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PROJECT ASSISTANCE COMPLETION REPORT

October 10, 1986
Date of Report

Social Services Training
Related Project Title

Ministry of Handicraft
and Social Affairs
Grantee

608-0157
Project Number

Human Resources
Management Inc., (HRM)
Host Country Contractor

Abdellatif Benabdesselam
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July 9, 1980
Project Grant Agreement Date

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October 31, 1985
Project Assistance Completion
Date


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OCT 30 1986

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I. PROJECT BACKGROUND

A. Summary of Project

The Morocco Social Services Training Project (608-0157), which extended from July 1980 to October 1985, was designed to: improve (1) the quality and range of skill training opportunities for low-income Moroccan youth and increase their employability; and (2) the administrative and management capacity of Morocco's Ministry of Handicrafts and Social Affairs (MAAS). These objectives were to be accomplished through support for the creation of vocational training centers for Moroccan youth and the establishment of the Institute of Social Action (INAS) in Tangier to provide long and short term training for MAAS. The vocational training components included creation and equipping five vocational education pilot centers for women, "Centres de l'Education et du Travail" (CETs), and thirteen "Centres de Formation Professionnelle" (CFPs), staffed by Peace Corps volunteers. In addition, the project provided long-term training for seven participants, three in the United States and four in France. Finally, AID financed the purchase of 10,000 books for the creation of two reference libraries for MAAS/INAS facilities.

The project provided technical assistance and some commodity procurement through a host country contract with Human Resources Management, Inc. (HRM) signed in July 1981. This contract provided the MAAS with four long-term teachers at INAS, one vocational education specialist to institutionalize teaching at the vocational education centers, and one administrator for overall monitoring of technical assistance provided under the contract. The contract was terminated for convenience by MAAS on October 20, 1983, after in-country contractors began experiencing financial difficulties reflecting problems at HRM headquarters in Washington, D.C. Following the termination of the contract, four members of the technical assistance team left Morocco. The two others, one teacher and the contractor chief of party, remained on host-country personal services contracts (PSCs). The teacher left in July 1984 and the administrator in December 1984. A final settlement

with HRM is still pending, although USAID expects no further claims at this time. In an effort to facilitate final settlement, USAID requested an audit of HRM which was never carried out due to the condition of the contractor's accounting records.

The vocational training component at the thirteen CFPs was managed by Peace Corps Volunteers (PCVs) until June 1983, when Moroccan teachers were hired by MAAS to replace the PCVs. At the five pilot CETs, seven Moroccan "master" teachers were hired and salaried by HRM under its contract. After termination of the HRM contract, USAID directly supported expenditures for operating costs of the five centers including salaries of the master teachers, transportation, per diem, etc., under a revolving fund which was managed by MAAS under USAID supervision.

The GOM contribution to the project included the provision of physical facilities for INAS and the vocational education centers, operating expenses and personnel for both INAS and the eighteen vocational education centers, as well as a contribution of 50% of food expenditures for INAS students. MAAS also hired two librarians and two assistants to operate the project-financed libraries.

B. Background: The National Institute of Social Action (INAS)

The project established the National Institute of Social Action (INAS) in Tangier to provide training for social action programs in Morocco. The intent of the Institute is to improve the administrative and management capability of MAAS by educating new personnel and training existing lower and mid-level personnel who implement Entraide National social action programs in the field. Two programs exist at INAS for these purposes: 1) a two-year academic program to train social workers and 2) short term training sessions for MAAS and other ministry mid- and low-level staff to improve their capacity to carry out in social action and non-formal education programs.

Two Year Academic Program: (Social Worker Training Program):

This program is open to all Moroccan males and females who have a baccalaureat diploma (high school equivalent) and have passed the INAS entry examination. Approximately 45 students are selected each year

for the program. Graduates from INAS become government social workers who develop and manage social services programs.

Short-term Training Programs (average two weeks duration): The short term training program is provided primarily to mid and low-level Ministry staff (MAAS directrices and monitrices). On the average one training session is organized every month for approximately 50 trainees. Courses include social sciences, communication, psychology and accounting.

INAS Staff: The INAS staff is presently entirely Moroccan and composed of the Director, Director of Studies, Secretary General, 9 full time teachers, 7 part time lecturers and 22 administrative and general services staff.

INAS Facilities: The Institute building, provided by the Ministry and remodeled by the project, is generally adequate. However, some crowding occurs in the dormitory kitchen and classrooms when INAS offers short term training along with academic instruction. MAAS intends to allocate sufficient funds in coming years to build more facilities adjacent to the Institute, including more class rooms, a lecture hall, a library, a gymnasium and administrative offices. Although these funds have been requested from the Ministry of Finance (MOF) every year since 1983, the request has been consistently rejected due to Morocco's financial crisis. There are indications that MOF will allocate some funding in FY 1987 to initiate the INAS enlargement program.

Inputs of the Parties: The main project activities related to INAS are shown below with the parties responsible for their implementation:

| | |
|----------------------------------------------|------------|
| Modification of INAS facilities | MAAS/USAID |
| Equipment purchase | USAID |
| Long term program prepared/initiated | HRM/MAAS |
| Short term programs prepared/initiated | HRM/MAAS |
| Short term consultants employed | HRM/USAID |
| U.S. and third country training participants | USAID |
| Teaching of long/short term courses | HRM/MAAS |
| Curriculum revision | HRM/MAAS |

C. Previous Project Evaluations

Two interim evaluations were conducted on the project; one, an internal evaluation of the Peace Corps element of the project, carried out in April 1982; and a mid-term evaluation of the entire project conducted by Creative Associates, Inc. in April 1983.

The evaluation of the Peace Corps element found that, while on the whole successful, there was room for improvement. Evaluation recommendations included (1) the placement of nineteen Moroccan teachers in training centers before the departure of Peace Corps Volunteers in June 1982; (2) the creation of a detailed equipment inventory; (3) the establishment of internal regulations for the vocational skills training system; and (4) the establishment of a job placement system within MAAS.

The project mid-term evaluation found that, despite delays in implementation, many of the project objectives were being met and recommended that the project be continued. The findings of this evaluation are summarized as follows:

INAS: the evaluation noted that INAS had not yet legally been recognized, although it had been in operation for two years, offering short-term (2-4 weeks) in service and long term (2 years) academic programs. However, the fact that the long-term U.S. and third country participant training component was behind schedule negatively affected the establishment of the planned evaluation unit within MAAS headquarters in Rabat and its complementary unit at INAS in Tangier. At the time of the evaluation, only three Moroccan participants, who had been trained in France, had returned to assume teaching responsibilities at INAS; another five were just being prepared to depart for training in the U.S.

CETs: the establishment of five pilot innovative skill-training centers for women was behind schedule.

CFPs: the thirteen vocational training centers run by the Peace Corps were found to be on target and had trained about 900 young men.

Summary: The evaluation included a number of specific recommendations for each project component as well as the general recommendation that the project be extended. The PACD was subsequently extended from October 31, 1984 to October 31, 1985.

II. PURPOSE OF THIS REPORT:

The purpose of this Project Assistance Completion Report (PACR) is to assess the success of the project in meeting its original objectives in accord with Chapter 14, Appendix 14A, of Handbook 3. Given that no further assistance to this vocational training project was planned, USAID decided that a PACR would serve as a final project evaluation.

A detailed scope-of-work (Annex I to this report) was written and approved for this PACR. The findings of the PACR are presented to conform to the format established by this scope-of-work.

Data Collection Methodology

The USAID project manager, with a representative of MAAS, undertook six days of field work at various project sites throughout Morocco in order to prepare the PACR. At INAS in Tangier they interviewed the Director of the Institute, teachers, and students; visited dormitory facilities and the kitchen; and verified the equipment inventory. Interviews were held with the Entraide Nationale (EN)* representatives at each site visited; with the directors, instructors and trainees of all the CFPs and CETs visited; and with Ministry of Interior (MOI) local authorities. Six CFPs (19 workshops) and three CETs totaling twenty two workshops were visited. The sites visited were: Larache (1 CFP); Tetouan (2 CFPs); Marrakech (1 CET and 1 Cooperative for wheel chairs and crutches); Imin Tanout (1 CFP); Chichaoua (1 CFP); Agadir (1 CET); Casablanca (1 CFP); and Mohammedia (1 CET). A final day was spent at MAAS headquarters and included interviews about the library component, the evaluation unit, the returned participants and project administrative matters.

