

PN-HAT-397

41349

SURVEY FINDINGS: REPORT ON VOCATIONAL AND NON-FORMAL  
EDUCATION IN MOROCCO, TUNISIA, JORDAN AND LEBANON

Phase I of Specific Support Grant No. PDC-0213-G-SS-1114-00

by

Lili Wilson-Hishmeh

Submitted to U.S. A.I.D.  
March 4, 1982

The author would like to acknowledge the assistance of Daniel Walsh and Allen Schirmer in interviewing and collecting information in the field and Pamela Samek for writing and compiling the literature abstracts and the bibliography.

## TABLE OF CONTENTS

Introduction.....	1
Methodology.....	4
Results and Recommendations.....	11
Summary and Options for Implementation of Phase II.....	87
Appendices	
A. List of Interviewees and Organizations Surveyed.....	A1
B. Copies of Questionnaires (under separate cover)	
C. Bibliographies.....	C1
Morocco.....	C1
Jordan.....	C4
Lebanon.....	C11
Tunisia.....	C15
D. Literature Abstracts.....	D1
Morocco.....	D1
Jordan.....	D21
Lebanon.....	D49
Tunisia.....	D63

## A. Introduction

In May, 1980 AMIDEAST submitted a proposal to the Office of Private and Voluntary Cooperation for an Institutional Development Grant. The purpose of this grant was to strengthen AMIDEAST's capability, both in the main office in Washington and the field offices, to enhance non-formal education/training for needy segments of the Arab people. This was to have been done, not by conducting vocational and skill training classes, but by strengthening and reprogramming indigenous institutions, particularly private institutions, which were already involved in skill training and adult education. In pursuit of such an approach, AMIDEAST proposed to hire Local Development Officers (LDOs) in most of the non-oil producing Arab countries. The LDOs would then survey indigenous public and private organizations involved in training or institutions which have the potential for such involvement. Following that, the LDOs would assist these agencies in assessing their needs and facilitate acquisition and application of appropriate resources for program development.

Discussions between AMIDEAST and AID during 1980 and 1981 finally led to the signing of a grant agreement in October, 1981. Several important changes occurred, however, in the implementation and budget of the proposal before the grant was awarded. The first change was in the division of the original grant proposal into two phases, with the second phase being conditional on the outcome of the first phase. In essence, AID requested that AMIDEAST first conduct a survey in a limited number of countries to determine not only what institutions were available for AMIDEAST to work with, but if these institutions indeed needed and wanted AMIDEAST's assistance as outlined in the proposal. Based on the outcome of Phase I, AID and AMIDEAST would decide which countries, if any, would welcome and benefit from AMIDEAST's assistance in Phase II.

Another, more subtle change occurred after the signing of the agreement which relates to changes in the development focus at USAID and throughout the new Administration generally. AID, particularly the Near East Bureau, indicated an interest in a particular focus on training that would lead to income-generation and not the broader definition which would include training for "socialization", that is, training that would improve the general well-being of an individual (such as literacy and numeracy education) as well as their income-generation skills.

Another shift in emphasis came after the survey has been completed and the research team had returned. AID expressed an interest in having private enterprise become a participant in the training process, either by paying for the training of manpower it would then use or by providing various kinds of technical assistance in the training programs.

The survey was adjusted to accommodate the changes which were made before the research team left and the information contained in this report reflects those changes. Some information on the participation of private enterprise with training programs was collected during the course of the survey, but this was not covered as a specific variable. AMIDEAST will investigate this further during the planning state for Phase II and throughout the implementation of Phase II.

AMIDEAST has now completed the survey of four countries in the Middle East and North Africa. This document, coming at the end of Phase I, reports on the findings of the survey and the recommendations AMIDEAST wishes to make to AID for the implementation of Phase II of the grant.

The report is divided into several parts:

- A. Introduction
- B. Methodology - including selection of countries, data collection forms, general methodology used, goals of the survey, institutions and individuals contacted, field office participation, literature search and itinerary.
- C. Results and Recommendations - including background reports on each country surveyed, survey findings, descriptions of those institutions which seem most promising, and a discussion of AMIDEAST's recommendations on implementation in each country.
- D. Summary and Options for Implementation of Phase II -- final analysis of survey and the presentation of various options for the implementation of Phase II.

The appendices include:

- A. Lists of interviewees and organizations surveyed
- B. Copies of Questionnaires (under separate cover)
- C. Bibliography
- D. Literature Abstracts

## B. Methodology

### 1. Overview

To survey the current status of vocational and skill training in four Middle Eastern countries and to determine the feasibility of AMIDEAST's proposed role as an agent for strengthening this sector, AMIDEAST, with USAID's approval, conducted interviews with a wide range of key individuals involved in manpower policy making, vocational and skill training and human resource development. The survey was tied in with an extensive literature search both in the U.S. and in the region.

Given the usual constraints presented to most research efforts, those of time and funds, plus additional ones which resulted from conducting research in four very different countries, AMIDEAST combined the talents, experience and resources of its field offices in those countries with the efforts of several people in the main office to design a survey, locate and interview essential persons and gather written material and documents in less than three months.

Moreocco, Tunisia, Jordan and Lebanon were selected for study. These were chosen because they represent a good cross section of the Middle Eastern countries in which USAID operates and in which AMIDEAST has field offices (AMIDEAST also has offices in the West Bank, Syria, Egypt and Yemen). Yemen was originally proposed but eliminated after AMIDEAST's Director of Development made a trip there in early fall and decided that the office was too new and understaffed to handle a survey of this magnitude. Lebanon was substituted for Yemen. Official AID clearance was requested and received from all four countries.

Two well qualified, Arabic and French speaking researchers were chosen to conduct the survey in the field. They were experienced both in Middle East and in North Africa, one had a traditional education background and the other

a background in vocational education and non-formal education. They were supervised and their work monitored by the AMIDEAST Development Specialist throughout the survey and were in contact with headquarters by telex and courier throughout the survey.

## 2. Approach

Since the universe of interviewees, that is, those people and institutions involved in vocational education within a given country, was largely unknown, it was not possible to conduct a scientific survey using statistical sampling and precoded questionnaires. In view of this, the objective became to talk to the widest range of people as possible, to collect as much relevant information as possible and to do this in the most consistent and rigorous way possible. In consultation with AMIDEAST staff, AID Washington staff, and professional colleagues, the following categories were selected for the survey population and the corresponding percentages used for the distribution of interviews:

- A. Private indigeneous agencies - 50%
- B. Foreign donor agencies - 20%
- C. Business and commercial sector representatives - 10%
- D. Government officials - 10%
- E. USAID officials - 5%
- F. Local academic community - 5%

A goal of 25-30 interviews per country was set, to be covered in two weeks or eight weeks for all four countries. A questionnaire form was used, slightly different for each category of respondent, to ensure consistency and reliability in the results. To assist the interviewers in conducting the interviews, objectives for each category of respondent were outlined so that if the interviewer was not able to adhere to the questionnaire for one reason or another, he would at

least be able to adjust the conversation to meet the stated objectives. (See Appendix B. Questionnaires). Additional objectives were written for informal conversations with individuals with whom the researchers might not have a full interview but whose information was nonetheless valuable.

The researchers were included throughout the survey design and preparation work. They attended meetings with AID/Washington to review the questionnaire and met several times with the AMIDEAST staff to discuss the survey design. Immediately before leaving for the field, AMIDEAST conducted a two-day orientation program for the researchers which focused on several objectives:

- o to acquaint researchers with AMIDEAST, its philosophy, administration and staff;
- o to present and discuss the overall goals of Phases I and II of the IDG;
- o to present and discuss the goals of the survey and to review the survey strategy, work plan and schedule;
- o to review and translate the questionnaires into French and Arabic;
- o to review administrative details; and
- o to build team spirit and confidence.

The AMIDEAST development staff was assisted by two native Arabic-speaking AMIDEAST educational advisors who role-played interviews with the researchers and assisted with translation of the introductory remarks into Arabic.

### 3. Administration

Since the bulk of the interviews were conducted in the field, AMIDEAST used the field office directors in each of the four countries to assist in the planning and implementation of the survey. Each field office was asked prior to the visit of the researchers, to identify as many potential interviewees as possible using the categories and percentage distributions listed above. These lists of

people and organizations were sent to headquarters for review and comment. A final list of interviewees was assembled and the field office directors then made initial visits to the interviewees to explain the IDG project concept, to elicit their cooperation and support and to make appointments with them for the interviews. A final itinerary and daily schedule for the researchers was developed in the field.

During the visit of the researchers, the field offices assisted in making last minute changes in the itinerary, accompanied the researchers on interviews, and served as a resource for ideas, problems and information that resulted from the interviews.

The field offices were in weekly and sometimes daily contact with headquarters staff via telex and courier. In addition, the completed questionnaires and literature gathered in the field were returned to headquarters by courier at the completion of each country.

The survey provided the additional benefit to AMIDEAST field office staff of putting them in contact with individuals and institutions relevant to Phase II implementation of the IDG.

#### 4. Literature Search

Much of the information which will be used to make decisions on which countries to select for future project implementation under Phase II is contained in both published and unpublished documents. One of AMIDEAST's objectives, therefore, was to collect these documents.

The purpose of the literature search was to collect and analyze up-to-date, accurate and relevant information to assist in the preparation of the survey, to provide a data base on which decisions can be made as to which countries to select

for future implementation projects and to provide an on-going reference resource for the AMIDEAST development staff. AMIDEAST also used the information to prepare briefing papers for the researchers to take to the field and to use in the analysis and compilation of the survey results.

Working with the AMIDEAST Research Assistant, the Development Specialist compiled an initial list of sources of information. These included, in the U.S.:

- o USAID library,
- o International Labor Office,
- o appropriate Arab embassies,
- o local university libraries,
- o the Secretariate for Women in Development,
- o private and public development institutions, such as the World Bank, UNDP and the University of Michigan Center for Non-Formal Education,
- o the Foundation Center, and
- o many other repositories of information.

Information was also gathered from the ILO headquarters in Geneva, and from development agencies in France and England. In the field, the researchers were assigned the task of obtaining any relevant statistical or text material from all those they interviewed plus any sources the interviewees might suggest. Additionally, the field offices were asked to clip and send newspaper articles and to research local university libraries. A good deal of material in Arabic and French was obtained and translated.

All of the documents were catalogued and abstracted onto forms assigned for this purpose. A complete set of abstracts is contained in Appendix D.

## 5. Selection Criteria

Upon return from the field and upon completion of the literature search, the research team and the AMIDEAST staff conducted a one week debriefing session. At this time, it was decided to discuss and analyze the information brought back from the field around a set of key criteria or variables which were essential to understanding the problem and to ultimately making a decision, as is called for in the IDG proposal, on which countries AMIDEAST should consider for implementation in Phase II.

These variables are:

Funding. Is Funding available in the country or elsewhere to cover project and support costs?

Government Sector. What vocational education and non-formal education programs does the government offer and to whom are these programs available? In what respects are these programs strong or weak? Is the government interested in AMIDEAST participation in vocational training within the private sector or will they oppose it?

Private Sector. Are there private agencies or organizations engaged in vocational training or non-formal education or are there commercial establishments interested in training for its employees? Do the agencies conducting training have viable programs and are they interested in having AMIDEAST assist them? Can the needs of the agencies or businesses be met by AMIDEAST?

AMIDEAST Field Office. Can the field office support and promote the IDG concept and are there facilities presently available which could be used for LDO activities? Can the field office contribute to the IDG implementation?

Climate. Is the climate in the country conducive to AMIDEAST's proposed role in strengthening vocational training programs?

Each variable was examined on its own, after which all five were examined as a whole. Survey data were weighed against these criteria and will serve as the basis for AMIDEAST's determination about programming. Likewise, these variables were used as reference points for discussion and analysis of information on each country in the sections which follow.

## C. Results and Recommendations

### 1. Morocco

#### a. Background

As one of the Arab world's poorest nations, Morocco is faced with a number of serious economic and social problems. Of particular concern is the rapid increase in population:<sup>1/</sup>

- o The current growth rate of 2.9% will almost double the population by the year 2000 from 20 million to 36 million;
- o Some 54% of the current population are below the age of 20;
- o As a result of the high birth rate and the high percentage of young people, the working population (ages 15-64) will nearly double by 1991 from the current 7.8 million to 15.1 million.

Closely linked to these population pressures are the accompanying employment problems and skilled manpower shortages:

- o The unemployment rate in 1977 was 22.4% but this figure counts only those actually seeking work. The actual unemployment rate is presumably much higher.
- o The employment rate for females is particularly low...16% in 1980, increase of only 2% over 1970. The projected participation rate for females in the year 2000 is only 19%.
- o In 1970, close to 77% of those females in the labor force were employed in the agricultural and service sectors (principally as domestics), sectors which require the least amount of education and skill, offer little security and pay very low wages.

---

<sup>1/</sup> Figures on this page and the following page were taken from the World Development Report, World Bank, 1980 and 1981 and the Yearbook of Labour Statistics, ILO, 1980.

Of particular importance to this survey is the educational sector's ability to meet the demands of the population pressures and the country's increasing need for trained manpower. The pressures of rapid population growth on the demand for schooling together with the need to meet the country's increasing demand for skilled labor has led to a rapid expansion of the education system in recent years.

During 1970-77, primary enrollments increased at 6% per annum, secondary enrollment at nearly 10% while university enrollments increased 3.5%. Despite these impressive gains, Morocco has been plagued with severe problems in its education system, problems of numerous repeaters, failures and drop outs:

- o At all educational levels, repeater rates are running at 31% in primary school and 16% in secondary.
- o About one half of those attending school in rural areas will not complete the primary level and about one half of all those in the final year of primary will not enter secondary.
- o Among all those entering primary, only 2% will reach the final year of secondary.
- o Approximately 30% of those who begin secondary level will complete the final year.
- o Despite serious efforts to eradicate illiteracy, the illiteracy rate of the adult population in 1975 was 72%. Urban illiteracy was 54% ; rural was 87%.
- o Among urban women the rate was 68% as compared to 98% in rural areas.

