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**PARTICIPANT TRAINING  
FOR AGRICULTURE  
IN  
MOROCCO**



A. Y. D. HISTORICAL AND  
TECHNICAL REFERENCE  
ROOM 1856 NS

by

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PARTICIPANT TRAINING FOR AGRICULTURE IN MOROCCO

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## PARTICIPANT TRAINING FOR AGRICULTURE IN MOROCCO

### Introduction

As of January 1967, a total of 546 participants had completed training and returned to Morocco.<sup>1/</sup> Most emphasis, in terms of number of participants, was directed to improvement of Education. About 50 percent of the training occurred in that category. Another 20 percent was in Industry, and 18 percent in Agriculture. The remaining 12 percent consisted of participants in Communications, Public Administration, Public Safety, Labor, National Economic Development, and the African Scholastic Program. A view of the Mission's emphasis, by type of activity for participant training is illustrated in Figure 1.

Although participants representing agriculture account for only 18 percent of the total, there has been considerable concern expressed over the role of participants in agriculture and their attitudes toward the United States.

### The Problem:

This report, therefore, is directed solely to an evaluation of agricultural participants.

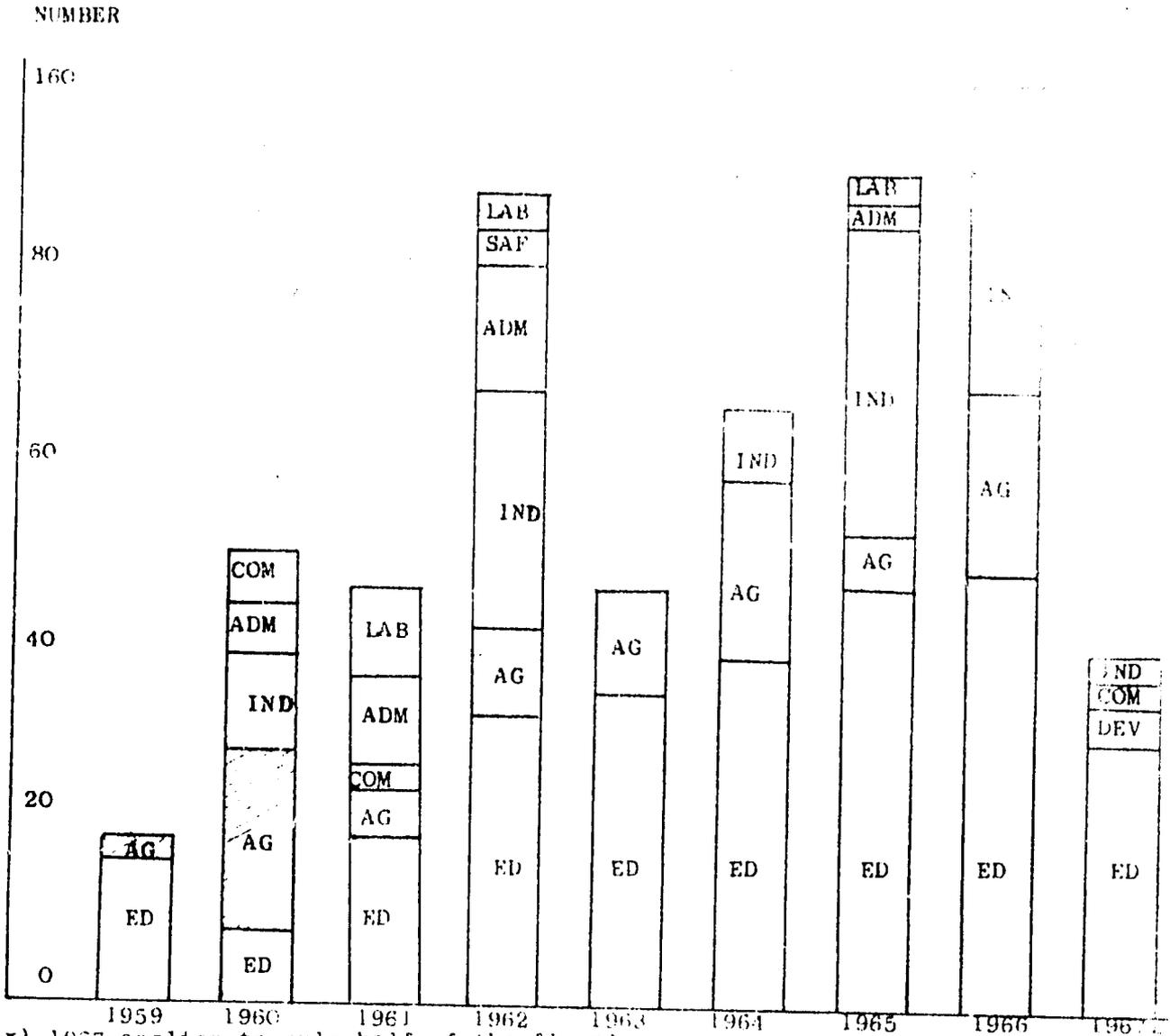
In the past 9 years, January 1958 through December 1966, 105 Moroccan participants have received or been exposed to special USAID agricultural training.

Length of training varied from as little as one month for observation tours and short survey courses to as long as five years for college training.

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<sup>1/</sup> Directory of Returned Participants, USAID/Morocco, Training office, January 1967.

FIGURE 1 - NUMBER OF USAID PARTICIPANTS, BY TYPE OF ACTIVITY AND FISCAL YEAR OF COMPLETION  
MOROCCO, January 1967



(\* 1967 applies to only half of the fiscal year. Seventeen agricultural participants are programmed for the balance of FY 67.

