vous noté un changement quelconque dans votre comportement au sein de votre famille?

(01) Oui       (02) Non

b. Si vous avez répondu par oui, voulez-vous donner un exemple précis de changements qui se sont opérés suite à votre formation?

plus civilisé et plus de rigueur  
plus démocratique

27. a. Après votre formation, avez-vous noté un changement quelconque dans votre comportement au sein de la communauté?

(01) Oui       (02) Non

b. Si vous avez répondu par oui, voulez-vous donner un exemple précis de changements qui se sont opérés suite à votre formation?

plus de confiance en soi-même  
plus de rigueur  
une autre vision du monde

28. Avez-vous partagé l'expérience et le savoir que vous avez acquis au cours de votre formation aux Etats-Unis avec les autres? (en enseignant une classe, discutant vos idées avec les autres, ou échangeant des informations au cours de conversations.)

a. Avec combien de collègues avez-vous partagé des informations de façon formelle (dans des séminaires et cours)?

Plusieurs collègues

b. Avec combien de collègues avez-vous partagé des informations de façon informelle (à travers des conversations)?

plusieurs

c. Avec combien de personnes—membres de votre communauté, amis et membres de la famille—avez-vous partagé des informations de façon informelle (à travers des conversations)?

plusieurs

d. Avec combien de personnes—membres de votre communauté, amis et membres de la famille—avez-vous partagé des informations de façon formelle (à travers des conversations)?

plusieurs

## ACTIVITES ENTREPRISES APRES VOTRE RETOUR AU MAROC

29. Depuis que vous êtes rentré au Maroc, avez-vous pris part à l'une des activités suivantes? (Cocher là où il convient)

- a.  Contact personnel avec les autres personnes ayant participé au programme de formation
- b.  Lecture de magazines spécialisés américains
- c.  Participation à des activités sponsorisées par l'USAID dans le cadre du programme de suivi. Prière de les décrire \_\_\_\_\_
- d.  Développement de projets avec les autres personnes ayant participé au programme de formation. Prière de les décrire \_\_\_\_\_
- e.  Relation de commerce et d'affaires avec les Etats-Unis. Prière de les décrire \_\_\_\_\_
- f.  Contacts avec des amis aux Etats-Unis
- g.  Contacts avec l'institution de formation aux Etats-Unis
- h.  Visite d'amis venant des Etats-Unis
- i.  Aucun des précédents

30. Il y a plusieurs associations de personnes ayant été formées aux Etats-Unis. (Prière d'indiquer l'association à laquelle vous êtes affilié.)

- a.  Association of Moroccan Alumni (AMA)
- b.  Moroccan American Circle (MAC)
- c.  Autres: citer le nom

f.  Aucune

31. Est-ce que vous souhaiteriez que ces associations soient organisées par:

(01) Région géographique       (02) Branche professionnelle

32. A quelle autre association professionnelle êtes-vous affilié?

Au Maroc? Rien

En France? Rien

Aux Etats-Unis? Rien

33. A laquelle des activités suivantes souhaiteriez-vous participer? (Cocher là où il convient)

- a.  Cours d'anglais
- b.  Des séminaires ou ateliers pour être à jour dans mon domaine
- c.  Accès à des journaux spécialisés dans mon domaine
- d.  Visite de professionnels de mon domaine
- e.  Un bulletin de liaison destiné aux participants préparé par des participants
- f.  Participation dans la sélection des futurs candidats pour la formation aux Etats-Unis.
- g.  Autres activités (Prière de décrire en détail les activités dont vous avez besoin)

### EVALUATION GENERALE

34. Qu'est ce que vous avez le plus apprécié dans la formation que vous avez eue aux Etats-Unis?  
(Prière d'utiliser le dos de la présente page si vous avez besoin de plus d'espace pour répondre.)

j'ai apprécié la méthode de travail,  
la ouverture totale de Debut  
et la culture choc

35. Qu'est ce que vous avez le moins apprécié dans la formation que vous avez eue aux Etats-Unis?  
(Prière d'utiliser le dos de la présente page si vous avez besoin de plus d'espace pour répondre.)