*Entraide National is essentially the "implementation arm" of MAAS and administers the Ministry's social services programs in the field.

III. FINDINGS OF THE PACR

As a whole, this project can be considered a success in leaving behind institutions significant to the well being of the target population. Specifically the project was aimed at a large segment of Morocco's society who needed social assistance during the economic crisis. A particularly positive aspect of this project is the fact that 13 pilot vocational centers and one academic level institute of social action exist, are fully equipped and entirely staffed by Moroccan qualified teachers, instructors and administrative staff. Most importantly, the Ministry is continuing to carry out the activities initiated under the project with its own resources.

An assessment of each of the project components is provided below.

A. The National Institute of Social Action (INAS)

Official status: It should be noted that in Morocco formalizing a decree to create a new academic training institution is a lengthy process, subject to an enormous amount of administrative review within the "Conseil du Gouvernement."* In the case of INAS, the process was particularly lengthy because the Institute came under a new and relatively small Ministry (MAAS) which lacked experience in academic training. Though the Institute opened for classes in November 1981, the statute to establish INAS as an official academic institution was not presented to the "Conseil du Gouvernement" for approval until early 1983. It was approved only in February 1985, and finally made official in the "Bulletin Officiel" No. 3794 dated July 17, 1985 (see Annex II).

*The "Conseil du Gouvernement" is the GOM Ministers' forum. It meets once a week under the Prime Minister's leadership to establish policy for different GOM departments.

The statute established a "Conseil de Perfectionnement" (see Annex II), which requires that both teachers and students, as well as the administrative staff, join representatives of other GOM departments regularly on a panel which decides policy and discusses organizational aspects of academic and short term training sessions. The "Conseil de Perfectionnement" also helps to improve the quality of the curriculum, and supervise internal operating policies ("Reglement Interieur") and procedures.

The delay in legalizing the Institute's status was a major obstacle to the development of INAS management and faculty organization. It was not until 3 months before the end of the project that an official curriculum was agreed upon, salary rates for INAS faculty members were established, and the field of social work was officially recognized. When Moroccan instructors finally were hired at the Institute, administrative problems related to the lack of an official decree led to motivational difficulties since some teachers were not paid for long periods.

Règlement Intérieur: The "règlement intérieur" is the INAS internal document which describes administrative and teaching procedures as well as the course schedule. This document is currently being approved by MAAS and will be operational for the academic year 1986-87. The former INAS director reviewed the "reglement interieur" in early 1985 and certified that it conformed to the standards of Moroccan University regulations with respect to teacher-student ratios. During INAS' first two years of operation with HRM, the ratio was one to twelve. With the "reglement interieur," the situation has improved considerably, and the ratio is now one to six. This improved teacher-student ratio should have a positive impact on the quality of training.

Goods and equipment: Equipment and materials purchased for the project directly by USAID and HRM include: 3 vehicles; office furniture; dormitory beds; classroom chairs; furniture for a multi-purpose hall and student dormitories; a fully equipped hotel-oriented kitchen including stoves, dishes, two built-in

refrigerators, one washing machine, and one dishwasher; video and movie equipment, and one tape recorder; a xerox machine and one duplicator; one micro computer and one calculator; and 10,000 books for MAAS/INAS library facilities.

Our visit to INAS showed all equipment to be functioning, including the refrigerators which had been found out of order during a previous visit, and the book inventory being well maintained. Although INAS is intensively using the equipment (it hosts and feeds an average of 132 students per month), it has only a small budget available for maintenance; consequently recurring maintenance problems were noted.

1. Two Year Academic Training Program: The first curriculum for long-term training was developed by HRM's curriculum specialist in October 1981, one month before the opening of INAS. The curriculum was based on a model emphasizing the interdependence between theory, practice, and research in social services activities. It was clear early in the development of this curriculum that a Moroccan program oriented toward social work should be based upon the Moroccan social environment and not be simply imported. Therefore the first curriculum was intended to serve only as a model and a first step from which MAAS/INAS administrators could develop a Moroccan training program that gave special attention to the market demand for social workers. Due, however, to the bankruptcy of HRM, the frequent changes of INAS directors and the absence of an official statute (which would have established an official curriculum), MAAS/INAS never developed the training program as planned. Nevertheless, some individuals among the teachers and the new INAS Director did make efforts to revise the curriculum on the basis of their professional experience in the Moroccan social sector. Though partially successful, they were hampered by a lack of reference books.

In July 1985 the original curriculum specialist from the U.S. returned to INAS to assess the curriculum in light of its use during four academic years, and to help INAS faculty improve and make it more realistic and more responsive to the Moroccan context. The content of the revised curriculum is divided into 3 major sections outlined below:

I: Social Sciences

Psychology (introduction)

Sociology (introduction)

The Family

Human Development

Economics (introduction)

Law

Socio-Economic Development

II: Practice of Social Work

Social Science (introduction)

Social Administration (introduction)

Methods of Social Intervention

Training of Trainers

Social Research

Specialization Options

III: Social Research

Statistics

Research Methods

Research Analysis

With the official recognition of INAS and the establishment of the "Conseil de Perfectionnement," the INAS director scheduled the first meeting of the members of the "Conseil" for June 1986 chaired by the Director of Social Affairs. This first work session was crucial to INAS' future development and represented the first step to (1) making an in-depth revision of the existing curriculum for the two-year training program and to develop a curriculum for the second cycle established by the statute; (2) developing an annual plan for short term training sessions; and (3) organizing a placement procedure system.

* INAS graduates: By the PACD the total number of INAS students trained under the long term training component was 190 against 150 projected, 143 graduates having completed the two year training program, and 47 students, the first year of the program. Among the global number of students trained, 45% are women.

Two-year program

| | | | | |
|-------------------------|-----------|--------|----------|-----------|
| First graduating class | June 1983 | 28 men | 15 women | 43 total |
| Second graduating class | June 1984 | 35 men | 18 women | 53 total |
| Third graduating class | June 1985 | 21 men | 26 women | 47 total |
| | | 84 men | 59 women | 143 total |

First year students

| | | | |
|------------------------------|--------|----------|----------|
| during academic year 1984/85 | 20 men | 27 women | 47 total |
|------------------------------|--------|----------|----------|

MAAS reports that almost all graduates of the first and second classes have secured employment with EN. Twenty from the third class are being offered employment by EN also, despite the GOM hiring freeze. It should be noted, however, that most graduates working with INAS are performing accounting and record keeping tasks rather than providing professional social services to EN clients.

Continued placement of additional graduates at EN is very unlikely. On the other hand, employment might be found for these graduates in other government agencies, parastatal organizations, the private sector and other social welfare agencies if the profile of the social worker were defined for and accepted by these groups; if availability of the social workers were announced; and if INAS were better publicized. Employment opportunities could be enhanced by establishing a placement unit at MAAS and INAS to (1) define the market possibilities for future graduates; (2) demonstrate social workers' competence to potential employers; (3) establish marketing possibilities (i.e. build up INAS alumni network, organize social seminars through media channels, invite potential employers to attend short term seminars at INAS etc.).

Although these recommendations have been given to MAAS, and constant pressure applied by USAID on the placement unit i. e., MAAS has not yet shown evidence of creating a placement system. During previous monitoring meetings, USAID suggested that returnees from U.S. academic training be placed in charge of placement. This issue remains unanswered for the time being since the two participants who returned from U.S. academic training are working in a newly created "service des études" where specific activities, including placement, are not yet clearly defined.