KEY

- |                      |                             |
|----------------------|-----------------------------|
| ED - Education       | ADM - Public Administration |
| AG - Agriculture     | SAF - Public Safety         |
| IND - Industry       | LAB - Labor                 |
| COM - Communications | DEV - Development           |

Cost to the USAID Mission has been about \$335,000, or an average of \$3,191 per participant. The average cost including travel was about \$663 per participant per month of training.

Objectives:

In light of the cost and other efforts put into the participant phase of the USAID program, it is natural to ask some questions as to its effectiveness. Hence, a small survey was conducted to arrive at a general evaluation and to determine:

1. Whether participants were applying their training toward improvement of agriculture
2. To what extent participants returned to their former jobs, or changed to other fields, and
3. Whether participants remain sympathetic to U.S. objectives after exposure to U.S. training and other experiences.

Procedures:

Initially, it was proposed to visit and interview each of the approximately 100 returned participants, and to complete questionnaires designed to indicate the nature of current employment, nature of training, application of training, and sentiments regarding U.S. assistance to Morocco. At the same time, nonparticipants in corresponding environments were to be interviewed to provide a basis for comparing responses.

A list of participants was prepared, identifying the last known place of employment for each. The participants were visited at their places of employment; interviews were conducted and questionnaires completed to indicate

responses to prepared questions.

In the course of meeting with participants, similar interviews and questionnaires were completed for nonparticipants working in corresponding capacities.

Results:

On the basis of USAID expenditures for participant training it is noted that most emphasis was placed upon agronomic research and cooperative credit. In fact, slightly more than \$100,000 was expended for each of these broad agricultural specialities. See Table 1.

Land classification and extension were other important areas of emphasis, with somewhat lesser attention given to irrigation, agricultural education, agricultural planning, library science, and poultry. These categories are not mutually exclusive and on occasion, to expedite administrative funding, participants were financed through a project carrying a title somewhat different from the specialty for which training was actually provided. For example, a group of participants receiving training in soil conservation and reforestation, another group studying insect control, and one group sponsored for livestock training, were financed under the Extension Project.

The first three participants sent to the United States in 1958-59 attended irrigation seminars. See Table 2. In 1966, sixteen Moroccan farmers were sent to the States on a farm tour costing some \$32,000. During the same year, a more serious approach was reflected in that participants were sent to the U.S. for more prolonged training in Land Classification. Some of these stayed long enough to obtain college degrees.

Table 1 - USAID EXPENDITURE FOR PARTICIPANT TRAINING  
IN AGRICULTURE, MOROCCO, 1958 THROUGH DECEMBER 31, 1966

USAID Projects	Expenditures		
	Actual	Committed but not yet disbursed	Total
1. National Agric. Planning	\$ 790.00	\$ 5,989.18	\$ 6,779.18
2. Agronomic Research (Soil Science)	64,962.00	37,967.75	102,929.75
3. Land Classification	41,323.00	-	41,323.00
4. Cooperative Credit (Grain Marketing)	40,950.00	60,136.76	101,086.76
5. Farmers Tour	31,764.48	-	31,764.48
6. Library Science	3,864.49	-	3,864.49
7. Agricultural Education	5,346.28	-	5,346.28
8. Irrigation	9,088.94	-	9,088.94
9. Extension (Livestock) (Agric. Admin.) (Insect Control) (Soil Cons. & Ref.)	30,410.00	-	30,410.00
10. Livestock			
Poultry	2,501.00	-	2,501.00
<b>TOTAL</b>	<b>\$231,000.19</b>	<b>\$104,093.69</b>	<b>\$335,093.88</b>

TABLE 2 - AGRICULTURAL PARTICIPANTS, AREAS OF INTEREST, LENGTH OF PARTICIPANT TRAINING,  
AND TYPE OF CURRENT EMPLOYMENT, MOROCCO, AS OF DECEMBER 31, 1966.

Type of Training and Names of Participants	Months of Training	Year Completed	Place of Training	Place of Employment at Time of: *	
				Training	Last Contact
<u>Irrigation Training</u>					
1. Cavascilas, Dimitri	2	58	U.S.	MOPW Rabat	France
2. Surlaghi, Mhemmar	1	58	U.S.	MOPW Rabat	MOPW
3. Kablage Abdeslam Farid	2.5	59	U.S.	Agadir	MOPW
<u>Farmers Tour</u>					
1. Benabdallah, Mohamed	1	60	U.S.	Fes	Same, Farm owner
2. Benabdelljalil, Abdehoq	1	60	U.S.	Rabat	Same, Supervisor Royal Domains
3. Benabud Mehdi Ahmed	1	60	U.S.	Tetouan	Same, Farm owner
4. Benouna Abdelhodi	1	60	U.S.	Marrakech	Same, Agriculturist self- employed
5. Benouna Aomar	1	60	U.S.	Marrakech	Same, Self-employed
6. Bouanane Abdelkader	1	60	U.S.	Mador	Same, Farmer
7. Chkoff, Abdelkader	1	60	U.S.	Rabat	Same, Director IIRA
8. Daoui Mohamed	1.5	60	U.S.	Larache	Same, Farmer
9. El Fathi Abderrahmane	1.5	60	U.S.	Fkih ben Salah	Sidi Ghimane, SOIAGRI Exploitation, Chief
10. Ennaji Moulay Mbarek	1	60	U.S.	Marrakech	Same, Agriculturist
11. Farjia Larzi	1	60	U.S.	Casa	Same, Farmer
12. Mejjai Ahmed Ben Mansour	1	60	U.S.	Rabat	Same, Farmer
13. Guazzani Abdeslam	1	60	U.S.	Tanger	Same, Farmer
14. Semlah Abdelaziz	1.5	60	U.S.	Taza-Haut	Same, Farmer
15. Zhiber Brahim	1	60	U.S.	Meknes	Same, Farmer
16. Serghini Abdelaziz	1.5	60	U.S.	Cujda	Same, Farmer
<u>Agr. Library Science</u>					
1. Benbouzid Azzedim	12	61	U.S.	IIRA Librarian	Algeria, Librarian

\* See notes at end of Table.