le delai court de la formation  
de méthode d'apprentissage de l'informatique

36. Dans l'ensemble, jusqu'à quel degré, êtes-vous satisfait de votre formation aux Etats-Unis? (Prière de cocher là où il convient)

- (01) Très satisfait
- (02) Satisfait
- (03) Indifferent
- (04) Insatisfait
- (05) Mécontent

37. Est ce que vous recommanderiez le programme de formation à d'autres personnes?

- (01) Oui
- (02) Non

## INFORMATIONS DIVERSES

38. Où habitez vous?

- (01) Casablanca  
 (02) Rabat  
 (03) Dans une grande ville  
 (04) Dans une région rurale

39. Où habitiez vous lors de votre sélection?

- (01) Casablanca  
 (02) Rabat  
 (03) Dans une grande ville  
 (04) Dans une région rurale

40. Age:  (01) 20-29  (02) 30-39  (03) 40-49  (04) 50-59

41. Sexe:  (01) Masculin  (02) Féminin

42. Quelle était votre situation familiale quand vous êtes parti pour la formation?

- (01) Marié(e)  
 (02) Célibataire  
 (03) Divorcé(e)  
 (04) Veuf(ve)

43. a. Durant votre formation, étiez-vous accompagné de votre femme?  (01) Oui  (02) Non

b. Durant votre formation, étiez-vous accompagné de vos enfants?  (01) Oui  (02) Non

44. Quelle est votre situation de famille actuelle?

- (01) Marié(e)  
 (02) Célibataire  
 (03) Divorcé(e)  
 (04) Veuf(ve)

45. Est-ce que le fait d'avoir votre famille avec vous, vous a aidé dans vos études?

(01) Oui  (02) Non

(Prière de les décrire)

\_\_\_\_\_

\_\_\_\_\_

46. Niveau d'études actuel:

- (01) Licence  (02) D.E.S.  (03) Doctorat

## ENTRETIENS AVEC VOS SUPERIEURS

L'autre partie de l'étude consiste à interviewer les supérieurs et directeurs actuels des participants pour avoir une idée sur la façon dont votre formation a aidé leur établissement. Nous ne parlerons aux chefs hiérarchiques qu'avec votre consentement.

47. a. Est-ce que vous consentez à ce qu'on parle avec votre chef?

(01) Oui       (02) Non

b. Si vous répondez par oui, est-ce que cette personne était déjà votre chef à votre retour de formation?

(01) Oui       (02) Non

Si vous consentez à ce qu'on parle à votre chef hiérarchique, nous vous prions de nous donner son nom, titre, adresse et téléphone ci dessous.

Nom: EL BAZ  
Titre: Secrétaire Général de la Cour DES COMPTES  
Adresse: COUR DES COMPTES 64 Avenue de France  
Rabat AGDAL  
Téléphone: 37.51.00

## REMERCIEMENTS

Nous vous remercions pour toute votre assistance. Vos opinions sont très importantes pour nous dans la mesure où elles nous permettront de mieux comprendre le programme et de l'améliorer pour vos autres collègues.

### ***ATTACHMENT 4: FOCUS GROUP DISCUSSION GUIDE***

**WELCOME** - I am .... The assistant moderator is .... We are here representing Aguirre International to take part with you in an evaluation of a training project funded by USAID Morocco pursuant to an agreement with the Government of Morocco. You have been asked to participate in the evaluation because you studied or trained in the United States under this project. We appreciate your taking time to join us and share your thoughts.

**PURPOSE** - This evaluation will help USAID and GOM to improve its training opportunities for future Moroccans. This focus group session will explore your impressions and observations.

**GROUND RULES** - Tapping the session in order to prepare transcripts for review. No identification of speakers in the transcript or in any of the evaluation reports. The session will last 1.5 hours, with no breaks. Can stretch and walk around as you find it necessary. We want both positive and critical comments. I will ask certain questions to focus our discussion on specific topics.