The problems of efficiency and equity in the educational system are only overshadowed by the more crucial problem of the lack of relevance the system has to the task of economic growth and social progress. In the World Bank Report on the Fourth Education Project<sup>1/</sup>, the authors cite the fact that at both the primary and

---

<sup>1/</sup> International Bank for Reconstruction and Development, Fourth Education Project, March 29, 1979.

secondary levels, the system is marked by a strong literacy bias that shuns science, technology and courses of practical orientation. Technical and vocational schools enroll only one student for every 13 in general secondary school.

One serious result of these weaknesses in the educational system has been a growing skilled manpower shortage, particularly in technical fields. At the higher levels, Morocco has been able to partially solve the problem by the employment of large numbers of expatriates, but this is a costly and temporary measure.

At the mid-level, intended for those who complete the seventh year of secondary school but fail to pass the baccalaureate examination, technicians and supervisors in the public, commercial and industrial sectors are primarily trained by various ministries under whose domain the work falls. In one area, that of industry, the projected capacity of some 19 training establishments within ministries, will increase the annual output of industrial technicians to about 800. But this falls far short of the demand. A study undertaken for the Ministry of Commerce and Industry by the French Centre d'Etudes de la Realisation pour L'Education Permanente (CEREP) and a Moroccan affiliate (SCET)<sup>1/</sup> calculates that the number of new training places being established is far from the number of potential applicants. The CEREP-SCET study points out that for the year 1978-79, there were 8,166 young people dropping out of school after completing the seventh grade. Only some 3,015 of these young people were recruited to available training programs. The proposed increase in the number of training places would build that capacity to 4,000 by 1986, still far short of what will be needed.

The training of skilled workers (entrance to training at this level requires four to five years of school), and semi-skilled workers (entrance requires two

---

<sup>1/</sup> Hardy, Robert, William M. Rideout and Stephen Anzalone. Subsector Analysis of Technical and Vocational Education in Morocco. AED, 1981.

to five years of school), again is dominated by the public sector within various ministries, primarily the Ministry of Labor. The CEREP-SCET study shows that the capacity for training skilled and semi-skilled workers allows for an annual absorption rate of about 12,000 new people. This is far from being sufficient to meet the potential demand of school leavers at this level. In 1979-80, enrollment in the first year of secondary school totalled some 139,000 students.<sup>1/</sup> In the fifth year, enrollment totalled 53, 000. The difference in enrollment would mean a potential demand of approximately 80,000 school leavers at this level for about 12,000 available training places.

Finally, at the lowest level, the need for training of artisans and apprentices, and the capacity of the government to meet that need is most severe. In 1979-80 there were approximately 350,000 young Moroccans who dropped out of school before reaching the secondary level, most of them leaving with low levels of literacy and numeracy, little orientation to the world of work and almost no practical training in a skill qualifying them for employment. Through the combined efforts of various ministries, some form of non-formal education and skill training is offered annually to approximately 140,000 of the country's 350,000 drop-outs, leaving over 200,000 young people with little or no preparation for work.

While the obvious needs for literacy programs and expanded low level training are clearly demonstrated by the above cited statistics, it is fair to ask what relationship exists between vocational training and productivity in Morocco. Unfortunately, little hard data is available. Manpower needs figures are based on calculations compiled by each ministry which become the basis for linear

---

<sup>1/</sup> Ibid.

projections used in the five-year plans. Many consider these figures "soft" due to the methodological state of the art for measuring productivity increases. Nevertheless, World Bank statements coincide with the commonly held view of Moroccan officials that skills training and development are critically needed and potentially profitable for the people and the nation. At an annual growth rate of 6.5%<sup>1/</sup> projected in the new 1981-86 Plan, the Government of Morocco predicts that at the mid-level alone, some 4,400 new technicians will be required annually, while the expanded training facilities will be able to turn out only 407 new technicians. The discrepancies at the lower levels are even wider.

Lastly, it is important to look at the links between training and employment. It is widely recognized that there is a real need for training in the agricultural and rural areas generally, particularly since manufacturing employs only one tenth of the country's workers. The one solution to unemployment then, particularly for those with low skills, lies in the creation of jobs in the non-modern or non-industrial sector. One expanding area of growth and potential is the handicraft industry.

Both the Ministry of Youth and Sports and the Ministry of Social Affairs and Handicrafts have initiated new programs and expanded old programs of training in the crafts which will provide jobs for thousands of men and women in crafts. Built into these programs is training in starting and maintaining cooperatives which is expected to enhance employment for their graduates.

To help ensure that training programs are relevant to employment opportunities the government plans to implement tracer systems which will follow a trainee

---

<sup>1/</sup> Edwards, Amanda. "Development Plan Priorities Outlined." Middle East Economic Digest. 14-20 August, 1981.

after his training program to ensure that he does indeed find a job. Important data will be gathered from these efforts which can be used to design future projects and plans.

In summary, Morocco has and will continue to have serious unemployment. This is coupled with the recognized weaknesses and shortfalls of the formal education system and the existing training programs which alone cannot keep up with the need for skilled and mid-level manpower. Those who either drop out before they reach a level at which they could enter a training program or for those thousands who are "outside" the formal system completely, training is desperately needed.

#### b. Survey Findings

The two survey researchers spent a total of two weeks in Morocco interviewing and gathering information. Together they interviewed 26 people and had 7 structured conversations for which they wrote up conversation reports. Of these 33 contacts, 10 were with private indigenous agencies, 11 with foreign donor agencies, 5 were with USAID (two were done in Washington), four were with local government officials and three were with representatives of the business community. In retrospect, it probably would have been better to have reduced the number of foreign donor agencies and replace them with more representatives from the business and, particularly, the agri-business sector, but since the importance of the agricultural and rural sectors was only learned through conducting the research, it was learned "after the fact". (See Appendix A for a list of interviewees and institutions contacted.) The survey team was not able to meet with anyone from the academic community.

#### Funding

Since AMIDEAST is not a funding agency, an important aspect of any implementation program that AMIDEAST would consider is the availability of either local,

regional, or international funding sources that would not only support AMIDEAST-developed projects, but which would help support the AMIDEAST development "infrastructure", including the LDO himself and some support staff in headquarters.

As might be expected, the research team found few potential local funding sources. Few, if any, of the local private agencies themselves have any excess funds which could be used to pay for AMIDEAST services. Indeed most of them barely cover their own expenses of operation. Most of the Moroccan private agencies are funded either by direct donations, volunteer in-kind services, government assistance or national lotteries. Only one agency, The Moroccan Red Crescent, would be able to help defray the costs of providing services and then in very limited amounts.

While the team was not able to explore funding possibilities fully with local businesses and manufacturing establishments, one exception to this otherwise bleak funding picture arose. The World Bank is heavily committed to the Government of Morocco. Loans and credits since 1977 total 232.2 million dollars<sup>1/</sup>, of which 105.3 was targeted for agricultural development. Since a substantial amount of that money will go towards technical assistance and training, the government may use some of that money to have AMIDEAST assist them. Unfortunately, this would most likely be used to assist the public sector, not the private. It must still, however, be considered a potential local funding source.

Regional funding is another potential funding source. The research team did not have time to explore fully the availability of Arab development funds in Morocco, but AMIDEAST is contacting Saudi, Kuwait and other oil producing Arab country funds. These include the Arab Fund for Economic and Social Development,

---

<sup>1/</sup> Fourth Education Project, op. cit.

the Iraqi Fund for External Development, the Kuwaiti Fund for Arab Economic Development, the Saudi Fund for Development, the OPEC Fund, the Arab Monetary Fund, and the Arab Planning Institute, many of whom are currently funding large infrastructure projects in Morocco much as the World Bank does, which include education and training components. AMIDEAST will contact all of the regional development funds and banks to seek their cooperation and support. Commitments for assistance will be sought from the most appropriate institutions.

American foundations and benevolent societies have had a very limited history in Morocco. Some direct donations from such agencies as the Kiwanis Club and Goodwill Industries have been made in the past to assist specific projects of Moroccan private agencies, but the amounts have been relatively small and it is doubtful whether any of these agencies would have enough resources to support AMIDEAST activities. There has been some limited foundation support for projects and AMIDEAST plans to explore this further.

One other potential funding idea is based on a model used by the Ministry of Labor. The Ministry charges industry a 1% tax on employees of major industries' salaries which is used to pay for training programs. These programs, in turn, supply industry with trained manpower. It is possible that an LDO could assist in initiating the model of having businesses and "users" of trained manpower pay for training of either their employees, or employees they would hire. Similar models exist in Jordan which should be further researched for its relevance to Morocco.

In summary, sources of funding for AMIDEAST services appear to be regional Arab development funds, perhaps World Bank, American foundations, corporations and Moroccan users of trainees. Since seeking and obtaining support from any

of these institutions will require considerable time and effort, perhaps up to a year, it does not look likely that AMIDEAST would be able to find any support for its work in the first year.

### Government Sector

In Morocco, as elsewhere in the Arab World, a distinction is made between education and training. They constitute separate but overlapping functions that prepare Moroccans for social life and productive activity. Generally, education seeks "cognitive and affective outcomes to equip a person intellectually and socially in a future that is largely unknown."<sup>1/</sup> Training, on the other hand, seeks to prepare a person to perform functions that are directly related to a specific type of productive employment. Technical, vocational training in Morocco tends to be practical and directly related to the requirements of the workplace. "Recognizing the necessary relationship between the systems of education is important, and this is something generally well understood in Morocco."<sup>2/</sup>

Vocational training programs run by the government can be divided into two categories: a formal system under the Ministry of Education and Training of Cadres and an informal system within various ministries depending on the level and type of training. A brief review of the government sponsored programs follows:

#### Ministry of Labor and Promotion of Employment

The Ministry of Labor offers training to skilled, semi-skilled and unskilled workers. It trains the largest number of workers and is the government's focal point for vocational education. It also houses the Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT) which was established in 1974 to directly address private sector training (as opposed to training of

---

<sup>1/</sup> R. Hardy, W. Rideout and S. Anzalone, op. cit.

<sup>2/</sup> *ibid.*

government workers). They are responsible for assessing manpower needs in industry and commerce, setting up programs, recruiting and training instructors, and finding employment for their graduates. Their training is funded by a unique 1% tax of all salaries in the private industrial sector. According to Mr. Bichri, Director of Vocational Training for the Ministry of Labor, OFPPT is particularly concerned with "matching" training programs to employment. Accordingly, programs are initiated through the private sector and job counseling has begun in many of the training programs. While most of the trainees are males, a recent project funded by USAID has added women to the program.

Another important program of the Ministry of Labor is the Chantiers de Jeunes which offer training in carpentry, plumbing, electrical maintenance and welding. Students must have between five and seven years of schooling to be accepted.

#### Ministry of Youth and Sports

This Ministry operates a large network of women's centers (Centres de Promotion Feminine) open to all women. Most of the students are young unmarried women with little or no education. The centers, run by extension workers, offer courses in civics, sewing, hygiene, religion and in some cases, income generation skills. The government has plans to increase the effectiveness of the women's centers and offer skills that are marketable.

Also under the aegis of this ministry are a few rehabilitation centers for incarcerated youth.

#### Ministry of Social Affairs and Handicrafts

Artisan and handicraft skills are taught in this ministry to young men and women from all economic levels who have elementary education. The centers where they work have excellent reputations and have little trouble selling their products. The ministry attempts to help the students set up cooperatives after graduation.

Also under this ministry are men and women's centers open to all those with indigent cards and little education. Similar to the women's centers under the Ministry of Youth and Sports, these centers claim to offer skills which are readily marketable. Since no follow-up studies are done on the graduates, it is impossible to judge whether this training leads to employment, but these, as most of the vocational training programs in the country, have to turn people away.

#### The Ministry of Agriculture and Agrarian Reform

The Ministry of Agriculture offers two approaches to lower level agricultural training. The first approach is through extension work. The program incorporates demonstrations, radio and TV programs, meetings and visits to research stations. In the second approach, in less prosperous areas, extension courses are offered through the Centres des Travaux. Although this training is popular, it is hampered by the limited number of extension workers available. The Ministry has plans to improve the ratio of trainees to trainers and has begun an innovative series of demonstration programs on TV. They are also planning to group the farmers in cooperatives. According to one ministry official, they are particularly interested in expanding their use of audio-visual material making it available to a wider audience, but lack the required funding and technical expertise.

#### The Ministry of Education and Training of Cadres

The Ministry of Education offers technical training at the upper secondary level only. Because of the level of education the students have reached, most of this training is in highly technical fields. The graduates go into both the public and private sector where they find employment readily. As stated previously, the Ministry of Labor has been given responsibility primarily for vocational training for the skilled and semi-skilled levels.

Almost universally, the surveyors heard from the government officials they spoke with that the government is committed to vocational training and indeed

has done a great deal to alleviate the need for skilled manpower, but these efforts have only resulted in the training of some 12,000 skilled and semi-skilled people a year.<sup>1/</sup> This is far below the number of yearly school leavers (approximately 80,000 in 1979) and, when asked of their receptivity to an American organization such as AMIDEAST working with either the private or public sectors to increase their capacity to conduct vocational training, all of the government representatives responded favorably. The areas mentioned most frequently as those which are in need of assistance were teacher training, curriculum development, equipment procurement and co-op strengthening.

One very important development in Morocco which attests to the government's level of commitment and determination to improve and expand training and link it to employment is the establishment of the Commission Permanente de la Formation de l'Emploi in 1980. The Ministry of Labor provides on-going secretariat functions for the commission, which is charged with the coordination and planning of all vocational training in the country. Their recent report<sup>2/</sup>, incorporated into the five-year plan, outlines policy directions for the promotion of employment in Morocco:

- o greater reliance on labor-intensive techniques in industry and agriculture;
- o improving services in rural areas to stem migration to the cities;
- o improving the conditions of employment in the handicrafts sector through development of cooperatives, better production techniques, improved credit, and better technical supervision;

---

<sup>1/</sup> Ministry of Labor figures.

<sup>2/</sup> Ministry of Labor, Government of Morocco. Rapport de Synthèse de la Commission Nationale de l'Emploi de la Promotion Nationale de la Formation Professionnelle, 1981.