2. Short Term Training at INAS

Under the project by the PACD 1133 participants had benefitted from short term training, against the 1100 projected. Beneficiaries are mostly from MAAS/INAS, and represent a large range of entry and mid level staff, including EN Délégués, directrices, monitrices of vocational and social education centers, directors and accountants of orphanages, and administrative assistants from MAAS headquarters. USAID provided 100 percent of stipend expenditures and 50 percent of food expenditures for the students. MAAS provided logistics, staffing and payment of lecturers. HRM organized and implemented the first two sessions after which MAAS took over supervision and implementation responsibilities. INAS organized 18 sessions between March 1982 and July 1985 for 569 mid-level staff and 564 entry level staff (854 women and 279 men) against projections of 500 and 600 respectively. Major fields of training were: mother and child health problems, sanitation and health education, nutrition, social work, administrative management and accounting.

Training Impact: The large percentage of women trained reflects the fact that, within EN, women predominate, particularly at the social and educational centers where social services are provided to low-income mothers and children. All the training session subjects were selected by MAAS; Ministry headquarters staff organized the sessions; and INAS hosted the trainees and provided teachers only. Although on-the-job training is considered by MAAS as a successful component of the project, and the number of trainees will be increased this academic year, no systematic analysis or evaluation of the professional impact on the

trainees was been done by MAAS. This is because MAAS in Rabat did not provide the qualified professional staff to undertake such an evaluation, and the INAS staff was never asked to evaluate this component. Furthermore, most of the recipients are scattered throughout the country, which makes it difficult to collect information from them once they have returned to their posts. USAID noted during site visits that many of the recipients commonly found sessions too short and the course methodology "undynamic". No reading assignments were provided because no teaching materials or library were available during the project. Usually teachers merely gave lectures and asked for questions. Modern teaching methods and group dynamics were not used to motivate participation.

The importance given to short term training is reflected in the number of proposed sessions for academic year 1985/1986 presented as follows:

- Number of sessions: 6
- Training period: 2 weeks
- Participation of women: 45%
- Average number of trainees per session: 70
- Number of recipients during this year: 420
- Average number of lecturers per session: 13

The level of commitment shown by these plans and the budget this represents is an impressive display of the importance given by MAAS to this activity. For example, the first training session of the 1985/86 academic year was held at INAS December 26, 1985 through January 5, 1986 for 120 "monitrices." Eleven lecturers staffed the sessions. The teaching methods remain similar to previous sessions and the lack of materials is still a problem. However, MAAS recently created a vocational education unit to carry out and plan for all vocational education training sessions, demonstrating the confidence of the Ministry in this project component.

B. Five Pilot Vocational Education Centers for women (Centres de l'education et du Travail - CETs)

Overview

The goal of opening five pilot CETs for women was to give more job opportunities for young Moroccan women by providing them with non-traditional skills usually reserved for men. Skills and sites were selected by the HRM vocational education specialist. Equipment (tools and machines) was purchased under the HRM contract. The HRM vocational education specialist also identified 7 master teachers and hired them under personal services contracts from the opening date of the centers in January 1983 until October 21, 1983, when they were put under USAID direct PSCs until June 30, 1985. After their departure, all were replaced by EN instructors except for the two kindergarten instructors who decided to remain with the Ministry. A total of 329 women throughout the 5 centers have completed a two year training program in 6 different non-traditional areas: carpentry and welding in Marrakech, leatherwork in Fes, food preparation in Fkih Ben Salah, and typewriter repair in Mohammedia. The last center in Agadir trains kindergarten administrators. An additional 89 women had finished the first year of training by the PACO. The total numbers of women trained represent 100% of the expected outputs under this component.

The GCM initiated a national vocational education reform in June 1984 to 1) increase the GOM ministries' training capacities in order to progressively orient more students from general primary and secondary schools to vocational education centers; 2) consolidate vocational education systems in Morocco; 3) improve the quality of vocational education and adapt training curricula to the job market needs; and 4) establish a system of linkages between levels of training opportunities to permit more students to reach the highest vocational education training levels. An average of 45,000 students/year was projected to benefit from 2 year programs. All ministries were asked to train students depending on their hosting capacities, equipment and number of instructors available. The MAAS/EN vocational educational centers were integrated into the new official system, and the four CETs in Marrakech, Fkih Ben Salah, Mohammedia and Fes have now become "Centres de

specialisation," (requiring 9 years of previous education for entry). The Agadir CET has been promoted to a "Centre de Qualification" (requiring 12 years of previous education for entry) for Kindergarten training.

All the centers visited showed problems in the following areas: post-training employment; a lack of detailed curricula; no evidence of the official equivalency for the diploma; no follow-up on placement; and insufficient budget for raw materials and spare parts.

Marrakech CET (carpentry and welding):

The women trained have in most cases failed to find work because employers refuse to consider women as competent employees. For example, information received from one carpenter in Marrakech indicated that he would probably have problems with the authorities, as well as his wife, if he hired a woman in his shop. To help solve this problem, EN, the HRM vocational education specialist and Peace Corps decided to keep the five best qualified women from the first group of graduates who became workers inside the center, and created a cooperative to produce marketable metallic wheel chairs and wooden crutches. The goal was to generate an autonomous revolving fund for the workers to keep them working. Peace Corps initiated the design and helped in manufacturing the products from January 1984 to March 1985; their performance was excellent and highly professional. Upon their departure, however, PCVs were not replaced by Moroccan counterparts and the cooperative failed because of the absence of administrative and commercial back-up support from EN. Although the workers show impressive skills in their respective technical areas, they are lacking in commercial skills. Given the fact they are women, they find are unable to do the necessary door-to-door marketing of their products.

Agadir CET (kindergarten training):

The selection of Agadir for this center was a good one given the tourist and industrial profile of the town where numerous hotels and factories are in great need of kindergartens to take care of the children of tourists and workers. The first promotion of 47 "jardinières"

(kindergarten supervisors) who completed the two year program have easily found jobs through their own efforts. Some of them opened their own kindergartens. The teachers were sure that the July 1986 graduates will also find jobs. But the chances to find jobs will decrease after this second promotion given saturation of the higher level market in Agadir (hotels, clubs), and the fact that the lower category of potential employers will offer lower salaries. The provincial EN representative and the monitrices explained that this category of employer needs more of a babysitter for the children than a specialized "jardinière," and salaries offered will progressively decrease until the market demand in Agadir is fulfilled. Given the fact that most of the students are either married or living with their parents in Agadir, they cannot leave the town for other cities where potential employment may be greater. The perception by the students of the progressive reduction of the labor market in Agadir has already decreased the number of registrations by 16% (36 in September 1985 against 45 students in September 1984).

In conclusion, although this pilot training center has increased employment opportunities for young women, saturation of the market in Agadir will pose future problems. Alternatives should have been envisioned to face this problem; for example, preparing the school to be a National School for Kindergarten Training open to women coming from other cities, which would have required financing for the construction of boarding facilities. This alternative would have allowed the graduates to return to their respective towns with a marketable skill and therefore with more chances of employment.

Mohammedia CET (typewriter repair):

Mohammedia is located in the suburbs of Casablanca. Because the area is highly industrialized, employment opportunities are greater here than in any other area in Morocco. From the placement point of view this center is very successful due to the training's skills offered and its central location. Many of the factories in the area prefer to hire their own typewriter repairmen, rather than contracting representatives of large vendors (i.e. IBM, OLIVETTI, etc.). Consequently, all the 1985 graduates of the first promotion have found jobs (as confirmed by present students who keep in touch with former graduates); and future graduation

classes are expected to be readily absorbed into the labor market. Further, typewriter repair has also proven to be successful for women as well as for three handicapped students attending classes.