**FIRST QUESTION** - Think back. How were you chosen to receive the USAID training award/bourse?

- \* Which U.S. institutions did you attend?
- \* Dates: training began and ended.
- \* Have many others from your place of work also been selected?

**2nd Q** - Think back. What happened to you between the time you received your award/bourse and the time you arrived at your U.S. training institution?

- \* ALIGU? English language training?
- \* Orientation by USAID.
- \* Employer's actions.
- \* Travel arrangements.
- \* Information on U.S. course content and activities.
- \* Preparation of work materials to take to U.S.
- \* Arrangements for family during your absence.
- \* Washington International Center
- \* Training institution reception and orientation

**3rd Q** - What were the strengths and weaknesses of your training program? In what ways did it meet or fail to meet your expectations?

- \* Experience and competence of peers.
- \* Instructors/curricula/equipment and materials
- \* On campus orientation and counselling
- \* Living conditions
- \* Networking and support groups
- \* If long-term, interim contact with employer
- \* PIET monitoring

- \* Experience America opportunities
- \* Cross-cultural adaptation

### **IMPACT**

**4th Q** - As a result of your training program, in what ways have you been able to apply the skills and knowledge acquired in the United States to your work effectiveness?

- \* In your ministry or organization.
- \* In your professional field.
- \* Have you been able to share your newly acquired insights with your peers or others?
- \* What have been the constraints?
- \* What are the specific distinguishing characteristics of U.S. trained Moroccans?
- \* In what ways could USAID-supported follow-on programs enhance your work performance?

**5th Q** - In what ways have your work colleagues and supervisors recognized the value of your U.S. training program?

- \* [long-term only] In general, did your professional colleagues who did not train in the U.S. advance or assume increased responsibilities as rapidly as those who did train or study in the U.S.? In France?
- \* [if returned prior 1989] Did you change from technical to managerial or from managerial to policy formulation positions? If so, was your U.S. training a factor?

**6th Q** - [time permitting] In your ministry or organization, have those individuals who trained in the U.S. worked effectively together upon return?

- \* Has their shared U.S. training experience had greater impact when the group was three or more rather than only one or two?

**7th Q** - Since your return to Morocco, in what ways have you become involved in community activities based upon the American training experience?

- \* In what ways are U.S. attitudes and activities in this respect different from those in Morocco?
- \* Does it make a difference to the future family relationships if the spouse and children accompany the trainee to the United States for a long-term training program?
- \* Have the trainee's relationships with his immediate family been changed as a result of the U.S. program?

**LAST QUESTION** - [time permitting] If you had not had the U.S. training experience, what difference would it have made in your life?

**CLOSING QUESTION** - Do you have any other comments or thoughts before we finish? Thank you for your time and contributions. They have been invaluable to our process.

## **ATTACHMENT 5: KEY INFORMANT INTERVIEW GUIDES**

**GOM & USAID QUESTIONS:** *Presented below is a series of questions developed in advance of scheduled interviews. They are intended to suggest areas of inquiry; not all topics were raised in all interviews, or even a single one. Rather, they served to remind the evaluators of the subjects which we had discussed as being a possible inquiry to one or more ministry officials. In fact, we pursued certain questions in virtually all interviews: selection criteria and procedures, monitoring and contact with participants during training, post-training utilization of participants, recognition of new skills and knowledge after training, recommendations.*

### Various Government of Morocco Officials:

1. What role, if any, do you feel the selection process has had to optimize the participants' performance during the training period in the U.S.? With respect to the selection process in your ministry:
  - a. Please describe the steps your office takes.
  - b. Please describe the steps the postulant takes.
  - c. Please describe the steps the direct supervisor takes.
2. Do you think training and job performance after training is enhanced by identifying groups of three or more individuals in the same department to train in the U.S.?
3. How well have the U.S. trained participants contributed to the ongoing activities of the ministry of employment? In what specific ways? What statistics do you keep that allow you to judge performance? Where does the responsibility for the utilization of the training lie? How are GOM entities set up to do that?
4. How would you characterize a person trained in the US vs. a person trained elsewhere?
5. Have your expectations been met in regard to the SST Project? In regard to overseas study or training in general? ST vs LT training: What is currently the preference/need, and why, for the Moroccan government? (What is your own personal opinion on this?)
6. Comment on the SST Project goals for the inclusion of female participants.