- o a greater mobilization of unemployed manpower for work relief projects in road construction and reforestation (Promotion Nationale), employment and training of young people in local development projects (Chantiers de Formation);
- o increased assistance to the cooperative movement; and
- o development of industrial production of goods for local consumption and exportation together with a geographic decentralization of industry.

On the basis of these objectives, the five-year plan outlines five strategy goals:

- o Cooperation among all the ministries to stimulate greater motivation and earlier orientation of students to technical careers;
  - o An augmentation of training places within the various ministries;
  - o An increase in the number of vocational teachers;
  - o Greater harmonization of entry into, and exit from, training programs;
- and
- o Greater coherence between education and training streams by creating a system of linkages from one program to the next making it possible for the most capable students in programs of vocational training to advance to higher levels and even reenter the formal education system.

#### Private Sector

The research team met with 10 different private agencies in Morocco that are involved, to one degree or another, with vocational training. They also spoke with 3 business representatives and one union official. They were located in Casablanca, Rabat, Marrakesh and Akreuch.

The private agencies represent a small sampling of existing agencies and business in Morocco. In all cases, the researchers spoke with either the directors or assistant directors. Most had been involved with their agency or similar agencies for a considerable length of time. Some were large and general in scope, such as

the Moroccan Red Crescent Society, others were small and specialized, like the Club Professionnelle Feminin which only focuses on women in the Casablanca area. Their funding comes from a variety of sources, primarily donations, some government support lotteries and business in-kind services. Most of them spent most of their support funds on running vocational programs. None would have money available to pay AMIDEAST for its services. While all recognize the dominant role the government plays in vocational training, most expressed a keen interest in continuing the programs they run. They see their role as serving the populations that "fall between the cracks", like the handicapped and the women who never go to or complete school. Although small, the researchers felt they, and the other similar private agencies, are serving a very useful purpose. This is evidenced by the government's contribution, albeit small, to their existence.

There was an overwhelming desire on the part of all the agencies to expand and have the facilities and teachers to be able to take on more students. There was no lack of incentive, energy or good ideas on their parts. The chief impediment to fulfilling their objectives was funding and technical expertise. A brief description of the most important of those agencies follows:

#### Moroccan Red Crescent Society

Offers training in living and job skills to young women who do not complete secondary school. Their diploma courses graduate cooks, typists, secretaries, domestics, bookkeepers, accountants, seamstresses and child care assistants. Although they have no formal job counseling program, the director stated that graduates found jobs in the public and commercial sectors and that they were working on plans to institute cooperatives into the program so that some of the graduates could become entrepreneurs.

The director outlined the needs of the organization which could be met by an organization like AMIDEAST such as fundraising, job counseling, teacher

training and marketing. She also mentioned the need for help in setting up co-operatives. They would also like to expand their program to include young men. Their programs operate in Rabat, Casablanca, Tetouan and Marrakesh.

#### Cheshire Home

One of an international network of 200 centers for disabled, the Cheshire Home is both a home and a school. Located in Marrakech, the center has 25 in-patients and 28 out-patients. They offer vocational training to boys who do not attend secondary school. Carpentry, welding and tailoring are taught on the premises. Out-patients attend government run vocational schools. They receive medical assistance from the Ministry of Health.

According to the director, their most critical need is for braces and prosthesis. Although the government does supply some, the system is back-logged five years. In order to alleviate the problem, a Peace Corps volunteer has been assigned to the school to help them either set up their own brace making center or set up one independent of the school. The director would like to start an independent co-op which would hire the school graduates and sell the braces they make. The proceeds would supply an income for the workers. The researchers felt that this might be run with the graduates of another similar private organization in the Marrakesh area, the Societe de Bienfaisance which is a home for handicapped girls.

#### Association de L'Entraide Familiale

This organization runs three educational and vocational training centers in Rabat and Casablanca and nursery schools for the children of women students. Their goal is to provide basic education and skill training for those not able to finish education in the formal system. They teach traditional skills to women; men receive training in electricity. Funding comes primarily from private sources although they receive some funds from the Ministry of Youth and Sports.

The researchers felt this organization had great potential for expansion

and for diversification, given the funding and technical assistance. The director mentioned the critical needs of evaluation, job counseling and needs assessment.

Club Professionnelle Feminin

This is a private, charitable organization run by volunteer help. Their stated aim is to help poor Moroccan women. Although they do not currently provide on-going training, they have in the past run training programs for women high school drop outs in child care. Their goal is to graduate women with enough theoretical and practical knowledge in child care to be employed in day care centers, hospitals or nursery schools. The diploma training program lasts nine months.

The director's ambition is to obtain a permanent building in a working class neighborhood in which they can offer on-going training in child care and operate a day care center. They would also like to use the center as a community center where the women could receive counseling in legal matters, a need which is largely unmet by any other Moroccan institutions. The need is particularly great among the growing number of divorced and widowed women.

In addition to these, AMIDEAST learned of several co-ops run by women which are in need of assistance in administration, marketing and purchasing. Contact with them and research on their needs has been done through the Ministry of Social Affairs.<sup>1/</sup> They include:

Women Cous-cous makers in Ksar el Kbir Up to 60 women are engaged in making cous-cous for themselves and for sale. Their product is nationally famous and buyers come from as far away as Marrakesh, Casablanca and Tanger. There are up to 20 women who want to form a cooperative, acquire a locale, purchase wholesale, and package and market cous-cous themselves.

Women cheesemakers in rural areas between Tanger and Tetouan From 30 to 60 women are engaged in making excellent cheese from goat's milk which they

---

<sup>1/</sup> Information obtained from Betty Lussier, Ministry of Youth and Sports, 1980-81.

sell themselves in local markets and along the roads. They would like to work together to increase their sales and ensure a more sanitary and uniform product.

Women pottery makers in Oued Laou This traditional pottery (fine, brown, unfired cooking pots) is made exclusively by women and sold all over Morocco. The women have tried several times to organize into a cooperative to be able to earn more money. They sought and received the support and assistance of the Caid of Oued Laou, who presented a proposal to the Ministry of Artisanat.

Wool processing enterprise in Beni Guerfet Valley Women in this valley have been processing wool for centuries and would like to form a cooperative. They have all the necessary requirements for a co-op but lack the technical assistance to organize and the funds to start it. Their product is nationally known.

AMIDEAST's assessment is that there is a relatively small but strong private sector in Morocco that has the potential to become more effective. It lacks funding, technical expertise and strength. If AMIDEAST were to implement a program in Morocco, it would probably need to organize projects into groups in order to attract funding and to provide, through consultants, technical expertise in various fields. Another important aspect of the work would be networking like-minded organizations to help strengthen each. AMIDEAST would concentrate on the strongest organizations that offer the most potential for improvement. Another consideration of prime importance will be the opportunities graduates have for employment. Employment and job counseling are definitely weak links in the private agencies' programs and AMIDEAST would take that into consideration before choosing any agency to work with.

#### Resources of the Field Office to Assist the LDO

Although the Rabat office is one of the smallest of all the offices included in the study, it has the ability to offer support to a vocational program under

the IDG. The director of the office is keenly interested in vocational training and is very knowledgeable about government organizations and private agencies involved in vocational training. She has lived and worked in Morocco for many years and speaks fluent French and some Arabic. There are two other support persons in the office. The Rabat office has the advantage of the experience of another large vocational program run by AMIDEAST for the Ministry of Labor. The field office director has been partially funded by that project and, as such, has been actively involved in all aspects of the program.

#### Climate for Development

In another section of this report, the government's commitment to and interest in improving and expanding vocational education was described. However, there are factors, both within the government structure and external to it which affect their ability to move ahead.

The government is heavily involved in a war with the Polisario south of Morocco. It is spending millions and millions of dollars on the war, not to mention the human costs. As many would candidly say, the war is draining the money and the energy of the government. While AMIDEAST is not in a position to judge whether or not this is true, the fact remains that the government has gone ahead with ambitious and costly human resource development programs, including projects to expand and improve vocational training. And it should not be overlooked that many countries, including the U.S., through the USAID projects, the French and Canadian governments, and international organizations such as the World Bank and UNDP, have gone ahead with development work in spite of the war.

So, although this external factor exists, it cannot be seen as an impediment to AMIDEAST involvement. We have and can count on the support of the government to carry out effective programs in Morocco.

c. Recommendations

The original goals of the proposed IDG are to strengthen agencies assistance to those who either never enter the formal education system or fall out of it before they have acquired enough education or marketable skills to earn a living. Based on the survey results, there appears to be ample opportunity for such AMIDEAST assistance. There are thousands of young people who have no skills and no where to learn them. There are segments of the population, such as the rural poor generally, and the handicapped and women who are particularly neglected in the system. And, although it was not the intention of this survey to look at specific marketable skills, there appears to be ample growth in both the industrial and the non-industrial sector to be able to absorb more workers. As OFPPT has demonstrated, if training programs are well thought out and designed with employment in mind, and if job counseling is included in the training programs, employment of graduates is greatly enhanced.

In reviewing the criteria described above, it appears that the prime impediment to programming would be funding. It is unlikely that AMIDEAST could obtain funding the first year and a good deal of the LDO's time the first year would have to be spent on seeking project funding as well as a source of continual funds for himself and his office. Otherwise, there are few impediments to programming in Morocco. Specific projects which were recommended by the research team include the following:

1. Assist the Ministry of Agriculture to diversify its TV "spots" on agricultural planning and training by designing new curricula. Also help them coordinate activities within the ministry to reach a wider audience. Other "spots" could be introduced unrelated to agriculture, such as a program for children to encourage them to think about careers, and demonstration programs for technical skills.

2. Assist L'Association de L'Entraide Familiale in institutional strengthening, follow up studies on graduates and diversification of vocational educational curriculum. AMIDEAST could also help them, through the Office of Cooperation, set up co-ops for their graduates. Peace Corps volunteers might be used to work with this and other co-op programs such as the rural women's co-ops outlined above.

3. Assist Morocco to meet the needs of the handicapped by helping private agencies involved with the handicapped institute brace making classes. This would provide jobs for the handicapped as well as needed products for the users of braces. AMIDEAST could network the private agencies in an area and either find an entrepreneur to back this effort or to form a co-op and obtain seed money from a bank. Again, this would require the assistance of the government's office of cooperation.

4. Assist the Moroccan Red Crescent Society to improve and diversify its training program including adding courses for men. The LDO could provide technical assistance to help them do market surveys in the locations of their centers, design curriculum and train teachers.

Finally, although this report has outlined a strong and viable role for AMIDEAST to play with the private sector, it is recommended that the most effective program would be one which works in cooperation with the government. The strong tradition of the public sector in education and in training and the corresponding dominance it has in the minds of all Moroccans, make it an element which cannot and probably should not be ignored. As the director general of the Union Marocaine de Travail indicated, the public and the private sectors are not cleanly divided as they are in the West. The government's control and influence is very strong in the private sector.

## 1. Jordan

### a. Background

Under a succession of five-year plans, Jordan has, since 1948, achieved rapid economic and social progress. Much of it is due to the general economic boom in the Middle East resulting from the enormous per capita inflows entering the oil producing states beginning in the 70's. These Gulf oil producers, with small, generally poorly educated and wealthy populations have relied on foreign labor to assist them in their ambitious social and industrial infrastructure projects.

Jordan, along with Egypt and Yemen, has supplied much of the labor and technical skills required by the Gulf states. Jordan in particular, has exported highly skilled and professional manpower. The salaries offered the Jordanian workers are often high and during the late 60's and 70's, employment was almost guaranteed.

This out-migration of labor resulted in substantial remittances flowing into Jordan and virtual elimination of unemployment problems that plagued the country earlier. Family incomes and living standards have increased dramatically. These increases in national wealth have contributed to Jordan's expanded investment in social and economic development.

Figures released by the Department of Statistics this year reveal that Gross Domestic Product rose by 21% during 1980<sup>1/</sup>. GNP rose by a similar rate of 21.8%. This growth was shown in all sectors, with agriculture growing by 34.2%, construction by 25% and mining by 24.7%; the private commercial sector and industry rose by 10.5%.

However, in spite of these impressive gains, a closer look at the labor force reveals some problems.

---

1/ The Jordan Times, September 8, 1981.

Only 19% of Jordan's population of three million participates in the labor force. This unusually low rate is due to several factors: 1) one third of the male labor force works outside the country; 2) the population is generally young with 50% below the age of 15; and 3) the participation rate of women in the work force is very low, particularly among those between the ages of 25-45. The latest estimates show the rate between 11 and 12% (1979).

The out-of-country workers are, and have been, a mixed blessing for the country. Although little hard data is available, the remittances are considerable and form an important part of Jordan's national income (30% of the GDP in 1980).<sup>1/</sup> On the other hand, Jordan's national development schemes have been hampered by the lack of skilled manpower available in the country, particularly skilled manual labor. A Kuwait government source puts the percentage of Jordanian workers in Kuwait in the science, math and highly technical fields at 26%, the skilled workers at about 27% and the unskilled at 21%.<sup>2/</sup> In 1978, Jordanians comprised 39,000 workers in Kuwait alone. There were some 130,000 Jordanians working outside the East Bank in 1979.

Female labor participation is considered one of the other main causes of the labor shortage in Jordan. Reasons given for the low rate are the high birth rate and the relatively young age for marriage coupled with cultural and traditional attitudes against women in the work place.

The average woman in Jordan has 5.4 children<sup>3/</sup>. This is down from an average of 6.1 in 1972. The average age for marriage is 20 for females. In the age group 20-24, over 70% of women are married with an average of two to four children. The Government of Jordan is aware that without further significant

---

<sup>1/</sup> The Jordan Times, September 9, 1981.

<sup>2/</sup> Hammad, Hassan J. The Problems and Prospects of Women in Rural Development in Jordan 1979-80.

<sup>3/</sup> Department of Statistics Government of Jordan, Basic Demographic and Socio-Economic Characteristics of Women in Jordan 1981.

reduction in the birthrate and a change in marriage patterns, it is doubtful that there can be a significant increase in the female participation rate.