C. Thirteen Vocational Education Centers (Centre de formation professionnelle - CFP)

Background:

The intent of the creation of the thirteen CFPs was to provide vocational education training to poor Moroccan youth, mainly males, who have an average of four to five years of basic education and have dropped out of primary school. Under this project component Peace Corps Volunteers (PCVs) installed equipment purchased by USAID, taught at the centers and developed new programs in electricity, welding, auto-mechanics and carpentry. In the thirteen centers, 40 workshops were set up and staffed by two teams of PCVs, bringing the total number of PCVs involved over the Project to 48. The PCVs decided that each workshop should train no more than 24 trainees a year divided into two groups (morning and afternoon). Since their arrival in September 1980 until their departure in July 1983, most of the PCVs showed seriousness and competency in their work. During numerous site visits USAID representatives verified that all tools and equipment were properly used and maintained. Good relationships and communications were established between PCVs and the students. During the field work in preparation for this report, 6 CFPs including 19 workshops were visited. The average number of trainees varied from 9 to 15 per workshop except for the two Tetouan CFPs where there were 28. Generally, the facilities themselves are insalubrious: not enough light for some, no air circulation, high humidity, no water, and poor sanitation for others. This fact, coupled with poor placement possibilities, may be what has contributed to falling enrollments. These conditions are difficult for the few remaining students.

Replacement of PCVs:

Moroccan instructors replaced departing PCVs in September 1983 in all of the 19 workshops visited. One welding instructor was not

replaced in Chichaoua until September 1985, which left the workshop closed for two years. The délégué explained that no instructor would accept this assignment because of the site's remoteness. At the time of the field visit all shops were open and all instructors in place. All sixteen instructors are qualified in their respective fields of training. They are all graduates of the Office of Vocational Training and Job Development (OFPPT)**. All the instructors have a "qualification professionnelle" degree (10 years of regular classes and 2 years of vocational education). One instructor in Larache has a "diplome de technicien", which represents 12 years of regular classes and three years of vocational skills. All instructors have had two to three years of previous professional experience with the private sector and/or within OFPPT. They are characterized by a good sense of pedagogy and seem to like their work, although two of them were still waiting for their first payment of salary at the time of our visit.

CFP Curricula and Diploma

No Peace Corps curricula were found in any of the CFPs visited. Questioned in this regard, some CFP directors stated that the volunteers did not leave any official, documented curricula or time tables which would have allowed their replacements to finish the training programs. To face the lack of curricula, EN has developed a three page "programme" which represents a summary of training programs outlining total annual hours of courses and areas of training. However, this EN "programme" still remains vague. The absence of a detailed and official curricula in the CFPs is crucial because instructors have no basis for uniformity in the courses given and consequently prepare their courses on an ad hoc basis. Therefore, it is difficult to standardize the training at the CFPs. This problem is even more critical given the integration of the former CFPs into the new national vocational education reform, as Centres d'Initiation Professionnelle (CIPs). The reform has given EN the

**OFPPT (Office de la Formation Professionnelle et la Promotion du Travail) belongs to the Ministry of Equipment. This Institute is based in Casablanca and represents the most organized and the largest vocational training institution in the country.

responsibility to train 45,000 students per year in the lower level of vocational education skills for a two year program called "initiation professionnelle". The vocational education reform presently recognizes 4 levels: initiation, specialization, qualification and technician. Given the fact, however, that EN has no detailed curricula and has no control on the quality of the training provided at the CIPs, recognition of EN courses remains questionable, and access from the EN "initiation" centers to OFPPT "qualification" classes still remains doubtful. Equivalency of diplomas and mutual agreement on methodology and organization of courses throughout all Moroccan vocational education schools does not yet formally exist and will probably require a long period of negotiation.

Job Placement:

During the visits by the USAID representative to the CFPs and CETs (see Annex IV), discussions were held with (1) local authorities, (2) EN délégués, (3) CFP directors, (4) CFP instructors, and (5) CFP students.

These discussions showed that neither the Ministry nor EN is paying enough attention to the placement of students, reflecting the fact that MAAS/EN headquarters has never formalized a placement system with the délégués and/or local authorities.

All the authorities contacted considered the placement of the students as crucial and showed interest in initiating an informal effort until an official decision is made by MAAS/EN/Ministry of Interior(MOI) Rabat central headquarters. However, the local MOI authorities of Chichaoua and Imin Tanout mentioned that, although vocational education is necessary in their respective sites, the teaching of welding and construction carpentry did not adequately respond to the social, economic and cultural environment. Diesel mechanics and agro-mechanics courses might have been more appropriate because of the growing need for tractor maintenance and because of the remoteness from large cities where maintenance services are available but extremely expensive. Questioned about the numbers of students from the last promotions who found jobs, no one from the officials interviewed was able to produce a written follow-up on the placement of their graduates. However, in Larache 90%

of the graduates were reported to have found jobs in factories through July 1985. This is because Larache has recently become a new province, and an economic expansion plan is in place, particularly for the expansion of the Port, thereby generating employment.

Findings at specific sites include:

Tetouan (carpentry, electricity, auto mechanics, welding): No data on follow-ups were found, leaving no possibility of determining the percentage of students placed.

Chichaoua (carpentry, welding): Graduates have not found jobs. They all returned to traditional agricultural work with their families.

Imin Tanout (carpentry, auto mechanics, welding): Similar situation to Chichaoua on graduates' placement exists, except in welding where no training was provided between June 1983 and September 1985 due to lack of an instructor.

Casablanca (automechanics, carpentry, welding, electricity): This CFP is the largest and the most representative in terms of workshops, students, equipment, instructors and training programs. It inherits all positive and negative aspects encountered in the other centers mentioned above. EN uses this CFP as a pilot vocational center. During the visit the coordinator was filling out a master sample questionnaire on employment sent by EN. This does reflect that EN is at least beginning to be concerned by employment problems.

Findings: (1) the selection made by the HRM vocational education specialist of fields of training in small rural villages was unrealistic compared to chances of employment, and (2) neither HRM nor MAAS/EN sought cooperation from MOI local authorities who are geographically and socially the best placed to identify real placement possibilities. Consequently, students have lost confidence in the centers, with only an average of 4 to 7 students per shop, instead of the planned 25, still attending.

Tools, Equipment and Raw Material:

From the beginning of this project and during several site visits to other CFPs, it was observed that tools and equipment are the pride of CFP Directors and Instructors. They were very well maintained, well catalogued, and inventoried in a professional manner by the Peace Corps Volunteers, and this situation has remained the same with EN instructors who replace PCVs. It should be noted, however, that MAAS/EN has never replaced broken tools or machines, which inevitably happens, leading eventually to an inability to continue training. Several requests from instructors to EN to repair or replace parts and tools have not been answered. (Examples: Larache - the electrical bandsaw is out of order because the saw blade is broken; Tetouan - the welding machine does not work because its electrical coil is burned; and Chichaoua - the blade of the surface planing machine for carpentry has been broken since June 1985).

Concerning distribution of raw materials for production and training, only the welding shops receive regular delivery of the necessary materials. At the other centers visited, students unofficially buy their own materials just to be able to continue their practical work.

D. U.S. and third country training

To strengthen the institutional base the project planned to train eight Moroccans at the masters degree level outside of Morocco. Five in France, and three in the U.S. The Moroccans trained in France were to return to teach at INAS, while those trained in the U.S. were to work as administrators within MAAS on their return.

At the PACD, 5 of the 8 planned participants had completed their training and had returned to Morocco to take up positions with MAAS, 2 had extended their training at their own expenses and one was dropped from training.

Third Country Participant Training

Three of the five participants trained in France had begun

their studies under another project and had returned by the opening of INAS in November 1981. They are today teaching social sciences as required by the project. One other participant was authorized by MAAS to complete his program at his own expense from January 1, 1985 to December 3, 1985. Until now he is still in Paris in spite of directives sent by MAAS to return to Morocco. The fifth participant was dropped from training in January 1982.

Before sending participants for training, HRM developed job descriptions based on future needs of the INAS. Accordingly, participants were selected and training areas identified. Mr. Zanouni Mohamed (who was recently nominated as Director of the Institute), Mr. Zehouani Ahmed, and Ms. Ettaj Aïcha prepared an equivalent of a U.S. Master's degree at the Institut de Travail Social et de Recherches Sociales de Montrouge/Paris with major studies in social work, social welfare and communication. They are presently teaching social services and research methods, social law, and social work respectively. In addition to these major courses they also teach aspects of business administration, accounting, language and theology. These courses, taught by USAID project-financed participants, give INAS its credibility as the social work training institution in Morocco. This aspect of the project should be considered as positive regardless of the various administrative and organizational problems encountered by INAS discussed above.