**Project Counterpart (DFC) Questions**

1. **Has the project met its expectations in terms of having trained key people in key ministries? What leads you to say that?**
2. **Describe the systems which ministries use to monitor participant performance**
  - a. **during training**
  - b. **post training**

**How well are these systems working? Are they the systems needed, from your point of view?**

3. **LT vs ST training: Do you think that LT training will ever attract people who are in key positions?**
4. **What can the DFC, sponsoring Ministry, and other GOM entities do to support the utilization of newly acquired training skills when a participant returns home?**
5. **Comment on the effectiveness of the "contract" between the Government of Morocco and the participants which obligates the recipient to eight years of work (if in the public sector). Should there be repayment provisions (i.e. partial loan, partial scholarship) required of Moroccans similar to the way American students receive financial aid?**

**Additional Questions for TFD/AmidEast in Casablanca**

1. **What training of government people would make TFD achieve its desired impacts?**
2. **Where should the responsibility for assuring training utilization lie?**
3. **How will TFD follow-on activities involve the SST Project participants?**

USAID Rabat Officials - Ronald Springwater's List

1. How do you feel the SST Project fared in meeting its target goals re:
  - \* long-term programs
  - \* short-term programs
  - \* MBA sub-project
  - \* Un-sponsored students
  - \* HBCU/Gray Amendment institutions' involvement
  - \* Female participants
  - \* Private sector participation
  
2. Comment on the implementation of recommendations in the 1989 Mid-Term evaluation.
  - \* Increase 45 LT slots and 180 ST slots.
  - \* Female selection by JSC: "2 men for 1 woman" formula.
  - \* Private sector: undertake training needs assessment; increase information to private sector on training opportunities (e.g. seminars in Casablanca).
  - \* Additional targets:
    - Follow-on - "develop additional mechanisms to collect data and monitor participants after their return to Morocco."
    - Make more LT training slots accessible to un-sponsored candidates in the private sector.
  - \* Regional distribution: DFC to undertake a regional distribution campaign to increase equity of regional access. Also, increase ELT at regional locations outside Casablanca and Rabat.
  
3. What role, if any, did the selection process have to optimize the participant's performance during training?
  
4. How important are USAID supported follow-on activities?
  
5. How have lessons learned in SST been incorporated into the design and implementation of TFD?
  - \* impact indicators
  - \* selection criteria
  - \* GOM role
  - \* follow-on
  - \* project implementation and monitoring structure
  - \* evaluation

USAID Rabat Officials - Barbara Howald's List

1. What are the best, most cost-effective reasons you could give an American taxpayer about the value of USAID bourses to Moroccans?
2. At what point should the US say that it has trained enough folks within Ministries?
3. Would it still be as good a "deal" to Moroccans if it were a loan program, rather than bourses? (Would they repay a student loan if the conditions were right?)
- 4a. Do think that the LT or ST training will have the bigger bang for the buck?
- 4b. Is it a better risk to provide
  - a. LT for training young Moroccans for some future payoff, or
  - b. ST training for key Moroccans in the near future?
5. Where does the responsibility for assuring the utilization of USAID-financed training lie?
  - a. How are GOM entities set up to do that?
  - b. How are you set up to do that?
- 6a. What do you think is the responsibility of USAID in follow-on? What should be the limits of USAID follow-on? Is there a difference between ST and LT needs?
- 6b. What can the DFC, sponsoring Ministry, and other GOM entities do to support the utilization of newly acquired training skills when a participant returns home?
7. Between increased USAID office activity in
  - a. pre-training needs analysis, getting employer buy-in, etc, and
  - b. organizing follow-on activities,
 where is the USAID staff best prepared and to act?
- 8a. When you first came to work in the training office, did you feel as though you worked in a "Training Project Implementation Office" or in a "Bourse Office?"
- 8b. Do you think that USAID Training Office should be an administrative or a technical office, ie., peopled by training management specialists?
- 8c. If your goal is to be more the Training Project Implementation Office than a Bourse Office, does this mean you'll have to work around the DFC (which will remain a Bourse Office) or work further than the DFC?