Type of Training and Names of Participants	Months of Training	Year Completed	Place of Training	Place of Employment at Time of:*	
				Training	Last Contact
<u>Livestock (Extension)</u>					
1. El Hafed Abderrahmane	1.5	61	U.S.	Cuezzane	Same, Farm owner
2. Hamar Legroum Abdelaziz	1	61	U.S.	?	?
3. El Kiouk Mohamed	1.5	61	U.S.	Tetouan	Same, Vet. Inspector of Livestock
4. Amor Hadj Driss	1.5	61	U.S.	Tanger	Same, Farmer
5. Bel Bachir Aldelfettah	1.5	61	U.S.	Sidi Tacen	" "
6. Bel Nora Ahmed	1	61	U.S.	Rabat	" "
7. Benkirane Abdenbi	1	61	U.S.	Casa	" "
<u>Insect Control Seminar (Extension)</u>					
1. Audault Edouard	.5	61	Tunisia	MOA	Migrated
2. Regragui Benachir ben Mohamed	.5	61	Tunisia	Tanger	Same, Plant Protection Regional Inspector
<u>Soil Conservation and Reforestation (Extension)</u>					
1. Laurichi Abderrahmane	.5	62	U.S.	Tetouan	Same, Engineer, Forest and Water Ways (MOA)
<u>Land Classification</u>					
1. Alaoui Aziz	12	61	U.S.	Rabat, INRA	Resigned
2. Dennis Abdellatif	2	60	U.S.	Rabat, INRA	Rabat, MOA
3. Lehlali Allal	7	60	U.S.	Fkih Ben Salah	CCF
4. Maoui Hamouda Ahef	12	60	U.S.	Rabat, INRA	Rabat, Resigned
5. Houline Bachir	7	60	U.S.	Rabat, INRA	Same, ONVA
6. Gudghiri Abderrahman	35	64	U.S.	Rabat, INRA	Same, Fertilizer Research
7. Rais Ali	35	64	U.S.	Rabat, INRA	Same, " "
8. Tahiri Abdeljabar	12	61	U.S.	Rabat, INRA	Resigned

\* See notes at end of Table.

Type of Training and Names of Participants	Months of Training	Year Completed	Place of Training	Place of Employment at Time of: *	
				Training	Last Contact
<u>Agric. Education</u>					
1. Doujrada, Abderahmaz	2.5	62	U.S.	Ellouizia	Casa, Asst. to the Chief, Horti- culture Div., INRA
2. Tol, Paul	2	62	U.S.	Rabat	France
3. Chraïbi Fathi	1.5	62	U.S.	Marrakech	Ellouizia, Principal Agri. School at Ellouizia
<u>Agricultural Administration (Extension)</u>					
1. Doukali Ahmed	1	62	U.S.	Rabat	Same, Ministry of Agriculture
<u>Grain Marketing Team (Co-op Credit)</u>					
1. Charbi Moktar	1.5	63	U.S.	Rabat	Same, Central Inspector CCIC
2. Moudoun Mohamed	1.5	63	U.S.	Rabat	Same, Chief Con. Div. CCIC
3. Faini Hassan	1.5	63	U.S.	Rabat	Same, Div. Chief in charge of National Promotion, CCIC
<u>Training for Rural Leaders and Agricultural Extension</u>					
1. Badaoui Abdallah	9	63	Lebanon	Culmes	Same, Centre de Travaux, CIVA-CT
2. Bekkali Abdallah	2	62	U.S.	Rabat	Same, Chief Coop. Section, CIVA
3. Berrada Azzedine	2	62	U.S.	Ben Slimane	Fes, General Inspector, CIVA
4. Chani Abdelaziz	2	62	U.S.	?	Rabat, Agric. Inspector, CCEA
5. Medkour Ahmed	9	63	Lebanon	Taza (ONR)	Same, Centre de Travaux
6. Mekayssi Faddei	9	63	Lebanon		
7. Guazzani Chahdi Driss	2	62	U.S.	Fes	Meknes, Principal Nat'l Agr. Sch.
8. Tazi Alldhag	1	63	U.S.	Rabat (ONR)	Private Industry
9. Atitar, Ahmed	9	63	Lebanon		?
<u>Poultry</u>					
1. Mouhcine Mamadi	1.5	63	Tunisia	El Jadida	Same, Technical Asst. Service Vet.
2. Moha Ou Mamou	1.5	63	Tunisia	Curtzagh/Fes	Same, Services Veterinaires
3. Smouny Abdelhaq	1.5	63	Tunisia	Yasba Tadla	Same, Services Veterinaires
4. Zerouali Bouchta	1.5	63	Tunisia	Marrakech	Same, Services Veterinaires

\*See notes at end of Table.