U.S. Participant Training

Two participants completed M.S. degrees in social science. Mr. Mohamed Biyad studied social research and curriculum development, and Abdallah Hassiane studied evaluation of training programs and collection of social data. Their study programs were designed for future assignments at MAAS headquarters as heads of two subdivisions of the evaluation placement unit. Upon their return in September 1985, after some delay, they were hired as administrative assistants for the "Service des Etudes" within MAAS. Definition of their respective jobs is not clear at the writing of this report, and the work they perform is not directly related to the evaluation and placement activities for which their training was intended. They appear, however, to be providing positive contributions to the Ministry.

After two authorized extensions, the third participant in the U.S. was expected to return in December 1984. MAAS authorized a third extension at the expense of the student, provided he return to work with MAAS in December 1985. However, he is still in the U.S. despite several warnings from the GOM and AID to return to Morocco.

The three third-country and two U.S. participants who completed their training have all been officially hired by MAAS and are now paid under the MAAS budget.

E. Evaluation Unit

Although MAAS still contains no special evaluation unit to handle curricula and placement issues, as recommended by USAID and planned under the project, a "Service des Etudes" has been created by the MAAS "Direction des Affaires Sociales," which includes evaluation as one of its activities. Definition of activities to be evaluated and long or mid-term planning actions, however, have not yet taken place. The U.S. participants are assigned to this unit.

F. Library Facilities

The need for documentation and reference books at INAS as well as MAAS was agreed by all parties. Approximately 10,000 books for libraries at INAS and MAAS were purchased by the project. MAAS hired one professional librarian and two assistants to (1) receive the books, (2) establish inventories and catalog them, and (3) deliver 50% of the books to the INAS library where a librarian was also assigned. Due to the amount of work required to receive, inventory and catalog so many books, the library of INAS was not in place by the PACD. Books were expected to be delivered to Tangier during academic year 1985-1986. The delay in the delivery of the books has hampered the ability of INAS to function effectively as a normal educational institution. The delay was caused by logistical procurement and cataloguing problems resulting from the lack USAID and MAAS experience with book procurements of this size.

women completed two year training programs and 89 had finished their first year program by the PACD.

These women generally came from poor to very poor families. The trainers were considered competent, and the training courses excellent on the whole. Morocco has proven still too traditional to hire women to perform work usually reserved for men such as carpentry, welding and food preservation. For other reasons limited success was noted in kindergarten and leather work. Only typewriter repair was fully successful and offers job opportunities to numerous future students.

4. Providing vocational skills training in 13 centers

4. 13 CFPs (40 workshops) were equipped by USAID and staffed by PCV trainers. Moroccan instructors replaced PCVs by the end of February 1984. No official data on graduates are available. Project projections indicate that approximately 1340 students completed two year training programs and 480 completed one year of training. However, recent visits indicate that the numbers are falling due to the problems discussed in chapter III paragraphe C.

Accomplishments

Training financed under the project reflects elements of both success and failure, due to the administrative/organizational problems discussed above. The following list of successes and deficiencies is distilled from the experience of the project:

Successes:

1. HRM and PCV teachers were replaced by qualified Moroccans, and the centers are open.
2. Equipment and tools in CETs and CFPs are well used, maintained and inventoried.
3. The majority of trainees are from low-income families.
4. The percentage of women trainees is higher than men in both INAS and the five CETs
5. A potential job market exists for INAS graduates and placements have been made to date.
7. More beneficiaries than expected attended short term training sessions at INAS

Deficiencies:

1. Detailed curricula are still lacking in all training centers.
2. The equivalence of diplomas between CETs, CFPs and other vocational education institutions is still not defined, and possibilities of linkages to additional vocational training do not yet exist.
3. Lack of effective communication between EN and MAAS has led to financial and administrative problems in running the CFPs.

4. Decisions on organizational aspects of short term training sessions are overly centralized at MAAS. The INAS faculty should share responsibility and help in selecting areas of training for the sessions.

5. An evaluation has never been made to analyze the impact of short term training sessions on beneficiaries, or to suggest recommendations for future needs.

6. MAAS/INAS has not yet followed up on consultant recommendations to revise the curriculum and develop a placement system for its graduates.

IV. CONCLUSIONS

Morocco has suffered a severe financial crisis since 1976. Due to the subsequent freeze on employment, the rate of unemployed young men and women increased dramatically in all sectors. This Project attempted to respond to this problem by financing academic and vocational training courses for poor Moroccan youth in order to increase their chances for employment. Unexpected problems regarding the project implementation, however, have constrained success.

HRM

The job performance of the contractors was marred by two factors: (1) HRM went bankrupt, and (2) four of their members resigned earlier than expected. This situation led the team leader to overextend himself by assuming too many obligations (i.e. teaching several courses including English Language training at INAS, contracting master teachers at the CETs, and counseling the vocational education specialist hired under a USAID PSC).

MAAS

MAAS is a small, recently established ministry dealing with difficult administrative and financial problems which slowed down some of the project implementation actions (delay in officializing the INAS

statute, lack of employment plans for INAS and CFP/CET graduates, revision of INAS academic training curricula.).

CETs/CFPs

As long as the 5 CETs curricula and diplomas have not been unified with OFPPT and the Ministry of Education's (MOE) new vocational education reform, the five pilot centers will lack credibility. Furthermore, the replicability of the successful CETs is questionable. There is a lack of continuity for the existing courses, no tracking on the issue of equivalency of diplomas with the MOE, little assistance for graduates to find employment, and the selection of areas of training and their related sites is not well defined yet.

LESSONS LEARNED

This project had two different major components; INAS and the vocational training centers. Both suffered to some extent from over-centralization of decisions and policy making at MAAS in Rabat. In the case of INAS, this was necessary, given a series of weak directors appointed for the school. Most troublesome, however, was the centralized planning of short-term MAAS staff training on short notice. With the appointment as Director in May 1986 of one of the persons who received project-sponsored training in France, a more systematic approach to administration of the school and long- and short-term training seems to be underway.

The Ministry has taken a similarly strong role in the planning and direction of the vocational training component. Thus Entraide Nationale, the institution charged with actual implementation of the program, was left out of all planning stages and much of the later direction of the program. Both USAID and MAAS could have benefitted from EN participation in selection of the "innovative skills" to be taught and of the training sites. Finally, greater involvement of EN in management of the program would probably have led to more direct and rapid implementation.

RECOMMENDATIONS

A. Host Country Contract

The host country contract dealt with academic and vocational education, and procurement of equipment. Although the host country contracting mode appears to have been the appropriate mechanism to implement this complex project, however, greater attention should have been given to the selection of the firm and the team members. Specifically, responsibility in the selection should not have been given solely to the host country, but should have been shared with a USAID specialist.

B. Selection of Innovative Training Fields and Related Training Sites

Introducing new innovative training, selecting appropriate training sites and emphasizing the enrollment of a specific category of students all require specialists in vocational education. In similar efforts in the future, these tasks should involve representatives of local authorities, particularly from the Ministry of Interior and Entraide Nationale, who are knowledgeable about the population's need for vocational education, and the potential employment possibilities in the local job market.

C. Participant Training

USAID should do everything possible to insure the return of participants to the country before the PACD. If a participant decide not to come back to the country, USAID should carry through in insisting the host country reimburse the training expenditures.