**CASE STUDY QUESTIONS:** *These questions formed a pre-interview framework which was helpful to the evaluators in preparing for the interview sessions. Participants selected for case studies were targeted for a specific line of questioning, depending on what aspect of their training interested us enough to explore their experiences in greater detail. We generally chose long-term participants because of the impact their training has had, to date, on their career paths. Short-term trainees were identified who had indicated, in focus group sessions or on their Evaluation Questionnaires, that they had been able to apply a particular new skill or technique with success upon return to their jobs.*

1. Describe your work and how it relates to the overall activities (within the ministry, etc....) How crucial is your contribution to this overall effort?
2. Do you consider yourself a "success?"
3. Describe something (a particular activity or regular, on-going activity) for which you have been personally responsible, or to which you have made an important contribution. Why is it significant?
4. How did your individual training plan (did you make one?) lead to a better ability to plan, organize, etc...?
5. How personally responsible do you feel to make some kind of change or impact based on your scholarship? Did the GOM/USAID impress upon you the need to do so?
6. What was your most valued learned skill/knowledge and how did you use it?
7. How can you link your training specifically to your personal increased performance?
8. Was there some other aspect of your training experience that has marked your performance since your return?

## SECTOR SUPPORT TRAINING EVALUATION WORK PLAN

lundi 31/10	mardi 1/11	mercredi 2/11	jeudi 3/11	vendredi 4/11	samedi 5/11	dimanche 6/11
	Arrival: RSpringwater, BHowald	09:00 USAID 11:00 DFC 13:30 USAID 18:00 Bensaid	09:00 FG/B+R/B: ST Management  13:30 FG/R+B/D: LT Finance	09:00 FG/B+R/M: ST Management 13:30 FG/R+B/J: LT Science/Tech  16:00 Oufrid  pm: CS/Errahaly	R+B: Preps, Analysis, Documents, Report Interview Guides	
lundi 7/11	mardi 8/11	mercredi 9/11	jeudi 10/11	vendredi 11/11	samedi 12/11	dim. 13/11
09:00 Int/R+B: USAID (AB/DZ/JH)  12:00 FG/B+D: LT MBAs, USP 13:30 FG/R+J: LT Public Admin  14:30 Int/R+B: USAID (MBidaoui)  19:00 Khalil ElFathi	13:30 FG/B+B: ST Management  13:30 FG/R+J: LT Science/Tech  16:30 Int/R+B: Min. TP	09:00 Int/R+B: DFC/Souleimani  13:30 FG/R+D: LT Health  16:30 Int/R+B: Min. Finances	10:00 Int/B: TFD Casa  10:00 Int-R: TFD- JSmith  12:00 Int/B: CS: Sedegui Casa  16:30 Int/R+B: Min Agric	10:00 Int/R+B: Min Incitation Economie  13:30 FG/R+B: ST/Science/Tech  18:00 Int-R: Benchiguir Siham  (USAID closed)	R+B: Preps, Analysis, Documents, Report	
lundi 14/11	mardi 15/11	mercredi 16/11	jeudi 17/11	vendredi 18/11	samedi 19/11	dim. 20/11
10:00 Int/R+B: CS/Salahedine Neza  13:30 FG/R+D: LT Econ 13:30 FG/B+B: ST Trav Publ.  16:30 Int/R+B:  AMA/Tazi/ElBouzidi  18:30 Int/R: CS: Bensaid	09:00 Int/R: CS/Afraite 09:00 Int/B: CS/Foukara  13:30 FG/B+B: ST Agriculture 13:30 FG/R+J: LT Trav Publ.  16:30 Int/R: CS/Latifa Korfi 17:30 Int/B: Supv/Karmouni/E&F	09:00 Int/R: CS/Naouri Bob  11:00 Int/R+B: MBidaoui Recs.  16:30 Int/B: Supv/Abdelali/ENIM  17:30 Int/B: Supv/Benkhaloune Direction Domaines	Wrap-Up  14:00 Deliver DRAFT REPORT OUTLINE  17:00 USAID DEBRIEFING  (DFC Debriefing by BH and MB week of 21/11)	Report writing: add debriefing input      (Moroccan Independence Day: USAID Mission closed)	Report writing	Departure: RSpringwater