In addition to these impediments are the traditional taboos found throughout the Arab world against women working outside the home. However, these attitudes are changing rapidly, particularly among the young. Given the "pull" of the market place and the "push" of higher education levels many women are attaining, many women may elect to stay on longer in the labor market after marriage and either postpone having children or decrease their numbers. Indeed the latest evidence points in this direction.

The situation for women in the rural areas shows significant differences, particularly significant for the proposed implementation of an AMIDEAST-sponsored program. Women's economic activity rates are higher in rural areas, due to the high contribution of females in the agricultural sector. There are twice the number of women workers in rural areas as there are in urban areas, yet the rural population makes up only 40% of the total. Much of this labor is "uncounted" in labor statistics, seasonal and often unpaid. Women work on family farms or help their husbands, fathers or brothers in their work, either on their own farms or the land of others. In spite of this, their contribution to the labor market is undeniable. The 1981 statistics<sup>1/</sup> indicate that 36% of the total labor force in the agricultural sector is composed of females. The government recognizes this important labor segment and has designated the provision of increased training opportunities for rural women as a high priority in the 1980-85 Plan.

The new Five-Year Plan calls for a 10.4% annual growth rate during 1981-85.<sup>2/</sup> Growth is expected in all sectors, particularly industry, agriculture and manufacturing. At the same time, the plan forecasts a net deficit of 118,000 workers,

---

<sup>1/</sup> Ibid.

<sup>2/</sup> National Planning Council, Government of Jordan. Five Year Plan 1980-85 1980.

primarily in the technical and service sectors. Part of this will be offset by an increase in the number of imported laborers (in 1979 there were 70,000 foreign workers; the new plan calls for an additional 45,000). However, the plan recognizes the problems with using and depending on imported labor and thus calls for an increase in the number and quality of private and national vocational training programs and an increase in the number of working women.

To meet the expansion in economic activity the plan outlines the following goals:

- o To supply a sufficient number of qualified laborers;
- o To increase the percentage of Jordanians participating in the labor force with concentration on increasing the proportion of working women;
- o To increase the number of skilled workers;
- o To design and implement a classification and licensing system for vocations;
- o To improve worker health and safety; and
- o To more accurately define the minimal numbers of workers needed for each economic sector.

In summary, Jordan has a rapidly expanding economy and is predicting further expansion in all sectors for 1980-85 but does not have the required domestic labor force. Recognizing the unlikelihood of significant numbers of expatriated Jordanian workers returning home, the government plans to meet the demand through the continued use of foreign labor, an increase in the numbers of vocational training programs so that people will be trained for jobs which are available, and an increase in the number of women in the work force.

#### b. Survey Findings

The survey researchers spent two weeks in Jordan interviewing relevant officials and collecting information. They interviewed 25 people; three from USAID, nine from local government and community leaders, nine from private agencies, two

from foreign donor agencies and two from the business and banking community. They brought back over 60 documents including the new Five-Year Plan as yet not officially translated into English. (See Appendix A for a list of interviewees and institutions contacted.)

### Funding

In contrast to Morocco, AMIDEAST found a good deal of potential funding in Jordan. Many of the private agencies have adequate funding themselves and would be able to pay AMIDEAST for services. The private agencies are organized under an important umbrella organization called the General Union of Voluntary Societies (GUVS) which receives funding from both the private and the public sectors. GUVS distributes monies to all of its member agencies throughout the country. Working with an organization like GUVS would have a great multiplier effect since the Union represents such a broad spectrum of private agencies.

Another potential source of funds is the Queen Alia Jordan Social Welfare Fund which works with both the Ministry of Social Development and GUVS to improve the quality of services the private agencies provide. The Queen Alia Fund provides both technical and funding support to GUVS. In addition, the Queen Alia Fund runs pilot projects which they hope will become models of social development programs. The director, Abdulla Abu El-Ata makes annual fundraising trips to the Gulf where he has been successful in raising money. The fund enjoys an excellent reputation for professionalism and dedication and is extremely interested in having AMIDEAST assist them in several areas which will be outlined in another section.

Still another private agency that has potential for expanding their vocational work, the Jordanian Society for Rural Development, is quite solvent and has money available to pay AMIDEAST for services.

AMIDEAST made several contacts within the government which revealed further information on funding. The Ministry of Labor, the Ministry of Social Development

and the Jordanian Television network (publically held) are quite interested in AMIDEAST's potential role for providing technical assistance in the area of non-formal education and vocational training and would be able to reimburse AMIDEAST for costs.

Other important potential funding sources are the regional Arab development funds and banks, most of which are quite active in Jordan. As outlined in the section on funding in Morocco, AMIDEAST has already taken steps to contact these potential funders and to research what they are doing already in Jordan. It is interesting to note that in the new Five-Year Plan, Jordan calls upon these development funds to assist Jordan in their efforts in the area of social and economic development. The plan projects that a significant amount of money will be available for this work in Jordan in the coming five years. The AMIDEAST Field Office Director will follow up the researcher's inquiries into this area by visiting representatives of the Arab development funds and banks in Jordan in the coming months.

AMIDEAST visited the World Bank in Washington to inquire about the availability of World Bank funds for work AMIDEAST might undertake in Jordan. Both the World Bank and UNDP are currently active in providing technical assistance to Jordan in vocational education and, if requested by the Government of Jordan, would be able to retain AMIDEAST to provide technical assistance in the vocational training field. More research needs to be undertaken, but these appear to be a viable source of funding for AMIDEAST.

The last, and potentially most creative and interesting funding source is the business and commercial sector in Jordan. The country's general economic well-being is reflected in many of the new emerging commercial enterprises in Jordan. Many have engaged in training both on their own and in cooperation with the government. An example of the successful cooperation between the public and

private sectors to produce trained manpower for Jordan is the Vocational Training Corporation.

As in Morocco, a tax is levied against industry and manufacturers which is used to provide funds for a national training school, the Vocational Training Corporation, an independent, but public institution. It is similar in scope to the OFPPT in Morocco but has more direct relation to the businesses they serve since the trainees are employed directly by the industries and manufacturers which pay for the training. Employers are also involved in the selection of training curriculum and in most cases, provide stipends to the trainees.

AMIDEAST envisages using the VTC training concept as a model which could be used with smaller training programs, that is, encourage businesses and "users" of trainees to pay for the training and possibly the salaries of the trainees. AMIDEAST would seek out private agencies to conduct the training. AMIDEAST explored this idea with the Industrial Development Bank and well known businessmen who were very receptive to the idea. One businessman, the director of Jordan Industrial Investments Company, is conducting his own training in-plant and would like to see this kind of "customized" training expanded in both his businesses and in other businesses.

In developing such a scheme, AMIDEAST will explore what has already been done in this area in other countries. It was recently learned, for example, that USAID has started an experimental small enterprise project which will likely be implemented in Egypt next year. Through it, AID hopes to assist small businesses and cooperatives to subcontract with larger companies. As part of the subcontracting arrangement, AID hopes the larger companies will either provide training and technical assistance to the smaller companies or pay for the training elsewhere. Many lessons can be learned from this valuable pilot

project which can, hopefully, be transferred to other Arab countries, including Jordan.

To summarize then, AMIDEAST has identified many agencies and institutions, both public and private, which could pay AMIDEAST directly for services. It has also explored cooperation between users of trainees and training establishments and found that there are numerous models which could be used to develop such arrangements. In addition, there appears to be funding available through regional and international development funds and banks. AMIDEAST is confident that funding will not be an impediment to programming in Jordan.

#### Government Sector

In the early 70's, despite the impressive gains made to eliminate unemployment in Jordan, an assessment of the labor market by the Ministry, the UN and the World Bank revealed that 1) there were shortages of skilled manual and advanced technical labor, and 2) the majority of the unemployed were products of the general academic curriculum either at the secondary or university levels. For Jordan to expand the industrial sector as called for in the 1973-75 Plan, it necessitated increasing the supply of employable skills, thus addressing the balance between the vocational versus academic curriculum.

To correct this imbalance, the Ministry launched several secondary schools which combined academic and vocational studies. At the same time, it constructed technical training centers for post-secondary level and several teacher training schools to supply these new centers with teachers. At the same time, it took the initiative to bring the public and the private sectors together to develop in-plant industrial training.

Today, the Ministry of Education continues to play the dominant role in vocational and non-formal education at all levels, but has given up to the Ministry of Labor responsibility for industrial training, that is, training for specific

skills needed for industry. This training is now conducted by the Vocational Training Corporation (VTC) and the new Trade Training Centers (two year post-preparatory schools to be located in every town by 1985), which offer specialized skill training at the skilled labor level.

The management of all the MOE vocational training is the province of the Vocational Education Directorate. The Directorate consists of two sections, each with its own function and area of responsibility. The Industrial Education sector has responsibility for industrial training for boys in the trade training centers, and in secondary vocational schools. All of the industrial and construction trades are offered, plus agricultural skills for boys in rural areas. At the highest levels are post-secondary technical institutes which graduate technicians.

Paralleling the functions of the Industrial Education, is the Women's Vocational Education Section. This section supervises craft centers, secondary school nursing education and one comprehensive school where several trades such as secretarial skills, nursing, beauty culture, handicrafts and library science are taught alongside regular academic subjects.

At the post-secondary level, the Women's Section supervises home economics programs offered at women's teacher training colleges and the hotel management courses given at the Amman Technical Institute for Girls.

A review of vocational education opportunities reveals a certain inequity in ministry policy regarding training for women. On the one hand, the craft centers focus almost exclusively on home-oriented fields. On the other hand, it may be unreasonable to expect a great deal more programs when the demand on the part of women has not been felt very strongly. As attitudes change, however, and as more women enter the labor market and stay in the labor market after marriage, it is hoped that the Ministry will change with the times and create opportunities for skill training other than home economics, crafts and nursing.

With regard to agricultural skills, there are presently two agricultural secondary schools in Jordan, both in the south. As with the other vocational fields, agricultural curriculum consists of core courses in academic subjects combined with specialized subjects in soil and fertilizers, animal husbandry, vegetable production, irrigation and drainage, etc. A new Agricultural Training Institute is planned for the Jordan Valley to meet the demands for skilled labor in the expanding agricultural sector, particularly in this area of the country. (The MOE projects that by 1983 there will be over 40,000 new job opportunities in agriculture and another 15,000 in support services.)<sup>1/</sup>

Once again, one notes a discrepancy in the opportunities for training open to women. Neither of the agricultural schools are open to females, nor will they be accepted into the new Training Institute based on current policy positions. Clearly though, if agricultural production is to be increased, women need more and better training, particularly as they make up some 36% of the labor force in the rural areas.

In the area of non-formal education, the MOE oversees some 57 centers offering vocational courses as well as general "socialization" training. As a general principal, the centers are open to anyone holding the preparatory school certificate (primary school). However, some of them offer more highly technical courses, such as accounting, surveying, telex and computer courses, and entrance into these classes requires a secondary school diploma. Although the centers are privately run, the MOE licenses them annually and issues diplomas to the graduates. They also oversee curriculum, teaching staff and facilities.

The Vocational Training Corporation is charged with the other most important non-formal education training. The VTC is a unique effort to join the forces of

---

<sup>1/</sup> Harrell, Paula S., op cit.

the public and industrial sectors of the economy. Their mandate is to offer short-term training for skilled labor (almost exclusively male) who will then go into Jordanian industries, primarily phosphates, utilities and a petroleum refinery, but woodworking, metal and textile industries also participate. VTC recruits trainees from the 25% or so of youth who drop-out of school after preparatory school. (MOE takes care of the 75% preparatory school finishers who are able to go on to further education.) VTC seeks to put these youths into apprenticeship programs where they will receive systematized training, even on-the-job training if they have already been employed. For the youth, VTC eases their transition into the job market by giving them a skill, and for the private firm, the VTC acts as a broker for recruitment and responsible agent for training on-the-job. Typically, the VTC student is on the job after two or three months of orientation, followed by another two years of supervision as he learns and produces in the work place. The employer pays a certain percentage of his employees' salaries into a central fund to finance all training activities of the center. The employers also have some input into the curriculum, but as yet, training is designed and conducted by VTC teachers.

The Ministry of Defense and the Ministry of Health also offer training in specialized fields--Defense in military-related occupations and Health in nursing aide and paramedical work.

To summarize the status of vocational training in the public sector, the government has charged the Ministry of Education and the Ministry of Labor with almost all vocational training activities. The MOE is not only responsible for regular school programs in vocational education but also supervises a growing number of private centers offering commercial and industrial courses. The VTC operates in a more narrow sphere in its role as connecting link between government and industry in non-formal, in-plant training. The weaknesses in the system

appear to be the low level of training offered to women, the absence of training for the handicapped and the concentration of non-formal training, for both the private centers and the VTC, in Amman and the large cities to the detriment of the rural areas.

The survey results point clearly to a viable role for AMIDEAST, that is, to work with the private sector to assist women, the handicapped and the rural areas generally. Almost all of the interviews with government officials indicated that these are the weakest areas in the current available training programs, both private and public, and the areas where AMIDEAST could have the greatest impact. Pointing to the current Five-Year Plan which targets these sectors as priorities for the coming years, Prince Hassan, in an interview with AMIDEAST, spoke of the tremendous interest the government has in strengthening the private voluntary agencies so they could assist the government to address these needs.

#### Private Sector

There are over 400 private, voluntary agencies in Jordan. In fact, Jordan is unique among all the Arab states for its number of private agencies engaged in social and economic development work. These agencies are encouraged and recognized by the government for their work. The current Five-Year Plan, and the charter of the Ministry of Social Development, discusses the importance the private agencies' role is to the general development of the country, particularly in those areas where the government has taken a less visible role, such as with women and with the handicapped.

The AMIDEAST research team contacted nine private agencies, located in Amman, Mastabeh, Irbid, Kerak, Zerka and Salt, which represent both urban and rural settings. Some of these agencies are involved with skill training programs,

others, such as GUVS, act as an umbrella and advocacy organization for agencies that do provide training. They range from highly successful to potentially but as yet unsuccessful, and from the visible to the nearly invisible. All of them were quick to see the value of the proposed IDG program and could identify several needs which they felt AMIDEAST could address.