Liste de Fonctionnaires de l'Institut National de l'Action Sociale

(Corps enseignant - Personnel Administratif)

| NOMS ET PRENOMS | GRADE | FONCTION | OBSERVATION |
|-----------------------------------------|-------------------------------------|---------------------------------------------------------------------|-----------------------------------|
| - M ^{re} BENJELLOUN Abdellatif | | - Directeur de l'Institut | |
| - MR. LAMSAOURI Sidi Ahmed | - Administrateur Echelle 11 | - Directeur des Etudes | - Enseigne la Psychologie Sociale |
| - MR. ABOUABDELMAJID Hassan | - Maître de conférence | - Cours le Droit Administratif | |
| - MR. NIMACH Abdelaziz | - Maître de conférence | - " la Psychologie | |
| - MR. ANEDDA Driss | - Maître assistant | - " la gestion et la Comptabilité | |
| - Mme. SOUESI Naima | - Maître assistante | - " la Sociologie Domestique | |
| - MR. EL GHRIE Abdelkader | - Maître assistant | - " l'Economie | |
| - MR. ZANGUNY Mohammed | - Administrateur Adjoint Echelle 10 | - " d'administration des services Sociaux et Méthodes de Recherches | |
| - MR. ZEHOUANI Ahmed | - Administrateur Adjoint Echelle 10 | - " d'animation et Droit Social | |

Mlle ETTAJ Aicha

- Administrateur Adjoint
Echelle 10

Mme. SMINI Bouchra

- Civiliste

Mlle, NEHMANI Fatima

- Civiliste

Mlle. SQALLI Myriam

- Vacataire

MR. Mohamed Ben-Dagou

- Vacataire

MR. ABOUZAMIA Mohamed

- Vacataire

Mme. CHRAÏBI Epouse SKALLI
Khadija

- Vacataire

MR. MADANI

- Vacataire

MR. EL HBAZ Abdennabi

- Vacataire

MR. IBRAHIM BEN-Saddiq

- Vacataire

MR. BAKKALI Mohamed

- Administrateur Adjoint
Echelle 10

MR. BENNANI Rachid

- Administrateur Adjoint
Echelle 10

MR. CHERIFI Mourad

- Administrateur Adjoint
Echelle 10

- Cours de Dimensions
Sociologiques du
Travail Social

- Bibliothèque

- Secretariat du
Directeur

- Cours d'Anglais

- " d'Allemand

- Assure le cours d'action
Sociale en Islam

- Assure le cours de
Santé et Hygiène

- Cours l'Espagnol

- Assure le cours de
Nutrition

- Assure le cours de
législation Islamique

- Attaché de Directeur

- Secrétaire Général

- Econome

- Enseigne le cours des
Filières Sociales

- Enseigne l'Arabe

ORGANISATION ET PERSONNEL DES ADMINISTRATIONS PUBLIQUES

Ministère des Affaires Sociales
 TEXTES PARTICULIERS

Ministère de l'Artisanat et des Affaires Sociales
 794 du 28 chaoual 1405 (17-7-85)

Décret n° 2-84-30 du 9 jourmada I 1405 (31 janvier 1985) portant création et organisation de l'Institut national de l'action sociale (I.N.A.S.)

LE PREMIER MINISTRE,

Vu le décret n° 2-81-280 du 5 jourmada II 1402 (20 avril 1982), relatif aux attributions du ministère des affaires sociales et de l'artisanat ;

Vu le décret n° 2-57-1841 du 23 jourmada I 1377 (16 décembre 1957) fixant la rémunération des fonctionnaires, agents et étudiants qui suivent des stages d'instruction ou des cours de perfectionnement, tel qu'il a été modifié et complété ;

Vu le décret n° 2-75-670 du 11 chaoual 1395 (17 octobre 1975) portant statut particulier du personnel enseignant-chercheur des établissements de formation des cadres supérieurs ;

Vu le décret n° 2-73-722 du 6 hijra 1393 (31 décembre 1973) portant les échelles de classement des fonctionnaires de l'Etat et la hiérarchie des emplois supérieurs des administrations publiques ;

Après examen du projet par le conseil des ministres réuni le 21 safar 1405 (15 novembre 1984),

DÉCRÈTE :

Chapitre premier.

Dispositions générales

ARTICLE PREMIER. — Il est créé à Tanger un Institut national de l'action sociale (I.N.A.S.) qui relève de l'autorité gouvernementale chargée des affaires sociales.

ART. 2. — L'Institut national de l'action sociale a pour mission :

- d'assurer la formation et le perfectionnement des personnels destinés à servir dans les domaines de l'action sociale, qui seront affectés dans les administrations publiques, les collectivités locales et dans les organismes semi-publics et privés ;
 - de contribuer à l'élaboration et à la vulgarisation des techniques et méthodes de travail et de recherches dans le domaine de l'action sociale.
- A cet effet, il organise :
- des cycles d'études ;
 - des stages de perfectionnement et de recyclage ;
 - des séminaires.

ART. 3. — L'Institut national de l'action sociale peut créer des annexes dont la création, l'organisation et le fonctionnement sont fixés par arrêté de l'autorité gouvernementale chargée des affaires sociales, après approbation des autorités gouvernementales chargées des finances et des affaires administratives.

ART. 4. — L'Institut national de l'action sociale est administré par un directeur nommé conformément à la réglementation en vigueur, sur proposition de l'autorité gouvernementale chargée des affaires sociales.

ART. 5. — Le personnel de l'Institut national de l'action sociale comprend, outre le directeur :

- un directeur des études ;
- un corps enseignant ;
- un personnel administratif ;
- un personnel de service.

Le directeur des études, le corps enseignant et le personnel administratif sont désignés par l'autorité gouvernementale chargée des affaires sociales, sur proposition du directeur de l'établissement.

ART. 6. — Le directeur de l'Institut national de l'action sociale gère l'ensemble des services et du personnel placés sous son autorité. Il est responsable de la discipline et contrôle les enseignements théoriques et pratiques.

ART. 7. — Le directeur de l'Institut national de l'action sociale est assisté par un conseil de perfectionnement et un conseil intérieur.

ART. 8. — Le conseil de perfectionnement comprend :

- l'autorité gouvernementale chargée des affaires sociales ou son représentant, président ;
- l'autorité gouvernementale chargée de la formation des cadres ou son représentant ;
- l'autorité gouvernementale chargée de la formation professionnelle ou son représentant ;
- l'autorité gouvernementale chargée de l'enseignement supérieur ou son représentant ;
- l'autorité gouvernementale chargée de la santé publique ou son représentant ;
- l'autorité gouvernementale chargée de l'emploi ou son représentant ;
- l'autorité gouvernementale chargée de la jeunesse et des sports ou son représentant ;
- l'autorité gouvernementale chargée de l'intérieur ou son représentant ;
- l'autorité gouvernementale chargée des affaires administratives ou son représentant ;
- l'autorité gouvernementale chargée de la justice ou son représentant ;
- un représentant de l'administration de la défense nationale ;
- le directeur de l'entraide nationale ;
- le directeur des affaires sociales ;
- le directeur des études de l'Institut national de l'action sociale ;
- deux professeurs élus par le corps enseignant au début de chaque année universitaire ;
- un étudiant pour chaque cycle d'études, élu par ses camarades, au début de chaque année universitaire.

A la demande de son président, le conseil peut s'adjoindre, à titre consultatif, toute personne jugée utile en fonction de sa compétence.

Le secrétariat du conseil de perfectionnement est assuré par l'Institut national de l'action sociale dont le directeur remplit la fonction de rapporteur.

ART. 9. — Le conseil de perfectionnement est consulté sur toutes les questions importantes, notamment d'ordres technique et pédagogique, relatives à :

- l'approbation des programmes d'enseignements ;
- l'organisation des études et des stages de formation ;
- les installations, les équipements et, d'une façon générale, le fonctionnement et le développement des activités de l'Institut national de l'action sociale.

En outre, le conseil de perfectionnement est consulté sur le règlement intérieur établi par le conseil intérieur, avant son approbation par l'autorité gouvernementale chargée des affaires sociales.

ART. 10. — Le conseil de perfectionnement se réunit sur convocation de son président chaque fois que les circonstances l'exigent, mais au moins une fois par an.

ART. 11. — Le conseil intérieur comprend :

- le directeur de l'Institut national de l'action sociale, président ;
- le directeur des études ;
- un représentant du personnel enseignant pour chaque section d'enseignement ;
- deux représentants des étudiants, désignés par leurs camarades au début de chaque année universitaire.

Le conseil ne peut délibérer que si le nombre des représentants présents dépasse la moitié des membres du conseil. Les décisions sont prises à la majorité des voix ; en cas de partage égal des voix, celle du président est prépondérante.