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**ATTACHMENT 8: GLOSSARY**

<b>AE</b>	<b>AmidEast</b>
<b>AETR</b>	<b>Academic Enrollment Term Report</b>
<b>AFPFC</b>	<b><i>Administration de la Formation Professionnelle et de la Formation des Cadres</i></b>
<b>AID/W</b>	<b>USAID/Washington</b>
<b>ALC</b>	<b>American Language Center</b>
<b>ALIGU</b>	<b>American Language Institute at Georgetown University</b>
<b>AMA</b>	<b>Association of Moroccan Alumni</b>
<b>AMI</b>	<b>Atlanta Management Institute</b>
<b>ASBL</b>	<b><i>Association Sans But Lucratif</i> (not-for-profit)</b>
<b>CLASP</b>	<b>Caribbean and Latin American Scholars Program</b>
<b>DFC</b>	<b><i>Direction de la Formation des Cadres</i></b>
<b>Dh</b>	<b>Moroccan dirhams</b>
<b>ELT</b>	<b>English language training</b>
<b>EOPS</b>	<b>End of project status</b>
<b>FOS</b>	<b>Field of Study</b>
<b>FY</b>	<b>Fiscal year</b>
<b>GOM</b>	<b>Government of the Kingdom of Morocco</b>
<b>HERNS</b>	<b>Human Educational Resource Network Support Project</b>
<b>HB10</b>	<b>Handbook Ten (participant training regulations)</b>
<b>HBCU</b>	<b>Historically Black Colleges and Universities</b>
<b>HRD</b>	<b>Human resources development</b>
<b>ICT</b>	<b>In-country training</b>
<b>JSC</b>	<b>Joint Selection Committee</b>
<b>LOP</b>	<b>Life of project</b>
<b>LT</b>	<b>Long-term</b>
<b>M&amp;E</b>	<b>Monitoring &amp; Evaluation</b>
<b>MAC</b>	<b>Moroccan American Circle</b>
<b>MBA</b>	<b>Masters of Business Administration</b>
<b>MTO</b>	<b>Ministry training office (generic term)</b>
<b>NAFEO</b>	<b>National Association for Equal Opportunity in Higher Education</b>
<b>OIT</b>	<b>Office of International Training</b>
<b>PACD</b>	<b>Project Activity Completion Date</b>
<b>PhD</b>	<b>Doctor of Philosophy</b>
<b>PHR</b>	<b>Population and Human Resources</b>
<b>PIET</b>	<b>Partners for International Education and Training</b>
<b>PIO/P</b>	<b>Project Implementation Order/Participant</b>
<b>PIR</b>	<b>Project Implementation Review</b>
<b>PPS</b>	<b>Project Paper Supplement</b>
<b>PS</b>	<b>Private sector</b>
<b>PSTNA</b>	<b>Private Sector Training Needs Assessment</b>

<b>PTIS</b>	<b>Participant Training Information System</b>
<b>PTMS</b>	<b>Participant Information Management System</b>
<b>p.v.</b>	<i>procès verbal</i> (minutes of a meeting)
<b>RT</b>	Round trip
<b>SME</b>	Small/Medium Enterprise
<b>ST</b>	Short-term
<b>SST</b>	Sector Support Training Project
<b>TCT</b>	Third-country training
<b>TFD</b>	Training for Development Project
<b>TEOFL</b>	Test of English as a Foreign Language
<b>TIP</b>	Training Implementation Plan
<b>TNA</b>	Training needs assessment
<b>TOT</b>	Training of trainers
<b>USAID/M</b>	United States Agency for International Development in Morocco
<b>USAID/W</b>	United States Agency for International Development in Washington
<b>UST</b>	US training