Types of Training and Names of Participants	Months of Training	Year Completed	Place of Training	Place of Employment at Time of:*	
				Training	Last Contact
<u>Credit</u>					
1. Ben Youssef Larbi	3	65	U.S.	Rabat	Same, Tech. Agric. Asst. ONCA
2. Brick Mohamed	1.5	64	U.S.	Rabat	Same, General Director ONCA
3. Chafik Mustafa	3	65	U.S.	Casa	Casa, Tech. Agr. Asst. ONCA
4. Kadiri Abdelkarim	2.5	64	U.S.	Sale	Same, Chief Division of Loans
5. Merahi Abderrahim	3	65	U.S.	Casa	Same, Asst. Tech., ONCA
6. Adghailli Mohamed	3	66	U.S.	Agadir ONCA	Same
7. Belachger, Mohamed	2	66	U.S.	Rabat ONCA	Same
8. Jaber Mohamed	3	66	U.S.	"	"
9. Krabatou Labbib	2	66	U.S.	"	"
10. Telab Mohamed	3	66	U.S.	"	"
<u>Seed Improvement</u>					
1. Abuuzid Mossan	3	65	U.S.	Rabat Gend. Royal	Same, Tech. Agric. Aide Gendarmerie Royal
2. Cherrat Ali	3	65	U.S.	Rabat IIRA	Kenitra, Tech. Agr. Aide, Station Agricole
3. Lalooui Kobbi Abdelaziz	3	65	U.S.	Fes IIRA	Same, Chief Experimental Station
4. Houlay Ahmed	3	65	U.S.	Rabat IIRA	Same, Asst. to the Chief Guich
5. Houloua Mohamed Ben Dahman	2.5	65	U.S.	Rabat IIRA	Same, Seed Entomologist IIRA
6. Sofraoui Abdelfettah	3	65	U.S.	Marrakech IIRA	Same, Station Experimentale
7. Bentakfa Abdelkader	3	65	U.S.	Rabat IIRA	Same, Tech. Aide, Direction of Inspection & Mullification of seeds
8. El Bastani Mossan	1.5	64	U.S.	Ellouizia IIRA	?
9. El Monsali Mohamed	1.5	64	U.S.	Rabat IIRA	Same, Chief, Seed Laboratory
10. Gandyia Moussa	1.5	64	U.S.	" "	" Inspector of Certified seeds
11. Houline Mohamed	1.5	64	U.S.	" "	" Director

\* See notes at end of Table.

Types of Training and Names of Participants	Months of Training	Year Completed	Place of Training	Place of Employment at Time of: §	
				Training	Last Contact
<u>Agric. Cooperatives</u>					
1. Belamri Ahmed	1.5	64	U.S.	Kenitra	Same, Chief Accountant, SCAM
2. Bansobat Elias	1.5	64	U.S.	Casa	Same, Chief Accountant, SCAM
3. Benzakour M'Fedal	1.5	64	U.S.	Fes	Same, Director SCAM
4. Boudala Salah	1.5	64	U.S.	Oued Zem	Same, Director CMA
5. Guessous Mustapha	1.5	64	U.S.	Rabat	Same, Tech, Inspector SCAM & CMA
6. Iflah Jacques	1.5	64	U.S.	?	? Chief Accountant
7. Toufilaz Abdou	1.5	64	U.S.	Agadir	Same, Director CMA
8. Yaala, Mohamed	1.5	64	U.S.	Tetouan	Deceased
9. Ben Sahel Salomon	1.5	64	U.S.	El-Jadida	Same, Director SCAM
10. Akaaboune El Hassane	2	66	U.S.	Taza	Same, Chamber of Agriculture
11. Ben Moussa	2	66	U.S.	Rabat	" "
12. Chbani Mohamed	2	66	U.S.	Rabat	" "
13. Chentouf Ben Mohamed	2	66	U.S.	Tetouan	" "
14. Cherik Ben Mohamed	2	66	U.S.	Al Hoceima	" "
15. Ibrahimi Duazzani Abderrahman	2	66	U.S.	Fes	" "
16. Legroun Abdelaziz	2	66	U.S.	Sidi Kacem	" "
17. Lyagoubi Abdelaziz	2	66	U.S.	Oujda	" "
18. Ouassou Moha Said	2	66	U.S.	El Ksiba	" "
19. Seghir Hussain	2	66	U.S.	Fes	" "
20. Zahidi Bouchaib	2	66	U.S.	Casa	" "
21. Zeidguy Assou	2	66	U.S.	Rabat	" "
<u>Soil Science (Agron. Research)</u>					
1. Gharbi Khalil	35	66	U.S.	Rabat INRA	Casablanca, General Tire
2. Lotfi Maati	35	66	U.S.	Rabat INRA	Same, Soil Research
3. Samsam Lahcen	49	66	U.S.	Rabat INRA	Same, Soil Research
4. Malek Houcine	61	66	U.S.	Rabat INRA	Rabat, MOA
<u>National Agricultural Planning</u>					
1. Haddaoui Moulay R.	2	66	U.S.	Rabat MOA	Rabat, Studies and Planning
TOTAL MEN	105	TOTAL MONTHS	505.5		

§ See notes at end of Table.

NOTES TO TABLE NO. 2

CGEA	:	Management Office of Recuperated Lands Centrale de Gestion des Exploitations Agricoles
CMA	:	Moroccan Agricultural Company Compagnie Marocaine Agricole
CNCA	:	National Agricultural Credit Bank Caisse Nationale du Credit Agricole
COMAGRI	:	Moroccan Agricultural Company Compagnie Marocaine Agricole
C.T.	:	Work Center Centre de Travaux
INRA	:	National Institute of Agronomic Research Institut National de la Recherche Agronomique
MOA	:	Ministry of Agriculture Ministere de l'Agriculture
MCPW	:	Ministry of Public Works Ministere des Travaux Publics
OCIC	:	Office of Cereal Marketing Office Cherifien Interprofessionnel des Cereales
OCP	:	Office of Phosphates Office Cherifien des Phosphates
OMVA	:	Agricultural Development Office Office de Mise en Valeur Agricole
ONMR	:	National Office of Rural Modernization Office National de la Modernisation Rurale
SCAM	:	Moroccan Agricultural Cooperative Societe Cooperative Agricole Marocaine

The general pattern for participant training in agriculture, however, appears to be for short periods. In fact, the average length of training for the total 105 participants was only 4.8 months. If the six college degree participants were excluded from the calculations, the average length of training would be 2.6 months per participant.