All of the agencies contacted were private and depend upon donations for their operational costs. Those which belong to GUVS receive a share of the funds raised annually by GUVS and some receive additional small amounts from the government, particularly the Ministry of Social Development. Unlike the situation in Morocco, the impediment to improving and expanding their work is not generally funding. The most common response to the question about which areas they would like to have AMIDEAST assistance was technical assistance in such areas as management, marketing, curriculum design, needs assessment, and teacher training. A brief description of the most important of the surveyed agencies follows:

The Queen Alia Jordan Social Welfare Fund

This is a private, non-profit organization begun by King Hussein in memory of Queen Alia. Most of their work is directed towards the private, voluntary agencies under GUVS. In this respect, they act as a mediator between the Ministry of Social Development and GUVS. They raise money for GUVS, which in turn, distributes the funds among its member agencies. Apart from that, they also run nine pilot projects which they hope will be models for other social development programs. They are widely recognized and respected in Jordan and indeed, throughout the Arab world for their role in the social and economic development of Jordan. Queen Alia Fund also sponsors research in specialized areas such as rural women, vocational training for the handicapped and the like. They are particularly interested in providing women and the handicapped with

skills which will enable them to find employment, a need which they recognize to be largely unmet in Jordan.

After lengthy talks with Princess Basmah, honorary chairman of the fund, the Director, Mr. El Ata and Dr. El Ayoubi, the research team identified several areas of mutual interest and concern to both the fund and AMIDEAST in the area of vocational education. Foremost is to assist them in making the agencies they serve more responsive to their clients' needs for employment. Specifically, they would like the private agencies that are working with women and handicapped to conduct market studies to learn which skills should be taught their clients and to then assist the clients in obtaining employment. They are also interested in having AMIDEAST assist them with curriculum design and job development for a new training center for the handicapped they have inaugurated. Princess Basmah stated that they recognize the difference between training for socialization and training for occupations and it is the latter that they want in the new center.

#### General Union of Voluntary Societies

GUVS is an umbrella organization for over 350 private, voluntary societies in Jordan which work in the area of social and economic development. Most of these societies are small, serving limited numbers of clients. They are primarily involved with training women and unschooled boys in marketable skills. GUVS assists these societies by providing funding, helping them plan new programs, exchanging ideas, resources and the like. Although the research team was impressed with the dedication and commitment of the GUVS staff, they saw the need for improvement in management, in fund raising and in the services GUVS offers. The director mentioned specific areas they would like to see addressed by an organization like AMIDEAST. These include assisting them to strengthen the curricula used in the centers. The Queen Alia Fund, recognizing the importance of GUVS, has written an evaluative study of GUVS with suggestions for

institutional and financial strengthening.<sup>1/</sup> AMIDEAST could be of assistance to GUVS in several of these areas, particularly helping them design vocational training activities in the area of handicrafts.

AMIDEAST also visited several agencies which are members of GUVS, many of which are running centers for women and day-care centers for their children. Three of these agencies, the Islamic Charitable Association of Irbid, the Christian Youth Charity Association and the Weaving Factory in the Hos'n Refugee Camp, are part of the 80 societies under the Irbid branch of GUVS. The director of the GUVS branch told AMIDEAST that most of the societies had abundant clients but lacked clear goals and realistic training courses. Irbid is a growing economic center for Jordan and will need trained manpower. The director also expressed a need for assistance in "networking" the 80 agencies and to re-establish the Hos'n Weaving Factory. The factory was forced to close down because they could not keep up with the rising costs of equipment and materials and still have their products compete on the market. The treasurer of the Irbid GUVS has 2,600 Jordanian dinars earmarked for the factory but would like to wait to do a market survey before they open the center.

#### Jordanian Society for Rural Development

This is a private non-profit agency started in the early 70's by a group of wealthy women to assist rural villages in a variety of development efforts. In 1976, they decided to concentrate their efforts on one village, Mastabeh, a recently settled community of bedouins near Jerash. Here, they provide women with skill training in weaving, sewing and embroidery and sponsor a day-care center. They have also provided the village with livestock, fruit trees and fowl. Unfortunately, the women trainees are not able to make much

---

<sup>1/</sup> Queen Alia Fund, An Evaluative Study of Voluntary Social Work in the East Bank of Jordan. September, 1981.

income from their products and after they graduate, they do not continue using their skills. The directors of the Society discussed with AMIDEAST the possibility of starting cooperatives through which the women, even after marriage could continue to work. They would also like to assess the skills being taught to determine if they are the most marketable. The directors are considering hiring a professional to run the project and would like advice on what skills and qualifications would be needed for such a job.

#### El Hussein Society for the Disabled

This private society runs a center in which handicapped children are educated, rehabilitated and trained to function independently in society. The center has 25 in-patients and 23-out-patients, both boys and girls, between the ages of 10 - 18. One of their main concerns is to give these children a marketable skill and assist them to find employment. The director mentioned that there is very little acceptance in Jordanian society for the handicapped and it is very difficult to find jobs for the handicapped. The Society has sufficient finances to improve their program and services. An LDO could also assist by networking other centers for the handicapped to define problems and find common solutions. AMIDEAST could assist by seeking potential employers who would agree to hire the graduates upon completion of training.

#### Near East Council of Churches

This is an example of an organization with great potential but in need of outside assistance to achieve better training. The council runs a training center in Zarka where they teach electrical systems and theory to boys. Although the school is well equipped, one of their chief concerns is fundraising to be able to pay the salaries of the teachers. The students would use the opportunity to repair equipment (under supervision) as part of their study. AMIDEAST could

assist them in establishing a work-study program whereby the students repair electrical parts and equipment of the community for a charge.

AMIDEAST's assessment of the agencies it contacted and of the private sector generally is that it is a strong, well supported, relatively well funded and dedicated but in need of clear goals and programs that will result in employment for the clients they serve. An LDO would have ample opportunity for work in Jordan, both in the rural areas particularly with women and in the urban areas with both men and women, and the handicapped. AMIDEAST would like to work in conjunction with either the Queen Alia Fund, GUVS or both to be able to reach small local agencies and ensure the kind and amount of support AMIDEAST would need to be effective. AMIDEAST envisages its role with the private agencies as that of facilitating and strengthening them to work with the specific populations mentioned in the section on the Government Sector.

#### Resources of the Field Office to Assist the LDO

AMIDEAST has had a long and stable representation in Jordan, with offices in Amman and Irbid, which goes back to 1958 and has full capability to assist an LDO in Jordan. There are currently seven full-time people in the Amman office and another person in the branch office in Irbid. The director was posted to the main office prior to his assignment in Jordan and he and his wife, who works part-time for AMIDEAST, are thoroughly knowledgeable about development issues, programming, evaluation and administration. The office is situated in Amman, which is fast becoming the hub of economic, academic and social activity in the Middle East and would be a valuable source of contacts and resources for an LDO.

Since AMIDEAST envisages concentrating much of its activity on the rural sector of the economy, the branch office in Irbid would greatly facilitate the LDO's access to the rural areas. Yarmouk University, where the AMIDEAST office is located, houses the largest college of agriculture and veterinary science

in Jordan. Irbid is also home to a paramedical institute which is training rural extension workers.

The Amman office also has some experience and knowledge of vocational training in Jordan as it is running a development project for Yemeni vocational education teachers in Amman.

#### Climate for Development.

With few exceptions, Jordan has enjoyed political stability and economic and social progress during the last thirty years. It's dedication to development, particularly human resources development, has been amply demonstrated in the section on the Government Sector. The Ministry of Education and Ministry of Labor has supported a growing commitment to education for employment since before the '68 war with Israel. Vocational education and skill training has taken an increasingly large portion of the budget annually.

There are, however, two issues worth exploring. The first is the out migration of labor, particularly trained and skilled labor, to the Gulf. This emigration of trained manpower from Jordan to other countries in the Arab world is a fact which the Jordanian government accepts stoically and philosophically. They see the benefits of large remittances and lack of unemployment. There is also agreement that when the workers return home, and almost all do, they bring back additional skills, new ideas and usually accumulated savings which they use for starting businesses and buying homes. But since the mid-1970's, officials have become anxious about the exodus of workers because it entails real costs in terms of expenditures on education and disruptions to domestic development. The government has not, however, curbed the migration of labor which is interpreted as meaning that the foreign exchange from workers' remittances outweigh the risks.

Insofar as AMIDEAST is concerned, the issue of "training workers for the Gulf" is not viewed as an impediment to programming. Aside from the fact that AMIDEAST's proposed role is to strengthen indigenous institutions, the target of assistance will be women who do not normally migrate.

The other issue is the Arab-Israeli conflict which threatens not only Jordan, but all the countries in the region. Due to Jordan's proximity to Israel and the large number of Palestinians in Jordan, however, a settlement or lack of a settlement to the conflict presumably has a much more direct bearing on Jordan's stability. Without a settlement, the situation could continue along the present course indefinitely or war could break out, inevitably dragging Jordan into the crisis. In the former case, there appears no reason for AMIDEAST not to implement Phase II of the program; in the latter case, AMIDEAST obviously could not consider programming. With a settlement, there is the possibility that some Palestinians will wish to be repatriated back to Palestine. It should also be noted that, at least preliminarily, AMIDEAST envisages offering services to a large extent to the rural areas where there is a smaller concentration of Palestinians.

c. Recommendations

The survey results show that there is ample opportunity for AMIDEAST to offer assistance to private and public institutions engaged in vocational and skill training in Jordan. Indeed, a review of the criteria reveals that there are clear needs within certain segments of the population, that there are sufficient numbers and types of private, indigenous agencies engaged in vocational training for AMIDEAST to work with, and in interviews with both the private and the public sectors, officials were almost unanimous in their support for AMIDEAST assistance. The Jordanian economy is strong and the proposed expansion should pose no problems to full employment of well trained workers.

The following is a list of specific projects identified by the research team which could be facilitated by an LDO in the first year.

1. Assist GUVS to explore alternatives to the popular but unmarketable skills which are now found throughout the women's centers. AMIDEAST could also assist GUVS to improve internal financial and administrative management.
2. Through GUVS, assist member centers to exchange ideas, curricula and plans. Help to network similar centers, such as those for the handicapped, in a given region to pool resources and ideas and perhaps to work jointly with the business sector to produce trained labor.
3. Assist the Jordanian Society for Rural Development to set clear goals for their program, conduct a needs assessment for the client group and a market survey of the village area to determine what skills should be taught in the training center. Possibly assist JSRD in finding a project director.
4. Work with the Queen Alia Fund to establish reasonable goals, particularly in regards to programming. Assist Queen Alia Fund to locate talented consultants who could conduct research, do evaluations and provide technical assistance to their on-going projects. Also assist the Fund in staffing the new center for the handicapped by designing vocational skills training programs and job counseling schemes.
5. Assist the Near East Council of Churches to set up a work study program at their training center in Zarka.
6. Provide technical assistance to the El Hussein Society's center for the handicapped in the areas of needs assessment, teacher training, management, curriculum design and job development.
7. There are also various government institutions which AMIDEAST could work with, such as the Jordanian TV which would like assistance in developing spots aimed at career choice for children and teenagers, promoting the concept

of cooperatives among the women's centers and offering direct technical education programming, now available on TV cassettes. AMIDEAST could also assist the Office of Women's Vocational Education in the Ministry of Education to offer agricultural skill training for women. This could be coordinated through GUVS and the Queen Alia Fund.

### 3. Lebanon

There are two external aspects to this background report on Lebanon which should be explained from the outset. First, unlike Morocco, Jordan and Tunisia, the decision to include Lebanon on the survey was made very late. As a matter of fact, final clearance from the Lebanon AID mission to include Lebanon was not obtained until the team was in Jordan, only a few days before they were to go to Lebanon. Thus headquarters did not devote as much time to conducting a literature search on Lebanon as it did on the other countries where we knew the team would be visiting. This was coupled with the fact that while in Lebanon, the team was not able to gather as much documentation as in the other countries due to the lack of central library facilities which have been closed since the war.

Another obviously important factor in the research effort in Lebanon, is the general lack of up-to-date statistics. The last labor market study was conducted in 1970, after which time, figures have been extrapolated yearly to produce work force supply and demand estimates. Some statistics are available from social security data for the years 1971-75 and 1978-1979 but there are serious problems with both these sources of data, namely they are out of date and incomplete. While every effort was made to present the best information available, it should be understood that the information itself is somewhat "soft" and to a large extent expert opinion has been relied upon.

---

1. Khalaf, Nadim, Muhammad Manasfi and Nabil Nassif. Preliminary Assessment of Manpower and Labor Market Conditions in Lebanon. American University of Beirut and The International Labor Office, Beirut, December 5, 1979.

a. Background

One cannot describe the current labor market situation in Lebanon without touching upon the effects of the war, and the continuing unsettled situation in Lebanon.

In political terms, the central government, never particularly strong, has been weakened even further since 1973. In fact, the government is providing very few of the services one normally thinks of as being the responsibility of a government, such as education, collecting taxes, providing police protection to citizens, etc. Most of these functions have been taken over by the 30,000 man Arab Deterrent Force, Palestinian organizations and at least three dozen armed political/sectarian factions. Some of these include non-Lebanese elements many of which receive funding and weapons from outside. The process of reasserting the government's control and extending central government services is progressing, but it has been slow, unsteady and incomplete. USAID and many of the other foreign aid programs have related primarily to the Council for Development and Reconstruction (CDR) a specially created government body which oversees all rebuilding and revitalizing projects of the country.