Le conseil peut s'adjoindre, à titre consultatif, toute personne jugée utile en fonction de sa compétence.

ART. 12. — Le conseil intérieur se réunit sur convocation de son président, chaque fois que les circonstances l'exigent et au moins une fois par trimestre durant l'année universitaire. Il donne son avis sur toutes les questions intéressant les études à l'Institut national de l'action sociale, arrête la liste des étudiants admis à passer en classe supérieure. Il se réunit en conseil de discipline chaque fois que les circonstances l'exigent.

ART. 13. — Le personnel enseignant comprend un personnel permanent et un personnel rétribué par vacations conformément à la réglementation en vigueur.

ART. 14. — Le personnel administratif comprend :

- un secrétaire général ;
- un intendant ;
- des secrétaires ;
- des agents de services.

ART. 15. — Le secrétaire général est chargé :

- de la gestion et de l'administration du personnel relevant de l'Institut ;
- de la préparation et de l'exécution du budget de l'Institut en collaboration avec les différents organes de l'Institut et du ministère chargé des affaires sociales ;
- de la gestion et de l'entretien des bâtiments et du matériel.

Chapitre II

Organisation des études

ART. 16. — L'enseignement dispensé à l'Institut national de l'action sociale comprend 2 cycles :

- un premier cycle pour la formation des animateurs en affaires sociales d'une durée de 3 années ;

— un second cycle pour la formation en administration des affaires sociales d'une durée de 4 années.

ART. 17. — L'admission en première année du premier cycle a lieu par voie de concours ouvert :

- aux candidats titulaires du baccalauréat de l'enseignement secondaire ou d'autres diplômes équivalents ;
- dans la proportion de 15% des candidats à admettre aux fonctionnaires relevant des services des affaires sociales rattachés à l'autorité gouvernementale chargée des affaires sociales, appartenant à un cadre classé moins dans l'échelle de rémunération n° 6 et qui n'ont atteint au moins le 4^e échelon de leur grade.

ART. 18. — Au terme de la formation assurée durant le premier cycle, il est délivré à tout étudiant déclaré admissible à l'examen final, le diplôme d'animateur en affaires sociales.

ART. 19. — Les conditions d'admission au deuxième cycle de formation sont fixées par décret.

ART. 20. — En vertu des dispositions statutaires propres au ministère de l'artisanat et des affaires sociales, ainsi qu'aux autres départements ministériels, les titulaires du diplôme d'animateur en affaires sociales sont recrutés sur titre dans les cadres ou grades propres à ces administrations.

ART. 21. — L'Institut national de l'action sociale organise, à l'intention des personnels du secteur public, des établissements publics et des entreprises privées, des cycles de perfectionnement et de recyclage, ainsi que des séminaires d'information. L'organisation et les spécialités sont fixées par l'autorité gouvernementale chargée des affaires sociales.

Chapitre III

Dispositions diverses

ART. 22. — Le régime de l'Institut national de l'action sociale est l'internat. Des dérogations peuvent être accordées à cet effet par le directeur de l'Institut national de l'action sociale.

ART. 23. — Les étudiants internes participent aux dépenses de l'internat. Le taux de cette participation est fixé par décret de l'autorité gouvernementale chargée des affaires sociales, par le ministre des finances. Cette contribution est perçue dans les conditions fixées par le règlement intérieur de l'Institut.

ART. 24. — Les étudiants n'ayant aucun lien initial avec l'administration, sont tenus de souscrire l'engagement à l'administration pendant une durée d'au moins 8 mois à compter de la date d'acquisition de leur diplôme de baccalauréat. Ils perçoivent une allocation forfaitaire mensuelle dans les conditions fixées par le décret n° 2-57-1841 du 23 joumada I (16 décembre 1957) susvisé.

ART. 25. — Les étudiants relevant des administrations publiques seront soumis au décret n° 2-57-1841 du 23 joumada I 1377 (16 décembre 1957) susvisé.

ART. 26. — Hormis les cas de maladie ou d'absence justifiés par le conseil intérieur, un étudiant ne peut être autorisé à recommencer une année qu'une seule fois du cours de scolarité à l'Institut.

ART. 27. — Des candidats de nationalité étrangère, présentés par leur gouvernement et agréés par le gouvernement marocain, peuvent être admis à l'Institut national de l'action sociale.

les mêmes conditions que les candidats nationaux, dans la limite des places disponibles. Leur nombre est fixé chaque année par décision de l'autorité gouvernementale chargée des affaires sociales.

Ils obtiennent, à l'issue de leurs études, les mêmes diplômes et attestations délivrés aux étudiants nationaux.

ART. 28. — L'organisation des concours, des études, des examens et des stages prévus dans le présent décret, ainsi que les conditions de délivrance des diplômes ou attestations sont fixés par arrêtés de l'autorité gouvernementale chargée des affaires sociales, visés par l'autorité gouvernementale chargée des affaires administratives.

ART. 29. — Le présent décret prend effet à compter du 2 hja 1401 (1^{er} octobre 1981). Il sera publié au Bulletin officiel.

Les autorités gouvernementales chargées des affaires des finances, de la formation des cadres et des affaires administratives sont chargées, chacune en ce qui la concerne, l'exécution du présent décret.

Fait à Rabat, le 9 jourada I 1405 (31 janvier)

MOHAMMED KARIM-LAMRANI.

Pour contreseing :

Le ministre de l'artisanat
et des affaires sociales,

ABBÈS EL FASSI.

Le ministre des finances,

ABDELRAHMAN JOUHARI.

NATIONAL INSTITUTE OF SOCIAL ACTION

TANGIER

TRAINING PROGRAM

For

SOCIAL ASSISTANTS

Curriculum 1984-1985 (Basic Program)

1st Year

| | |
|-------------------------------------|-----------------|
| Social Action | Effaj |
| Introduction to Sociology | Soussi |
| Introduction to Psychology | Himach* |
| Introduction to Economy | Elghrib* |
| Domestic Sociology | Soussi |
| Research Methodology | Zaanouny* |
| Social Development | Zehouani* |
| Quantitative Methods for Management | Ahedda* |
| Social Services Administration | Zaanouny* |
| Statistics and Accounting | Ahedda* |
| Administrative Law | Abouabdelmajid* |
| Study of Social Problems | Smihi |
| Social Action in Islam | Abouyahya |
| Islamic Legislation | Benseddik |

Languages: English - Spanish - German - Arabic

2nd Year

Sociological Aspects of

| | |
|---------------------------|-----------------------------------------------------------|
| Social Work | Effaj* |
| Social Psychology | Lamsaouri* |
| Social Policy | Zehouani* |
| Economy and Society | Elghrib* |
| Statistics and Accounting | Ahedda* |
| Management of Entreprises | Ahedda* |
| Great Public Service | Abouabdelmajid* |
| Social Law | Zehouani* |
| Demography | Elghrib* |
| Nutrition | Elhbaz |
| Psychology of Work | Himach |
| Health-Hygiene | Sralli |
| Islamic Legislation | Benseddik |
| Social Action in Islam | Abouyahya |
| Internships | <u>Commission:</u> - Zaanouny - Effaj - Zehouani |

Seminars and Conferences

NATIONAL INSTITUTE OF SOCIAL ACTION

Course Descriptions

Course descriptions, described below and prepared by the National Institute of Social Action, were made available to us in order to examine and discuss the courses with the following professors:

| | |
|-------------------------------------------|---------------------------|
| Social Policy | Mr. Ahmed Zehouani |
| Social Development | " " |
| Social Law | " " |
| Moroccan Administrative Law | Dr. Hassan Abouabdelmajid |
| Great Public Service | " " |
| Social Services Administration | " " |
| Quantitative Techniques for Management | Mr. Driss Ahedda |
| Research Methodology | Mr. Zaanouny |
| Social Psychology | Dr. Ahmed Lamsaouri |
| Economy | Mr. Elghrib |

LIST OF SITES VISITED AND PERSONS INTERVIEWED

National Institute of Social Work (INAS) - Tangier

Mr. Abdellatif BENJELLOUNE, Director

Centre de Formation Professionnelle (CFP)