Practically all of the participant training was done in the United States. The few exceptions were the six participants sent to Tunisia: two attended an Insect Control Seminar, and four received poultry training. An additional four participants went to the American University of Beirut (Lebanon) for nine months of training for rural leaders in agricultural extension. See Table 3. (Nine agricultural participants are currently attending A.U.B. in Lebanon.)

Participants represented practically every region of Morocco, with some concentration in the capital city of Rabat, the administrative and research center for the country.

#### Application of Training

The relative number continuing to work in agriculture after receiving participant training is about 85 percent. This is not to be interpreted as serious dedication to the cause of agricultural development, but rather a case of limited opportunities for employment elsewhere. College degree participants have a long term obligation to the government (6 to 8 years), if they were partially subsidized by the government while receiving training. In general, however, it may be noted that those with longer training periods are the ones most likely to seek change, perhaps not in terms of specialty but rather in terms of work situations.

Table 3 - NUMBER OF PARTICIPANTS BY AREA OF INTEREST,  
LENGTH OF PARTICIPANT TRAINING, AND PERCENT CONTINUING WORK IN LINE  
WITH TRAINING, MOROCCO, 1958-66.

Type of Training	Participants (Number)	Average Length of Training (Months)	Place of Training	Continuing to Work in Agric. (%)
Irrigation	3	2	U.S.	66
Farmers Tour	16	1	U.S.	100
Agric. Library Science	1	12	U.S.	0
Livestock	7	1	U.S.	86
Insect Control	2	0.5	Tunisia	50
Soil Cons. & Reforest.	1	0.5	U.S.	100
Agric. Education	3	2	U.S.	66
Agric. Administration	1	1	U.S.	100
Grain Marketing	3	1.5	U.S.	100
Rural Leadership	4	9	Lebanon	50
Agric. Extension	5	2	U.S.	80
Poultry	4	1.5	Tunisia	100
Credit	10	3	U.S.	100
Seed Improvement	11	2.5	U.S.	100
Agric. Cooperatives	21	2	U.S.	90
Soil Science	4	45	U.S.	75
Nat'l Agric. Planning	1	2	U.S.	100
Land Classification	8	15.5	U.S.	60
<b>TOTAL</b>	<b>105</b>	<b>4.8</b>	<b>U.S.</b>	<b>85</b>

Interviews with returned participants revealed that those returning with U.S. college degrees in Agriculture are not accorded recognition for their scholastic accomplishments but are assigned to their former positions and, even more aggravating, at the same salary as before, about 600 Dh per month (\$120).

As of this date, six agricultural participants have returned with college degrees, each with a Bachelor of Science Degree in Soil Science, and one with a Masters Degree. They all report feelings of frustration. Apparently, they all find it difficult to adjust backwards to their former roles. After spending 3 to 5 of their formative years in the United States, they experience a considerable cultural shock upon their return. Another source of aggravation is the fact that fellow workers who remained behind are higher paid and have a superior status than those who returned with college degrees.

Two of the six degree participants returned to Morocco in 1964 and the other four returned in the summer of 1966. The first returnees were fortunate in that INRA (Institut National de la Recherche Agronomique) was then an autonomous agency with its own budget. It recognized the college training by granting the two men a rating of 9 and index of 350 in the scale of Moroccan employment. This carried a salary of 1050 Dh (\$210) per month, and is the equivalent of the Licence d'enseignement, as established in the Ministry of Education.

The four degree students who returned in the summer of 1966 were less fortunate. They also returned to work for INRA, but by this time INRA was

placed under the direct control of the Ministry of Agriculture and had lost much of its autonomy. The position ratings and salaries are now subject to decision of the Chief of the Division of General Administration and Personnel in the Ministry of Agriculture. Accordingly, these four participants were denied recognition for their college degrees and reinstated in their old positions at their old salaries (Grade 7 with index 220). Needless to say, they were quite dissatisfied and rebellious. The one with the Masters Degree has changed positions by leaving INRA to work with the Ministry of Agriculture. He hasn't been paid for about four months and is now seeking employment elsewhere. Another one, with a B.S. degree in Soil Science, left INRA and is now working for General Tire in Casablanca.

#### Equivalency of Degrees

The struggle for recognition of U.S. college degrees continues. The problem has been partially solved in the educational and engineering fields, but not yet in agriculture. Currently, degrees of government workers (Fonction Publique) are not governed by equivalency ratings established by the Ministry of Education. It has been reported that the Ministry of Agriculture may establish its own equivalencies sometime in 1967. This, however, will not happen unless continuing efforts of USAID and degree holders are directed at this problem. Agricultural technicians with French degrees have no such difficulties. They receive immediate recognition and commensurate salaries. This French orientation is difficult to penetrate, and it appears more rigid in Morocco than in France itself. For example, doctorate degree equivalencies in France are:<sup>1/</sup>

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<sup>1/</sup> French Arrete, Journal Officiel, 4 August 1963, pp. 7265-7266.

<u>French Doctorat</u>	<u>United States Equivalency</u>
1. Law	BA + LLB
2. Political Science	BA + MA in Pol. Sc.
3. Economic Science	BA + MA in Econ.
4. Sciences	MA or 2 years toward PhD
5. Letters	MA or 2 years toward PhD

All U.S. degrees must have been earned at accredited universities, within the 6 major university regions.

The Moroccan Ministry of Education has established the following equivalencies, mainly for the teaching profession:<sup>1/</sup>

<u>Morocco</u>	<u>U.S. Equivalencies</u>
1. Doctorat	PhD*
2. Diplome d'etudes superieures	MA or MS*
3. Licence d'enseignement	BA or BS <sup>tr</sup> or Teaching Certificate
4. Second Baccalaureat	High School Diploma

\* U.S. degree must be from an American University recognized by one of six Regional University Associations.

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<sup>1/</sup> Bulletin Officiel, Royaume du Maroc, 15 Septembre 1965, pp. 1231-1232.