The economic situation remains hobbled as well. Although the Gross Domestic Product (GDP) reached \$3 billion in 1980, a 25% increase over the previous year, these gains were only 80% of the 1973 prewar levels in real terms. Growth in construction is offset by stagnation in manufacturing and communication. Inflation averages about 20% a year. Although not a problem in the short term, Lebanon, like Jordan, has lost thousands of its most highly skilled workers to the Gulf and Europe. A 1979 assessment of manpower and labor market conditions in Lebanon estimates that close to 300,000 Lebanese of working age are not in the labor

- 
1. USAID. Planned Project Summary Sheet, Waste Management (268-021). 1982.
  2. Khalaf, Nadim, et al. op cit.

force, 200,000 of which have emigrated. (The other 100,000 are presumed to have been absorbed into the new "informal" activities created after the way such as the militias. The lack of skilled labor has hindered much of the rebuilding efforts of the CRD. In the short term, of course, Lebanon has effectively rid itself of unemployment. However much of the working age population remaining in Lebanon is largely unskilled and the lack of sufficient vocational education and skill training programs has prevented many of those unskilled workers from entering the market place. Lebanon has also benefited from sizable remittances sent back from the migrant work force--an estimated \$1.8 billion annually. However, because of the illegal ports, considerable tax evasion, and the general inability of the government to enforce the law, little of this can be tapped for public sector needs. They have been used by the families of the workers to maintain adequate living standards.

Education has been particularly neglected during the past six or seven years. In 1975, 89% of the eligible population aged 6 to 11 was enrolled in schools, 93% of males and 85% of females. Of those aged 12 to 17, 63% were enrolled in schools, 70% of males and 55% females. Since 1975 these percentages have fallen drastically; but precise data are not available. The decline in enrollment ratios has been accompanied by a substantial deterioration in quality. It is estimated by CDR that LL700 million will be needed to bring the primary and secondary schools up to the 1975 standards. Of particular importance is the lack of vocational and skill training. Public sector training programs, concentrated in the Ministry of Education, have been cut back severely, leaving students with little or no opportunities for employment preparation.

---

1. Edwards, E. "The Development Program." Council for Reconstruction and Development, June 9, 1979.

The participation of women in the labor force has not changed considerably since the war. Between 1972 and 1975, economically active women represented 17.5% of the female population, and 18.4% of the total labor force.<sup>1/</sup> The majority of the employed females were aged 20-25. The proportion of married women that were employed was only 7% of the total population of married women. The largest groups of working women were: agricultural workers 22.6%, servants 22.5%, professionals (mostly teachers) 21%, industrial workers 19.6% and office employees 10%. As in Jordan and Morocco, women hold traditional occupations. Most female workers are classified as unskilled working in agriculture, as servants, or in factories.

A survey of the status of employment for females in Lebanon conducted in 1979 revealed that little change has taken place in the female working force since 1975.<sup>2/</sup> Women made up only 20% of the working force in that year. Some changes in the occupational distribution of females did take place, however. In 1979, women had moved out of agriculture and domestic service into administrative (33%) and commercial service (29%). Professionals remained at 20%. Skilled and semi-skilled at 15% and service at 24%. A close look at these changes however, reveal that while women might have moved away from very low wage, low skill jobs in agriculture, they did not make substantial gains in learning new skills. Most of the women employed in the administrative and commercial sectors are working as typists and salespersons.

The labor market in Lebanon then is characterized by a massive decrease in the absolute and relative size of the non-agricultural labor force since the

---

1. Richards, Evelyn. "The Employment Status of Women in Lebanon", from Women and Work in Lebanon, Monographs of the Institute for Women's Studies in the Arab World, Beirut University College, 1980.

2. Ibid.

war, with the largest decreases in construction, followed by industry transportation and communication then commerce and a resulting shift of labor to the services sector. These decreases in the total labor force and the shift to the service sector reflect the qualitative change in the labor force as well as the quantitative change. Lebanon has lost much of its skilled work force. The other major characteristic of the labor force is the low participation rate of females, particularly in the non-agricultural sector, and their relatively stagnant occupation patterns evidenced over the years.

b. Survey Findings

The survey team interviewed 14 people in Lebanon and held conversations with six others, for a total of 20 contacts. They were distributed as follows: Foreign Donor Agencies-3, USAID-3, Business Representatives-5, Private Indigeneous Agencies-6, and Government Officials-3. There were an unusually large number of broken and postponed appointments due to the lack of reliable communications and transportation systems which plague Beirut. The relatively large number of business interviews reflects, in part, the importance the private sector has in Lebanon. Almost all of the Government officials suggested the research team visit various prominent businessmen rather than other government officials. This was not the case in the other three countries AMIDEAST visited.

Funding

Despite the general political, social and economic instability of Lebanon, it is fair to say that AMIDEAST found adequate funding sources for a potential development program. The private sector in particular has shown remarkable resilience and optimism in the face of the political turmoil and is very interested in funding training programs which would benefit business.

Within the public sector, the most likely source of program support and coordination would come from the Council for Reconstruction and Development. CDR has responsibility for mobilizing external finance, economic planning, and managing the reconstruction process. With this mandate, they allocate monies to the various ministries based on goals and objectives outlined by the Council.<sup>1/</sup> Two of these goals are important to a potential AMIDEAST development program.

One of CDR's primary goals is the rehabilitation of the public vocational education schools. The number of enrolled students in the public technical and vocational schools in Lebanon reached a pre-war high of 5,354 in 1974-75. This number dropped to 3,400 in 1975-76. The CDR's objective is to enroll 9,000 by 1982-83. In order to accomplish this, they will not only have to rehabilitate vocational school facilities and purchase new equipment but they will have to train new teachers and open schools in new areas of high population growth resulting from the dislocations of populations since the war. To accomplish this, CDR has received pledges from the World Bank, UNDP, USAID and the Arab League. Discussions with officials from CDR indicated that they would regard AMIDEAST's assistance in meeting these goals very favorably.

Another important goal of CDR is to promote and encourage development through the private sector. Public sector action for stimulating reconstruction of the private sector takes three forms: the extension of easy credit and grants through specialized institutions to productive sectors of the economy, and of grants for property repair in the South; the regulation

---

1. Council for Development and Reconstruction, Progress Report on Reconstruction. Republic of Lebanon, Oct. 1981.

of relations between private businesses or individuals after the disruptions caused by the war; and other measures designed to provide incentives to the private sector. An example of how the grant program has worked in the past is a \$1.64 million allocation through USAID to the YMCA for conducting vocational training courses for semi-skilled laborers in construction. AMIDEAST discussed with CDR the possibility of other indigeneous private agencies conducting similar training for populations such as women or handicapped.

The other large potential funding source in Lebanon is the private sector, both indigeneous private voluntary agencies and the business and commercial sector. Many of the private voluntary agencies AMIDEAST spoke with are solvent and would be able to pay AMIDEAST for its services. For example, the Makkased Philanthropic Islamic Association is planning a network of rural schools which would provide unschooled adults with both academic as well as technical skills. AMIDEAST discussed with the Director of Makkased various forms of assistance AMIDEAST could provide the Society to improve its program including conducting market surveys and designing skill training programs. Other private organizations that AMIDEAST could work with include Beirut University College and the YWCA and YWMA (Young Womens Muslim Association).

There also appears to be potential for AMIDEAST to assist the industrial and business sector to design in-house training programs or to link the business up with outside training programs. There are, for instance, several prominent businessmen and government officials interested in reviving the collapsed silk industry. The government has opened a silk office within the Ministry of Labor and has begun talks with the private sector to plan for the training of crafts people to spin and weave the silk yarn, of farmers to plant mulberry trees and raise silk worms, etc. The government is considering several arrangements including providing credit to farmers and crafts people to organize

cooperatives. AMIDEAST could play an important role, through the LFO, of facilitating the cooperative arrangements between silk merchants, growers, and workers.

Finally, there are substantial numbers of non-Lebanese potential funding sources. These include the Arab development funds and banks discussed in the sections of Morocco and Jordan. (\$2 billion was pledged to the reconstruction of Lebanon in Tunis in 1977 by members of the Arab League). France, the European Economic Community, with which Lebanon has bilateral agreements, the UN family and the World Bank all have substantial foreign aid programs in Lebanon. The AMIDEAST Field Office Director in Beirut is prepared to begin to contact these organizations in the near future to solicit their support and cooperation.

#### Government Sector

Recent figures are not available, but it has been established that at least half of all Lebanese school children attend private schools, an astounding figure considering the major role the public sector plays in educating almost every other Third World country, including Middle Eastern countries. Reasons for this are many, not the least of which is the large role the private sector, including religious and philanthropic societies, has played traditionally in Lebanon. While public primary and secondary enrollments in general grew steadily during the 60's, private enrollments were double enrollments in public schools in 1967.<sup>1/</sup> Free compulsory primary education did not appear until 1967. Secondary education is almost entirely in the hands of private schools. In

---

1. Smith, Harvey H. Area Handbook for Lebanon. The American University, 1974.

1967, enrollments in public secondary schools was 5,600; during the same year, enrollments in private secondary schools were more than 18,200.

In spite of the weak government support in education, Lebanon enjoys one of the highest literary rates and the highest enrollment rate in the Middle East. The diversity in the system has created private secondary schools and universities with the highest academic standards in the region. With this success however, has come rising criticism. Those criticisms in the early 70's were leveled against the inherent inequities in the system, the discrepancies between rural and urban schools and the strong academic and literary emphasis throughout the system, at the expense of technical and vocational training. There was also criticism of the widespread use of French as a medium of instruction in private primary and secondary schools.

Attempts at reforming the system were made in the late 60's and early 70's including the introduction of several secondary level vocational training schools in the Beirut area. But in 1967, only 780 students were enrolled in public vocational schools, of whom 253 attended a school for hotel workers. The government planned to raise the enrollment to 5,000 by the mid 70's. It is not known if those enrollment levels were reached but it is known that the war had a detrimental effect on the vocational schools. Many of the schools were bombed and the equipment stolen. The government is in the process now of re-equipping and re-staffing these schools. The Director General of Vocational Education for the Ministry of Education indicated that the public system now graduates 1000 students a year in vocational education and the government approves all private vocational school curricula.

The government schools offer a "Bac Technique" which is well regarded by the public and private sectors. Courses offered include electricity,

mechanics, welding and printing, as well as traditional academic subjects. Students must have a primary school certificate and spend three to four years at the secondary level before graduation. No short term courses in specific skills are offered, although there are plans underway to offer short-term skill training in the secondary schools. They are included in the CDR's list of priorities for reconstruction.

The only strong non-formal education/skill training program run by the government is the National Center for Vocational Education, run jointly by the Ministry of Social Affaires and the Ministry of Labor. Its funding comes primarily from UNDP. The center runs short term (6 months) courses in electricity, welding, general mechanics and watch repair. Only three of these skills are being taught in the aftermath of the war. They are now in the process of re-equipping and re-staffing the center to teach other courses. The center has a good reputation but can only handle a limited number of students and offers no training to women. All other non-formal skill training is offered by the private sector.

The Director General told AMIDEAST that in spite of the new priority given to education generally, and vocational education specifically, the government will continue to rely on the private sector for skill training and non-formal education. There are strong needs among certain sectors of the population which are not being filled by the government such as skill training for women. These women need to be able to earn a decent income and would benefit from good, practical skill training in marketable fields. This is one area in which even the private sector is weak.

The results of the survey in the government sector point to a viable role for AMIDEAST to provide technical assistance to the CDR to assist them in

meeting their goals for stronger and better vocational education programs. While it is true that the Ministries of Education and Labor run the vocational programs, the Council is clearly taking the lead in allocating monies and making policy decisions. However, since much of the vocational and skill training is taking place outside the government framework, AMIDEAST will probably look to the private sector to coordinate most of its development program.

### The Private Sector

The private, indigeneous agencies in Lebanon are many and diverse. Most of the religious and ethnic groups have private societies which provide their community with leadership and services. There are also many agencies which work with all religious denominations cutting across the broad spectrum of Lebanese society. The YMCA is an example of an agency which has a broad base of popular support. Many of these societies offer skill training. AMIDEAST spoke with representatives of six agencies, all in the Beirut area. Travelling to the south and to rural areas to visit agencies that serve the farming and village communities presented untold difficulties to the team in the short amount of time they had to conduct interviews. These six agencies are therefore not necessarily a representative sampling of indigeneous agencies.

### YMCA

The YMCA is a private, non-profit organization affiliated with the international YMCA. It is considered one of the strongest private agencies in Lebanon and enjoys an excellent reputation for serving the community at large. Since 1977, the YMCA has received a grant from USAID through the CDR to conduct simple, short-term skill training throughout the country. Their training is offered to young men who lack education and preparation for the

workplace. Most of the skills offered are in the construction trades, critically needed for the reconstruction of the country. Their program is regarded by the government and AID as successful because it is well run with a dedicated and expert staff and offers marketable skills. According to the Director, the graduates have no difficulty in finding jobs in Lebanon. The towns and villages where the training is offered, help to organize the classes by providing all facilities, help to select the course subjects, and arrange for employment of the trainees. While the Director saw no immediate need for AMIDEAST's assistance, he did offer suggestions for work in critically needed areas such as skill training for women through the YWCA and the YWMA.

Center for Women's Studies in the Arab World

While not strictly speaking a service agency, the Center has conducted research into the area of support for Lebanese women who lack income and a marketable skill. Surveys conducted by the Center in 1977 demonstrated the need for a "comprehensive and integrated approach to the development of simple materials in such areas as health, literacy, family planning, child care, nutrition, civic education and income generating pursuits for illiterate and semi-literate women in Lebanon."<sup>1/</sup> A grant proposal was submitted to AID to conduct this basic skills training. AMIDEAST discussed with the Center the possibility of providing assistance to this project in designing and implementing skill training programs should they be successful in winning a grant.

---

1. Center for Women's Studies in the Arab World. "Summary of Feasibility Study for A Basic Living Skills Program". Beirut University College, undated.

### Makassed Philanthropic Islamic Association

This religiously associated organization is a private service agency begun 103 years ago to assist the Muslim community. It is now an enormous umbrella organization that runs schools, hospitals, clinics and community centers. Makassed owns large tracts of real estate and has a sizable capital trust fund. It is, in fact, a mini state with over 2000 employees and a monthly payroll of 2.5 million Lebanese pounds. Their Saddam Hussein medical school was built with a gift from Iraq of 75 million pounds. Prince Fahd of Saudi Arabia is funding a vocational training center in Beirut, which the West Germans will help to construct. Along with traditional vocational skills, they hope to include in the school craft skills for men and women which they plan to combine with a marketing arrangement so students can sell their products. The Director General said they would like AMIDEAST's assistance in planning the vocational school, training the staff, and designing curriculum.