Larache

Mr. Mohamed EL ADLANI, Director
Mr. Abd louahad ABOUABDALLAH, Instructor in carpentry
Mr. Omas SOTTO, Instructor in electricity
Mr. Abdelmouttaieb KAMAL, Instructor in welding

Tetouan (Sania Rmel)

Mr. El Alami ECHAKOURI, Director
Mr. Zine Dine EL HABIB, Instructor in welding
Mr. Rachid JAMAL, Instructor in carpentry
Mr. Mohamed MERGHADI, Instructor in carpentry

Tetouan (Hassan II)

Mr. Mohamed SLIMANI, Director
Mr. Hassan EL ASSAL, Instructor in electricity
Mr. Abdeslam BENWAGA, Instructor in auto mechanics

Chichaoua

Mr. Mekki EL AMRANI, Ministry of Interior, Chef de Cercle
Mr. Abdallah JBARA, Director
Mr. Driss RGUIBI, Instructor in carpentry
Mr. Abdallah AKRELICH, Instructor in welding

Imin Tanout

Mr. Kaïssar EL OUALI, Ministry of Interior, Chef de Cercle
Mr. Farid KITANE, Coordinator and Instructor in carpentry
Mr. Houcine JAIDAR, Instructor in welding
Mr. Ahmed SEMRANI, Instructor in automechanics

Casablanca

Centre de l'Education et du Travail (CET)

Marrakech

Mr. Mohamed TAHRI, EN Délégué
Mr. Mohamed BIDAHA, Provincial Coordinator
Mrs. Chafika BENNOUNA, Director
Mr. Brahim BAHOU, Instructor in carpentry

Mr. Mohamed EL KHROUF, Instructor in welding
Five girls from the wheelchairs/crutches cooperative

Agadir

Mr. Mohamed BENAÏSSA, Ministry of Interior, Chef de Cercle
Mr. Sourour EL ALAOUÏ, EN Délégué
Mr. Mustapha EL GHAOUÏ, Director
Ms. Fatima Zohra CHERKAOUÏ, Kindergarten Instructor
Ms. Amal CHERKAOUÏ, Kindergarten Instructor

Mohammedia

Mr. Jamal SELMAOUÏ, Instructor typewriter repairs

Casablanca

Mr. Mohamed BERRAMI, Coordinator and Instructor in welding
Mr. Houcine BOUZGAOUÏ, Instructor in automechanics
Mr. Abderrahmane MAADNI, Instructor in automechanics
Mr. Mohamed ASHLANE, Instructor in electricity
Mr. Bouchaÿb HALIMI, Instructor in carpentry
Mr. Abdelhak BOUTCHICH, Instructor in carpentry.

Ministry of Handicrafts and Social Affairs (MAAS)

Mr. Mohamed ETTAOUÏL, Project counterpart

Scope of Work for PACR

A. Long Term Training at the National Institute of Social Action (INAS)

Describe present status of the "legal statute" of INAS. Since INAS was a new Institute, under Moroccan Law, The Curriculum, the equivalency of the diploma awarded, and the salaries of the teachers had to be approved by the Conseil du Gouvernement.

1. Curriculum Development

Describe present status of the curriculum, which was to be a written document for each course. Include a summary of each course.

2. INAS administrative staff and faculty members

Describe the presentation configuration of administrative staff and faculty members, including a short description of the qualification and background of each teachers. This section will describe the changes that have occurred over time as the teaching responsibility passed from HRM personnel to Moroccan hands. It will present the amount of long and short term technical assistance provided under the project.

3. Describe present status of "reglement intérieur," which is the official document that describes the administrative and teaching procedures as well as the course schedule.

4. List and comments goods and equipment purchased for the project.

5. Present the number of graduates of the two year program by year, with an analysis of their present employment status.

B. Short Term Training at INAS

1. Describe short term training to date and present total numbers of MAAS employees trained, with an analysis of their level within the Ministry.

2. Assess impact of short-term training on MAAS staff and future plans. This may be difficult given that most recipients are scattered throughout Morocco.

3. Describe future plans of short-term training period under MAAS responsibility.

C. Five Vocational Education Centers (CETs)

1. Present goals and status of the five CETs and analyze selection of the five training areas and training sites in the light of placement possibilities of trainees.

2. Describe status of curriculum development and internal regulations for each center, including equivalence of diploma and present legal status of centers.

D. 13 Centres de Formation Professionnelle (CFPs)

1. Describe the intent of the creation of the CFPs and the involvement of Peace Corps

2. Present status on the replacement of Peace Corps by their Moroccan counterparts, and analyze adequacy of their selection.

3. Describe present status of curriculum and diploma and

4. Analyze job placement issues.

5. Review inventory and use/maintenance of the equipment and distribution of raw materials, to the centers.

E. U.S. and Third Country Training

1. Present status on third-country Participant and describe placement of returnees to date.

2. Present status on U.S. participant training and describe placement of returnees to date along with their respective assignments

F. Evaluation Unit

Describe status of the evaluation unit to date and define involvement of U.S. participants trainees within this unit.

G. Library Facilities

Summarize the book purchase procedures and present actual status on delivery to both MAAS and INAS libraries.

H. Overall findings

Summarize overall finding toward project goals

1. Review adequacy of the selection, use and present condition of the project financed equipment and teaching materials.

I. Short-term training at INAS

1. Examine and describe present year training plan including definition of subject areas.

2. Describe short term training to date and present total numbers of MAAS employees trained, with an analysis of their level within the Ministry.

3. Assess impact of short-term training on MAAS staff. This may be difficult given that most recipients are scattered throughout Morocco.

4. Describe methodology of organization and administration of short term training program

J. 5 CETs

1. Analyze selection of the five training areas and training sites in the light of placement possibilities of trainees.

2. Describe status of curriculum development and internal regulations for each center, including equivalence of diplomas and present legal status of centers.

3. Present qualifications of HRM selected master teachers and their MAAS replacement.

FINANCIAL STATUS
Project 608-0157
 (as of September 30, 1986)

| <u>Project Element</u> | <u>Amount Expended</u> | <u>Amount remaining</u> |
|------------------------------------------------|------------------------|-------------------------|
| 1. Host Country Contract | 1,412,985 | 50,000 |
| 2. Long term Personal Services Contracts | 115,186 | - |
| 3. Short term Personal Services Contracts | 44,601 | - |
| 4. Architectural Services | 24,652 | - |
| 5. Invitational Travel | 8,616 | - |
| 6. Training - Third Country | 30,484 | - |
| 7. Training - U.S. | 123,026 | - |
| 8. Training - English language | 16,157 | - |
| 9. Construction (INAS) | 384,442 | - |
| 10. Commodities Equipment (INAS) | 123,102 | - |
| 11. Library text books | 113,401 | 12,384 |
| 12. Commodities - Vocational Education Centers | 478,431 | - |
| 13. Commodities - Work Centers | 97,864 | - |
| 14. Stipends (INAS) | 263,514 | 3,180 |
| 15. Revolving Fund (CETs) | 100,143 | - |
| 16. Final Evaluation | 0 | 0 |
| 17. Contingency | 18,192 | 17,403 |
| | | |
| TOTAL | 3,354,796 | 82,967 |

Note: As discussed in the Project Background above, the early termination of the host country contract with HRM (Project Element 1) led to numerous financial and administrative difficulties for the project. USAID/Rabat never received a "final voucher" from HRM covering their last month's expenses. Over a period of approximately one year following contract termination, a number of proposals were discussed for a final settlement, but no agreement was reached because the contractor's books were not in an auditable condition. When it became clear that an audit would not be done, USAID proposed that following the PACD, after all expenditures cleared the accounting process, remaining project funds be deobligated. In FY 86 a total of \$447,237 was deobligated from the project. However, to provide some flexibility in the event of a future claim by HRM for a final settlement, \$50,000 was held in Project Element 1 as noted above. The entire remaining amount, including funds from other elements will be deobligated in FY 87, since no final settlement claim has been filed by HRM.