In the absence of established equivalencies for agricultural degrees, it appears that the following degrees correspond rather closely:

<u>Morocco</u>	<u>United States</u>
1. Doctorat	PhD
2. Ingenieur Agronome	MS
3. Ingenieur Agricole	BS
4. Ingenieur des Travaux	2 years college
5. Baccalaureat (Adjoint Technique)	High School Diploma

USAID has tried to force an official determination of equivalency in agriculture through official channels in the Ministry of Agriculture and the Council of Ministers. The returned participants also clamor for recognition. Correspondence between a participant and the Chief of the Division of General Administration resulted in a letter from the Ministry which emphasized the fact that an agricultural degree, namely a Bachelor of Science in Agriculture, was not equivalent to a degree established by the Minister of Education. It remains for the Minister of Administrative Affairs, Secretary of the Government, to make a decision concerning equivalencies where the status of government employees is concerned. Moreover, the reply indicated that it was possible for those with Bachelor of Science degrees to take examinations and, on a competitive basis, possibly achieve the status of Ingenieur des Travaux Agricoles.<sup>1/</sup> Apparently this is not required of those who obtain a college degree from a French university.

#### Participant and Nonparticipant Responses

Although initially it was planned to visit and interview all returned agricultural participants, time limitations confined the effort to 22

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<sup>1/</sup> See copy of a letter from Ministry of Agriculture replying to request for equivalency determination, attached as Appendix I.

participants and 20 nonparticipants. Specific findings, therefore, reflect responses received from a sample of about 25 percent of the total number of returned participants. These were not selected at random but represent a concentration of workers in the Rabat area, and mostly employed by government agencies. This group included four of the six college degree participants.

Responses of participants and nonparticipants to policy-type questions were appreciably the same. From 36 to 60 percent, respectively, thought that the United States should let Morocco solve its own problems, yet over two-thirds of the participants and over 95 percent of the nonparticipants thought the U.S. should give more aid, expand participant training, and provide more financial and technical assistance. See Table 4.

At first glance it seems that the nonparticipants are more pro-American than the participants. This is explained, however, by the fact that nonparticipants were very anxious to complete questionnaires and, at the same time, request an opportunity to receive participant training themselves. They eagerly asked to be interviewed and their responses naturally favored participant training.

The relatively high proportion of no replies by participants reflects the hesitancy on the part of about five government officials to express an opinion concerning foreign aid policies for Morocco. The group of nonparticipants did not include similar government officials.

Table 4 - REPLIES OF PARTICIPANTS AND NONPARTICIPANTS TO  
POLICY-TYPE QUESTIONS, MOROCCO, 1966

United States should:	22 Participants			20 Nonparticipants		
	(Percent)			(Percent)		
	Yes	No	No Reply	Yes	No	No Reply
1. Give more aid to Morocco	77	--	23	100	--	--
2. Expand participant training	82	--	18	100	--	--
3. Let Morocco solve its own problems	36	23	41	60	25	15
4. Provide more technical assistance	68	--	32	100	--	--
5. Provide more financial assistance	64	--	36	95	--	5

Responses of the 22 participants indicate that:

1. About 90 percent are making use of some of the participant training provided by USAID, and about 65 percent were hopefully transmitting this knowledge to others.

2. Of the 22 participants engaged in agricultural activities, only 2, or 10 percent, reported having farm experience.

3. Maturity of participants is reflected in the reported average of 10 years of experience in agriculture. This consisted mostly of schooling and working for government agencies.

4. The most important benefits reportedly gained from participant training included college degrees (4), technical knowledge (15), a view of the dedication of Americans to their work (2), and knowledge of the United States (1).

5. All participants recommend that training programs be continued.

6. Suggestions for improvement include,

- a. Provide longer training period in the U.S.
- b. Establish degree equivalencies.
- c. Supervise training more closely and provide technical leadership in Morocco.
- d. Provide more visits to farms to observe application of techniques.
- e. Give more adequate financing.
- f. Send more homogeneous groups.
- g. Need better interpreters, more conversant with the specialty of the group.
- h. Reduce orientation to 2 or 3 days instead of 15 days.
- i. Provide opportunity for participants to repeat the program.

#### Additional Observations

In the process of interviewing agricultural technicians in the various government agencies, it was evident that many were working aimlessly at what appeared to be pointless tasks. Several workers admitted they saw no purpose in their work. Obviously, there is a critical need for technical guidance.

This was particularly evident at INRA.

Participants and nonparticipants were equally cooperative in answering questions and completing questionnaires. Often it appeared that they were pleased to have someone display an interest in their work and personal welfare. The only reluctance to answering questions emerged on the part of government officials when asked to express attitudes concerning foreign aid policies.

In general, participants were very enthusiastic about their training. They recommended a greatly expanded program to involve many more participants. A visit to the United States, aside from the specific technical training available, is an exposure to a new world where modern facilities, new techniques, and dedication to work are most impressive.

Conclusions:

1. Participants were all enthused about their visits to the United States, and there was no evidence of resentment or vindictiveness.
2. Nonparticipants were equally friendly and very anxious for an opportunity to participate in the program.
3. Unfortunately, returned participants are not utilized to best advantage. For the most part they return to the same job and fall back into the same routine without making any appreciable improvements in the existing system.
4. The real hope for technical improvement lies with the longer term trainees--the college degree participants. These recent returnees are currently clamoring for recognition. They are dissatisfied with the status quo and hope to initiate changes. Perhaps they will get discouraged and

seek other employment. Nevertheless, they represent active forces for change and, as they increase in number and political influence, they will induce changes in the institutional structure that otherwise remains constrictive and unproductive.

5. Pressures upon the Ministry of Agriculture must be increased to arrive at degree equivalencies for participants having agricultural degrees from United States universities.