### YWCA

Like the YMCA, the YWCA is part of the international group of YWCAs. There are eight centers in Lebanon including one each in East and West Beirut. They have had vocational training since 1925 and currently have over 450 women enrolled in classes. Their courses for women are recognized by the Ministry of Education which issues the "Bach Technique" to graduates of courses in computer science, library science, interior decoration, and secretarial work. They offer the lesser "Brevet" certificate in dressmaking, cosmetology, sewing-aid, accounting, hair dressing and home economics. Men are permitted to enter certain classes. Non-degree courses are offered to women, particularly widows, in glove and apron making. One problem has been that the students do not continue on their own to make these items after graduation but rather stay

on at the YWCA. The YWCA would like to help the women establish cooperatives where they can pool their resources and realize greater profits from their work. The YWCA would also like to expand their programs in the rural areas to include jelly making and production of rose and orange blossom water. Other specific areas that the Director mentioned that would benefit from AMIDEAST's assistance are information about vocational education from the U.S., information about what other Arab countries are doing in vocational training so that they can relate their training to region-wide needs, and assistance in setting up a counseling program.

#### Amiliyeh School

Amiliyeh was started in 1961 by The Association for Social Action, a group of concerned community leaders, as a tuition-free vocational education school for boys from Lebanon and other Arab countries. At that time there was only one government run vocational school which was inadequate to meet the demand for skilled workers in the technical trades. Their four year program is one of the best in the Arab world. Funding comes from the Lebanese Government, the German Government, the Ford Foundation and the Saudi Arabian Kingdom. Graduates obtain excellent jobs in both Lebanon and the Gulf. The school would like to introduce new skills curricula, improve their language training (they teach French and English) and improve their methods of teaching.

In summary, the private sector in Lebanon always has been, and continues to be, the primary conduit for social and educational services. Perhaps because of this, both the government and private sector representatives AMIDEAST spoke with, were quick to appreciate the value of the proposed development

assistance program with private, indigeneous agencies. On the whole, most of the respondents were enthusiastic about using the services AMIDEAST would offer.

#### Resources of the Field Office to Assist the LDO

It is AMIDEAST's assessment that the Beirut field office has adequate resources to assist an LDO in a development program. The field office has 7 full time professionals and several part time assistants. Most are Lebanese and are thoroughly familiar with the educational system and the private voluntary sector. The Field Office Director is particularly enthusiastic about having a program in Lebanon as she has lived there many years, has witnessed the terrible destruction of the country and knows first hand of the need for trained manpower. She is also quite knowledgeable about Lebanese women's affairs and could provide excellent support for any project involving Lebanese women. The office has close ties with several important universities in Beirut which the LDO could draw upon for experts and resources. Since the office has always served all Lebanese, regardless of religious or ethnic background, there would be no problem of credibility to resolve. Furthermore, in a country where "who you know" is vital to working effectively, AMIDEAST is well known, well regarded by all groups and would be considered a serious and credible agent for development in Lebanon.

#### Climate for Development

This is obviously an area that must be considered very seriously in Lebanon. The political, social and economic situation are still, six years after the war, unsettled. The day-to-day problems of transportation and communication, not to mention security, are very real indeed and without careful planning and consideration, a development project such as the

proposed AMIDEAST program could encounter serious difficulties. In spite of this, AMIDEAST considers Lebanon to be a country which could greatly benefit from development assistance of the kind AMIDEAST is proposing.

First, there are several important precedents for this type of work. Save the Children, Catholic Relief Services and the YMCA/YWCA have been running successful development projects in Lebanon for some time, including vocational training. Secondly, almost all of the respondents in the surveys were enthusiastic about the proposed plan and welcomed AMIDEAST's intervention. And thirdly, and perhaps most importantly, the Lebanese Government, with the assistance of other Arab countries and Western nations, has made great stride in the reconstruction and development of their country. Priority projects, such as the rehabilitation of the vocational education program, have been funded and are well underway.

Nor should it be forgotten that AMIDEAST has been running an office and offering educational services for 14 years in Lebanon and has successfully "adapted" to circumstances in Beirut.

Therefore, it is our judgement that while there are risks to the creation of a new development program, in Lebanon they are outweighed by the potential gains.

#### c. Recommendations

Given the political situation and the lack of a strong government program in vocational education, AMIDEAST recommends that a development program be established in Lebanon under the following conditions:

1. That AMIDEAST work closely with CDR and the AID mission to develop an implementation plan the first year;

2. In order to establish credibility, AMIDEAST should carefully select a few (no more than 4) private agencies the first year and develop with them simple, straightforward projects with clear objectives;
3. That AMIDEAST select an LDO very carefully, most likely a Lebanese, who will be able to work with all groups of Lebanese, have strong credentials in management and training, and some knowledge of vocational education;
4. That AMIDEAST concentrate its effort on populations with real needs; and
5. That AMIDEAST not appear to be "competing" with already well established training programs.

Under these circumstances, AMIDEAST finds the following projects promising and recommends their further investigation and consideration.

1. Work with The Center for Women's Studies in the Arab World at Beirut University College to assist them in the implementation of skills training for women in rural areas, for widows and homeless girls and for the urban poor. AMIDEAST and the Center might consider working in conjunction with the YWCA which has the infrastructure for implementing such a project, or the YWMA.

2. Work with Makassed Association to develop the Saudi-funded vocational training school, providing assistance in teacher training, curriculum development and job counseling. Also assist Makassed in re-establishing their crafts training program (pottery and silk painting) and work with them to develop marketing plans for the student's products.

3. Assist the YWCA to expand their non-formal education program for women, both in terms of the numbers of students and the subjects taught.

Also work with the YWCA to organize cooperatives for the women graduates so they will be able to continue their income generating activities after they leave the program.

4. Explore with CDR, Makassed, AID and the government's Silk Office the feasibility of having AMIDEAST assist in the planning and research stages of this program.

5. Assist Amiliyeh School to expand their skills training program, improve their language training, and working with an American center such as the National Center for Research on Vocational Education at Ohio State University, explore alternative teaching methods for the school.

#### 4. TUNISIA

##### a. Background

Tunisia has experienced rapid social and economic growth in the last decade. The GDP increased at an average annual rate of 8% during 1969-1979, almost twice as fast as during the 1960's. The current Plan (1977-81) calls for average real GDP of 7.3% and the new Sixth Five-Year Plan (1982-86) predicts a 6% annual growth in the economy. The gains have been particularly impressive in education, health and family planning. Throughout the current and new Plans there is a strong commitment to the expansion of social services and improvement in the distribution of income. (Currently about 16% of GDP is spent on social programs). There is a particular emphasis on reducing unemployment by qualitative improvement of training and job creation.

Tunisia's record has been particularly impressive in reducing the birth rate. The Tunisian National Family Planning Program reports the rate decreased from 2.93% in 1966 to 2.5% in 1977.<sup>1/</sup> The Program's objective is to reduce the rate to 1.4% by the year 2000. The population of Tunisia estimated at 6.4 million in 1980, has been declining since the mid-1960s under the impact of effective family planning programs, abolition of polygamy, a rise in the legal age of marriage and policies aimed at increasing female participation in education and economic development. Consequently, the proportion of the population under 15 years declined between 1965 and 1980 from 46% of the total population to an estimated 41% in 1980. This trend is expected to continue, reducing the pressure on the expansion of educational facilities.

---

1. National Office of Family Planning and Population. "The Tunisian National Family Planning Programme." October, 1979.

The most serious problem facing the Tunisian economy is the high level of unemployment. The overall rate is currently estimated at between 20-25%.<sup>1/</sup> The economy also suffers from serious underemployment, particularly in agriculture, which employs about 35% of the work force. The problem is exacerbated by the continual urban migration which has brought the urban population to 47% from 26% in 1950. Currently the urban population is growing at 4.2% per annum compared with the annual rural growth rate of 0.9%. The migration has been towards the northeast region, centered on the major cities of Tunis and Bizerte away from the other more rural regions.

The unemployment problem was considerably reduced during the early 70's, when some 13% of the labor force was working abroad. However, emigration declined rapidly after 1973 as economic conditions worsened in Western Europe. By 1975, only an estimated 2% of the labor force were working abroad. Nevertheless, workers remittances have continued to be an important source of income for the economy. They were estimated at \$240 million in 1979.

The education system in Tunisia is well developed and has done well in keeping pace with the population increases. The gross enrollment rate at the primary level is 100%, 30% in secondary and 6% in higher education. Girls account for 41% of total primary and 36% of total secondary enrollments. The teaching service is fully nationalized at the primary level and 95% at the secondary level.

---

1. This figure and the figures throughout this Section (Background) were taken from the "Report and Recommendation of the President of the International Bank for Reconstruction and Development to the Executive Director on a Loan to the Republic of Tunisia for a Fourth Education Project." World Bank, March 4, 1981.

Two important issues have plagued the educational system and its ability to prepare young Tunisians for life and work. The first is high dropout and repeater rates, particularly at the primary level where they reach nearly 10% and 26% respectively. The government is concerned that out of 1,000 pupils entering grade 1, only 371 will pass into secondary and vocational schools, 65 will obtain the baccalaureat, 62 a diploma of technical or vocational training and 32 a college degree or other higher diploma.<sup>1/</sup> This amounts to almost 100,000 leavers per year from the system through secondary, 80% of whom are from the primary level.

Serious efforts have been made to correct these problems, beginning with the 1977-81 Plan. The needs of the school leavers and the adult workers for expanded training opportunities were directly addressed. At the primary level, efforts focused on making education more relevant to socio-economic conditions and on improving the school environment to encourage children to remain in school longer. Greater emphasis has been placed on the development of basic skills in numeracy and literacy to serve as an improved foundation for later training for employment. The introduction of practical work in the fifth and sixth grades is adding useful prevocational training to general education and its extensions to the seventh and eighth grades is aimed specifically at those who would be otherwise forced to leave after the sixth grade. In a pilot program being financed by the World Bank, the additional two years will be vocationally oriented, the final year spent largely in on-the-job training in local enterprises.

In secondary school, steps were taken during the 1977-81 Plan to divert enrollments from the first level general secondary to lower secondary vocational courses accompanied by expanded opportunities for promotion from this

---

1. OFTTEEP. Le System de Formation et D'Enseignement en Dehors de l'Education Nationale. Ministry of Social Affaires, 1978.

level to upper secondary technical courses. By 1981, 37% of new entrants to lower secondary enrolled in the vocational program, compared with 6% in 1976. It is expected that 73% of enrollments in the upper secondary will be in science, math and technical courses, compared with 66% in 1976 and 48% in 1972.<sup>1/</sup>

In order to ensure that vocational education training at all levels is relevant to employment, the government has established a directorate of programs within the Ministry of Education, whose job it will be to continuously review curricula and coordinate it with labor market fluctuations. The directorate will maintain close contacts with employer and employee unions and will establish advisory councils for training institutions.

To cope with training policy in general, and the need to provide training opportunities for school dropouts, train unemployed adults and to raise the productivity and opportunity for advancement of workers already in employment, the government created (1967) the Office des Travailleurs Tunisiens a l'Etranger de l'Emploi et de la Formation Professionelle (OTTEEF), commonly known as the Office.<sup>2/</sup> Under the current Five Year Plan, vocational training centers are to be expanded from 45 to 53, with 57 new sections to be added to existing centers. At the same time, a program for the renewal of equipment in existing centers is being undertaken. Regular replacement of equipment stock is now planned over a ten-year period. Special emphasis will be placed on providing opportunities for unskilled workers to undertake training in skills which are closely related to regional and sectoral needs. Priority sectors have been designated in

---

1. Ibid.

2. Ministere des Affaires Sociales. La Formation Professionnels en Tunisie. Office des Travailleurs Tuniens a L'Etranger, de l'Emploi et de la Formation Professionnelle, March, 1978.

manufacturing, construction and road transport. Skill training will be expanded by about 800 places a year during the Plan period. Expansion into areas such as tourism and textile manufacturing will ensure many additional places for women.

Although basic data on skilled worker requirements are not completely reliable, annual estimated requirements for skilled workers with formal vocational training are about 49,000, including 3,000 supervisors, through 1990.<sup>1/</sup> The structure of demand for particular skills reflects the leading growth sectors with the emphasis on metal and building trades, electricians, and mechanics. In response to this demand, the vocational training system, including the Ministry of Education's programs, produced 36,800 trained workers in 1978 of which the Office produced 15,700 or 43% of the total.

In summary, Tunisia has made substantial gains in improving the quality of life for most of its population, particularly in the fields of education, health and employment. In spite of these gains, persistent unemployment continues to be a problem. While it is highly unlikely that the government will succeed in eliminating unemployment in the next five years and the lack of opportunities for women and the traditional attitudes towards women working are additional problems which the government will have to face in the coming years, substantial steps have been taken by the government to address and rectify these problems.

#### b. Survey Findings

The only really serious problem in the survey arose in Tunisia, when after the team's first interview (accompanied by the Field Office Director) with the Assistant Director for the National Union for Tunisian Women, a call from a high placed Tunisian official informed them that they were not to use the

---

1. Ibid.

questionnaire and that "sensitive" questions would not be answered. The Field Office Director felt afterwards that although the government didn't have jurisdiction over any interviews other than those intended for government officials, it would be best to follow the officials for all but the AID interviews.

This, coupled with a particularly high number of "no shows" among the government officials, somewhat crippled the survey in Tunisia. The team was forced to limit their questions to those of a general nature and since they were not using a questionnaire and couldn't take notes, were forced to rely on their memory to record information. Fortunately, there is abundant information available on Tunisia both here and in the country and the AMIDEAST field office collected very important documents prior to the teams arrival.