6. A larger part of participant training should be aimed at reaching the agricultural policy makers. Training should not be merely an expense-paid tour to the U.S. but should include well-planned workshops where pertinent agricultural problems are analyzed and alternative solutions discussed. For the most part, these sessions should be host country oriented; hence they would require a lot of basic preparation, data gathering, and coordination.

7. Too often participants complain about working aimlessly, seemingly without proper supervision and guidance. USAID technicians could assume some of this responsibility if complete cooperation with appropriate ministers and directors were established.

APPENDIX I

Translation of Letter from Ministry of Agriculture  
Replying to Request for Equivalency Determination.

Kingdom of Morocco  
NATIONAL INSTITUTE  
FOR  
AGRONOMIC RESEARCH

Rabat, October 10, 1966

N O T E

to  
Mr. GHARBI Khalil  
c/o The Director of Science

REFERENCE: Your letter No. 6125 DS/ECL/O of 9.16.66

With reference to your above mentioned letter, I wish to inform you that by letter No. 2479 S/LC of October 6, 1964, the Minister of National Education informed me that the Bachelor of Science in Agriculture was equivalent to a degree in Education (Licence d'Enseignement).

However, your colleagues, who obtained the same diploma as you and for whom I requested a definition of status from the Ministry of Agriculture and Land Reform, received from that Department note No. 3482 SG/AGP/T of September 9, 1965, a copy of which is attached.

For the Director General,

Mr. GHARBI

Noted by: Director Scientifique  
October 11, 1966

Signed: RONCS

Chief of Pedalogy Research

T. IONESCO

KINGDOM OF MOROCCO

MINISTRY OF AGRICULTURE

GENERAL ADMINISTRATION  
AND PERSONNEL

No. 3482 SG/AGP/I

N O T E

to

THE DIRECTOR OF AGRONOMIC RESEARCH  
AND AGRICULTURAL EDUCATION

R A B A T

OBJECT: Situation of Messrs. OUDGIRI Abderrahman  
and RAIS Ali, Agricultural Technical  
Assistants

REF: Your letters Nos. 6272 and 6273 of  
August 26, 1965

With above mentioned letters, you requested me to consider a change in the administrative status of Messrs. OUDGHIRI Abderrahman and RAIS Ali, Agricultural Technical Assistants detached with your organization following the period of study they made at the Polytechnic College of the State of California in the United States where they obtained the diploma of Bachelor of Science in Agriculture.

You also informed me that this diploma had been admitted by the Minister of National Education as equivalent to a degree in Education.

I would like to call your attention to the fact that administratively this equivalence cannot be admitted and cannot have any consequence on the personal status of those concerned without the approval of the Minister of Administrative Affairs, Secretary General of the Government.

It remains to the above mentioned Minister to make a decision concerning the matter of equivalencies of diplomas where the status of government employees is concerned.

Moreover, I will cite below the text specifying the possibility--on a competitive basis--of the bachelors of Science meeting certain conditions to achieve the status Ingenieurs des Travaux Agricoles.

It is an excerpt from Decree of March 24, 1952 establishing the conditions and the program for recruiting Ingenieurs des Travaux Agricoles on a competitive basis--BO no 2063 of May 9, 1952, page 705.

"Could take part in the examinations for recruiting Rural Works  
Engineers

a) the graduates of the National Agronomic Institute known as  
Ingenieurs Agronomes

- - - - -

- b) Graduates holding the Bachelors of Science having two of the following Higher Education Certificates:

General physiology, agricultural botany, botany, applied botany, geology, physical geography, general chemistry, biological chemistry, genetic agricultural chemistry, zoology, agricultural zoology, applied zoology;

- c) - - - - -

- - - - -

As you can see, this is the only possibility that Messrs. OUDGIRI and RAIS have to improve their situation. In addition to the B.S. degree they must have two of the above mentioned higher education certificates.

RABAT, September 9, 1965

F. the Minister of Agriculture and Land Reform

The Chief of the Division of General Administration and Personnel

Signed: M. GUERRACUI

ROYAUME DU MAROC  
INSTITUT NATIONAL  
de la  
RECHERCHE AGRONOMIQUE

Rabat, le 10 Octobre 1966

N O T E

à

Monsieur GHARBI Khalil  
s/c de M. le Directeur Scientifique

REFERENCE : Votre lettre No. 6125 DS/ECL/O du 16/9/66

Comme suite à votre lettre citée en référence, j'ai l'honneur de vous informer de ce que par lettre No. 2479 S/LC du 6 Octobre 1964, M. le Ministre de l'Education Nationale m'informait de ce que le diplôme de "Bachelor of Science in Agriculture" équivalant à une licence d'enseignement.

Toutefois, vos camarades qui ont obtenu le même diplôme que vous et pour lesquels j'ai demandé une régularisation de situation au Ministère de l'Agriculture et de la Réforme Agraire, ce département m'a fait parvenir la note No. 3482/AGP/I du 9 Septembre 1965 dont copie ci-jointe.

ROYAUME DU MAROC

MINISTERE DE L'AGRICULTURE

ADMINISTRATION GENERALE  
ET PERSONNEL

N O T E

à

MONSIEUR LE DIRECTEUR DE LA RECHERCHE  
AGRONOMIQUE ET DE L'ENSEIGNEMENT AGRICOLE  
RABAT

OBJET : Situation de MM. OUDHIRI Abderrahman et RAIS Ali,  
Adjoints Techniques Agricoles

R E F : Vos lettres Nos. 6272 et 6273 du 26 Août 1965

Par lettre citées en référence, vous m'avez demandé d'envisager la révision de la situation administrative de MM. OUDGHIRI Abderrahman et RAIS Ali, Adjoints Techniques détachés auprès de votre organisme à la suite du stage qu'ils ont effectué au Collège Polytechnique de l'Etat de Californie aux Etats-Unis d'Amérique et qui leur a permis d'obtenir le titre de "Bachelor of Science in Agriculture".

Vous m'avez aussi signalé que ce titre a été admis par le Ministre de l'Education Nationale en équivalence de la licence de l'Enseignement.

J'ai l'honneur de vous faire remarquer que sur le plan administratif, cette équivalence ne peut être admise et ne peut avoir de conséquence sur la situation des intéressés qu'après approbation du Ministre des Affaires Administratives, Secrétaire Général du Gouvernement.

En effet, il relève du ressort de ce dernier seul de se prononcer sur l'équivalence des diplômes quand il s'agit de l'application de statuts concernant les fonctionnaires.

Par ailleurs, je vous cite ci-dessous le texte prévoyant entre autre l'accès, sur concours, des licenciés es Sciences remplissant certaines conditions au cadre d'Ingénieur des Travaux Agricoles ;

Il s'agit d'un extrait de l'arrêté du 24 Mars 1952 fixant les conditions et le programme du concours pour le recrutement des Ingénieurs des Travaux Agricoles - BO No. 2063 du 9 Mai 1952, page 705.

"Les concours pour le recrutement des Ingénieurs des Travaux Agricoles sont ouverts":

a. aux anciens élèves diplômés de l'Institut National Agronomique (Ing. Agronome). -----

-----  
b. aux licenciés es Sciences pourvus de deux certificats d'études supérieurs suivants :

- physiologie générale, botanique agricole, botanique, botanique appliquée, géologie physique, chimie générale, chimie biologique, chimie agricole génétique, zoologie, zoologie agricole, zoologie appliquée ;

c. -----  
-----

Comme vous pouvez le constater, M. OUGHIRI et M. RAIS n'ont que cette possibilité pour améliorer leur situation. Encore faudrait-il que la licence es Sciences et qu'ils soient pourvus de deux des certificats d'études supérieures précités.

Rabat, le 9 Septembre 1965

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Date .....

QUESTIONNAIRE DESTINE AUX STAGIAIRES

L'USAID est intéressé à l'amélioration de ses programmes de formation professionnelle (stages). La première étape consiste dans l'évaluation des stages antérieurs. Vos réponses aux questions ci-joint constituent la base d'une telle évaluation.

Nous vous prions de répondre aussi complètement et aussi objectivement que possible.

Veuillez croire à nos remerciements anticipés.

Dr. Floyd L. Corty  
Economiste Agricole  
USAID

QUESTIONNAIRE DESTINE AUX STAGIAIRES

1. Occupation à l'heure actuelle ?

2. Quel genre d'emploi avez-vous à l'heure actuelle ?

3. Quel est votre titre ?

4. Que faisiez-vous avant de participer au stage ?

a - A quelle date aviez-vous participé au stage ?

Du Mois Année

Au Mois Année

5. Pourquoi avez-vous accepté de participer au stage aux Etats-Unis ?

6. (a) Dans le cadre de quel programme USAID aviez-vous participé au stage ?

(b) A quel genre de stage avez-vous pris part ?

7. Quel est l'avantage majeur que vous avez obtenu de votre stage ou visite ?

8. Avez-vous acquis des connaissances à la suite de votre stage ou voyage que vous avez par la suite mises en application dans votre emploi ?

Oui ..... Non .....

Si oui, élaborez s.v.p. ....

Si non, élaborez s.v.p. ....

9. Avez-vous pu former d'autres employés avec des connaissances acquises durant le stage

Combien .....

Votre stage a été une source de frustrations, ou au contraire, vous a-t-il permis de voir plus clairement les solutions possibles aux problèmes Marocains ?

10. Pensez-vous que les stages doivent continuer à l'avenir ?

Oui ..... Non .....

Si votre réponse est oui, quels changements ou améliorations faudrait-il y apporter à votre avis ?

11. Quel est votre niveau d'instruction ?

Formation Agricole ?

Noms des Ecoles d'Agriculture fréquentées ?

Années d'expérience en Agriculture ?

Genre d'expérience ?

12. Pensez-vous que les U.S.A. doivent :

(a) fournir d'avantage d'aide au Maroc ? Oui ..... Non .....

(b) accroître les facilités de formation professionnelle (stages) ?

Oui ..... Non .....

(c) laissez au Maroc le soin de résoudre ses propres problèmes ?

Oui ..... Non .....

(d) accroître leur assistance technique au Maroc ?

Oui ..... Non .....

(e) augmenter leur aide financière au Maroc ?

Oui ..... Non .....

32

Date .....

QUESTIONNAIRE DESTINE AUX NON-STAGIAIRES

1. Quel est le titre que vous confère votre emploi ? .....

2. (a) Quel genre de travail faites-vous ? .....

(b) Depuis combien de mois êtes-vous à ce poste ? .....

3. Quel est votre niveau d'instruction ? .....

4. Combien d'années d'expérience avez-vous dans l'Agriculture ? .....

Quel genre ? .....

Nom de l'Ecole d'Agriculture fréquentée, et durée des Etudes ?

Ecoles	Années
.....	.....
.....	.....
.....	.....
.....	.....

5. Pensez-vous que les U.S.A. doivent :
- a - fournir d'avantage d'aide au Maroc ? Oui ..... Non .....
  - b - accroître les facilités de formation professionnelle (stages) ? Oui ..... Non .....
  - c - laisser au Maroc le soin de résoudre ses propres problèmes ? Oui ..... Non .....
  - d - accroître leur assistance technique au Maroc ? Oui ..... Non .....

e - augmenter leur aide financière ?      Oui ..... Non .....

6. Êtes-vous intéressé par un stage aux  
U.S.A. ?      Oui ..... Non .....

Pourquoi ? .....  
.....  
.....