There are not immediate answers to why the government imposed such restrictions on the survey team. AMIDEAST has worked for over 10 years in Tunisia and has maintained excellent relations with the government, particularly the Ministry of Education and Social Affairs, the two ministries most concerned with vocation training. The surveyors and the Field Office Director, who after the initial interview, decided to accompany the team on all the visits, were always cordially received. One explanation might lie in attitudes that have arisen recently in Tunisia towards foreign aid generally, particularly aid accompanied by technical assistance. Tunisia has made very impressive gains in socio-economic progress and is rightly proud of their efforts. They are particularly proud of their advancements in "Tunisifying" highly technical levels of work. They have almost completely eliminated foreign teachers in the primary and secondary schools and have requested technical assistance help from foreign aid agencies in only a few highly technical areas. Both CARE and the Peace Corps are closing down operations this year. French, Belgian and English foreign assistance is greatly reduced and

USAID has cut back its program of assistance. In a country that was "occupied" by foreign forces for hundreds of years, it is not hard to understand the Tunisians "sensitivity" to foreign aid. This sensitivity is compounded by the unemployment rate about which the government is extremely anxious. Both union workers and students have actively demonstrated against the government for what they see as a lack of interest in the lower classes and workers. The government wants to find jobs for as many Tunisians as possible and is reluctant to accept any more foreign workers. It is possible then, that the government sees this program of assistance to Tunisia, as unnecessary. Indeed, a review of the criteria that follow indicate just that.

Nevertheless, the survey team did interview 15 people: three Government Officials, seven Private Sector Agencies, one representative of the business community, two Foreign donor agencies and two AID officials.

#### Funding

As with Morocco, funding possibilities in Tunisia appear to be very limited. Few, if any of the local agencies could support AMIDEAST's technical assistance. The government's resources are stretched tightly and it is unlikely that they could be used for AMIDEAST-sponsored projects. The Ministeries of Social Affaires and Education look to outside sources such as the World Bank and UNDP to pay for their ambitious vocational training programs.

In fact, it is to these international agencies that AMIDEAST would most likely look for support funds. However, most of these organizations do not contract directly with private agencies. Their work is closely coordinated with the government who would have to approve any "consulting" arrangements under a World Bank or UNDP-sponsored project.

Another possible source of support funds might be the regional development banks and funds which have been described in sections on Morocco and Jordan. A significant amount of funding from these organizations has gone into Tunisia, although this might decrease in the future since Tunisia is no longer considered one of the poorest nations as defined by the World Bank. Still, it would be worthwhile to explore these possibilities further.

The Arab League is headquartered in Tunis and although the team did not have the opportunity to interview any of its officials, several of the interviewees told the team that ALESCO, the Arab League equivalent of UNESCO, is very active in Tunisia, particularly with programs for the handicapped.

A number of American foundations have been active in Tunisia, including Ford Foundation and Carnegie. Ford Foundation has helped to fund much of the curriculum design for English language textbooks at the secondary level. They might be interested in funding a non-formal education project.

AMIDEAST might also explore the possibility of having industries and businesses pay for training of employees using the VTC or the OFPPT models on a smaller scale.

#### Government Sector

The formal education system, under the Ministry of Education, comprises six years of primary schooling, a secondary level of seven years, and up to five years of higher education. On successful completion of primary school, students proceeding to the secondary level enter either the three year lower secondary vocational program, or the three year general program which leads to upper secondary technical schools or general secondary schools. For those who do not go on to secondary, additional primary grades 7 and 8 provide pre-vocational training.

Vocational and skill training on a non-formal basis are undertaken by various ministries. The Ministry of Social Affairs, through the OTTEEFP, handles almost all the training of skilled and semi-skilled workers. Other technical ministries offer higher level training.

OTTEEFP ("the Office") currently controls 60 vocational training centers with about 350 sections and 30 apprenticeship centers. The facilities offer short term (3-24 months) courses in construction trades, metal working, masonry, carpentry, auto mechanics, road construction, etc. Courses are open to both sexes who hold a primary diploma, but women tend to enroll in the traditionally female-oriented courses of sewing, embroidery, weaving, hair dressing and office work. The World Bank is currently financing a \$26 million loan to construct seven new vocational centers, one apprenticeship center, and extensions to fifteen existing centers. The proposed institutions will create 3,600 new places. The loan also provides for the re-equipping of five existing centers.

Future plans under the new Five-Year Plan include a program to renew annually about 10% of the existing equipment stocks. Special emphasis is given to the provision of training opportunities in skills that are closely related to regional needs. Job placement is also considered important. The Office is proud of the fact that in 1976, 87% of the students completed their courses after which 90% were placed in jobs.

The Office also provides educational services including skill training for the handicapped in carpentry, poultry raising, packaging and leather working. For widows it provides training in weaving, rabbit raising, pottery and chicken raising.

The same ministry also runs centers of young rural women, 14 in all, which provide literacy and numeracy training plus skill training for young women who drop out of school early. The centers are popular but lack well trained teachers, equipment and adequate job counseling.

Finally, the Ministry of Social Affaires has begun a new experimental project call La Famille Productive<sup>1/</sup> which is centered primarily in rural areas. Its aim is to increase the standard of living of people living in rural areas and to provide them with skills and trades with which they can find employment without moving into urban areas. An integrated development approach is used which combines health, nutrition, skill training and extension services for all members of a family. Thus women receive the same services and skill training as men. The program, which has received wide publicity throughout the country with President Bourguiba's personal endorsement, has already seen good results in the area around Sfax, the center of olive production for the country.

From interviews with government officials, it was clear that the government is very proud of the achievement they have made in manpower development over the past 15 years. They have set realistic goals which in most cases, they have come close to achieving. Unemployment remains a serious problem for them and, unlike Jordan, they see no hope of forestalling the inevitable by sending thousands of unemployed Tunisians abroad to work for a few years. In spite of this, they are determined to see unemployment go down in the next five years through a sophisticated plan of skill training, education, small industry development, incentives for agricultural production, and foreign investments, and petroleum production. They are thoroughly convinced of the importance of agriculture and

---

1. La Presse. "Le Programme de developpement rural dans le gouvernerat de Sidi-Bouزيد." La Presse, Dec. 1981.

are determined to stem the flow of migrants to the cities by assuring the rural people of employment on farms.

What was also clear from interviews was that the government is not anxious to have another PVO in Tunisia doing what they feel they are already doing. Rightly or wrongly, the government feels they are doing all that can be done in skill training and that they are serving all segments of the population equally. While they recognize the utility of indigenous private agencies, especially the larger ones like the National Union of Tunisian Women, they do not see that these agencies can play a major role in solving Tunisia's employment problems. Nor, as was mentioned before, do they want to increase the amount of foreign technical assistance in the country.

#### Private Agencies

Unlike Lebanon and Jordan, Tunisia does not have a large number of private agencies involved in skill training. A survey conducted by OTTEFP in 1978 revealed that some 813 schools and private agencies are conducting vocational training or skill training for some 64,400 people. This number includes private schools offering formal education such as French Lycees, the American School and one or two Hebrew schools. It also includes non-formal and formal education courses offered by Catholic missionary sisters and priests, such as a school for girls run by the White Sisters in a remote mountain village in the Northwest. Of the establishments surveyed, only 14 could be considered private, indigenous agencies under the loose definition we are using for the purpose of this survey. These 14 agencies offer pre-vocational or vocational training to approximately 1,650 youth, mostly young women and handicapped.

Some 90% were found in the Tunis area. Skills taught were generally sewing and related domestic arts.

AMIDEAST visited seven agencies, with all but one located in Tunis. Two of these agencies were for handicapped, two offered services exclusively for women and the remainder were general development agencies. Following are descriptions of these agencies:

U.N.F.T. (National Women's Association)

This is the largest and most important women's union in Tunisia. Activities center around their efforts to raise Tunisian women's consciousness through social and skills training. It is funded by contributions from private individuals, by volunteer labor and various support funds from different ministries.

They fund one center for local women in Jendouba, the Bhiret Zitouna Women's Center which is part of a rural settlement project with a nursery school, blanket-weaving, spinning and knitting classes and a kitchen garden. The focus is economic and social development for poor rural women.

Another center the Es-Zouhour-Technical Institute for Women offers skill training. The program offers diploma courses which run from three months to a year. Enrollment is presently 800.

Institute Bourguiba Pour les Jeunes Filles

The Institute was founded in 1968 as a U.N.F.T. project offering vocational education to young girls who dropped out of regular educational system. Now independent, the Institute serves 1000 students in 45 skill areas. It provides a 3-year program in classes of family planning, Arabic and athletics. Students graduate with a Brevet degree.

Non-degree skills are being taught in carton production, leather working, furniture covering, and photographic arts. A greenhouse program is beginning headed by a woman agricultural engineer.

The Institute wants to open regional center for girls.

Center for Vocational Education for the Deaf

This center takes male and female teenagers unable to participate in the traditional education system. The center has 70 students. Males are taught shoe-making, leather working, and simple electronics. Women are taught sewing, embroidery, knitting and weaving.

Institut Tunisien de Technologie Appropriée

This private, non-profit institute is interested in organic farming and construction using native materials and traditional techniques. Production includes building bricks, energy conservation and solar energy. Students are enrolled at no cost.

ASDEAR (Association Pour le Développement et l'Animation Rurale)

Started in 1977 and restricted to five rural areas, this organization's goal of integrated development helps family groups attain economic independence and improved living conditions.

Four programs are offered: 1. training in an income producing trade such as health, artisanat, traditional handicrafts, agricultural development, beekeeping, poultry keeping, and irrigation farming; 2. assistance to set up businesses; 3. improved health and housing as axioms to new income; and 4. final independence through cooperation in the market place.

Association pour le Promotion de l'Emploi et du Logement

Located in Beja, Jendouba and Kef, this association was first established as a Tunisian entity in 1972. Projects involve theoretical and practical training, creation and/or improvement of income and improvement and/or con-

struction of housing. The Association concentrates on agricultural training such as poultry, animal husbandry, irrigation techniques and beekeeping.

There is also training for women in sewing, gardening, knitting and cooking. The Association is supported 50% by the Ministry of Plan and Finance and 50% by the Government of Holland.

#### L'Association Tunisienne d'Aide aux Sourds-Muets (ATASM)

This is a philanthropic association established in 1970 under the Ministry of Social Affairs, for the purpose of mainstreaming adult and child deaf-mutes into society. It assures youth a specialized education with modern methods, and provides adults with social protection and safeguarding of their interests. It assists and orients parents to cope with the psychological impact of having a deaf child.

The students must be between 3 and 5 years. The duration of the program is 3-years for speech, 9-years for education, and 4-years for vocational training, orthophonic re-education and Arabic language.

In addition to these, AMIDEAST, through the Tunis Field Office, collected information on two other agencies.

#### Association for Rural Development

Works in rural areas to raise the income level and improve the living conditions of rural families. The association offers training and non-formal education through two craft centers.

#### National Literacy Campaign

Autonomous organization which receives support from the government and private sources. It aims to teach adults to read and write in classical Arabic. Classes held in social centers around the country attract 4500 adults every year.

Generally, the private agencies AMIDEAST spoke with were well organized, had clear goals and were engaged, to one degree or another, in skill training. Most work closely with the Ministry of Social Affairs and receive some support money from the government. In response to a question about receiving assistance from AMIDEAST, three out of seven said they had need of more funding but did not need technical assistance. In fact, the research team felt they were sufficiently strong and that an LDO would have a limited role to play with the organization. The remaining organizations expressed enthusiasm for AMIDEAST's assistance for both fundraising and technical assistance.

It appears from this limited survey that even without the problems AMIDEAST might have with government support, there may not be sufficient numbers and kinds of agencies to warrant a full development program, particularly since almost half of the agencies interviewed said they would only need AMIDEAST for raising support funds. While fundraising assistance is certainly within the purview of the LDO, it alone would not constitute a technical assistance program.

#### Resources of the Field Office to Assist the LDO

The AMIDEAST field office, while small, has been a very active office from its inception in 1971. The office has concentrated mainly on offering education services to Tunisian students coming to the United States but the Field Office Director has lived in Tunis over 12 years and has come to know many government officials in all sectors and is thoroughly familiar with the general development of the country.

The office has excellent resources and sufficient staff to provide assistance and support to an LDO. The staff did a particularly fine job on preparing for the survey and personally visited all the interviewees prior to the survey

and accompanied the survey team on all interviews. They are therefore familiar with the key persons and institutions in the country concerned with vocational education and skill. It is AMIDEAST's assessment that the field office would offer enthusiastic support for an LDO and would be able to provide the necessary resources for an effective development program.

#### Climate for Development

Aside from inadequate natural resources for development and foreign exchange earnings, Tunisia's economy is very strong. Economic projections are provisional and strongly depend on the outcome of any ongoing study on the future of domestic oil production and energy demand and on the economic policies that will be adopted for the Sixth Development Plan (1982-86),<sup>1/</sup> but according to many economists and development specialists however, the future of Tunisia's economy if not assured is at least well planned. The government has devoted an unusually large portion of the budget on social programs. The population is relatively well educated and there are only a few pockets of desperately poor, mainly in the sparsely populated mountainous northwest and the far western regions. The Sixth Development Plan has focused on employment generation, food self-sufficiency, and more rapid growth in the backward regions of the country. The World Bank states that it is reasonable to assume that Tunisia will continue to develop, albeit at a somewhat slower pace than the previous decade, and social unrest is unlikely to lead to any major disruptions. Tunisia is working closely with the World Bank and USAID to assure effective and sound social and economic long term policies.

---

1. Op Cit. "Report and Recommendation of the President of the International Bank for Reconstruction and Development to the Executive Director on a Loan to the Republic of Tunisia for a Fourth Education Project."

On the other hand, Tunisia seems to be undergoing a reaction to Western intervention that would present a major obstacle to AMIDEAST's implementation of a development project. Whether it is because the government feels they will not have sufficient control over the project or whether they perceive the project as unnecessary is unclear. What is clear is that there was no enthusiastic support for the IDG from among government officials at this time. And like Morocco, Tunisia is a country with a very strong public sector and a weak private sector. It is highly unlikely that AMIDEAST could operate totally outside of the purview of the public sector or indeed that it would be advisable. It is therefore our assessment that a technical assistance development project not be undertaken at this time.

D. Summary and Options for Implementation of Phase II

Despite the problem the research team had in administering the questionnaire in Tunisia and despite delays and last minute changes in countries, AMIDEAST considers the survey to have met its objectives. Thus, AMIDEAST now

- o has a good understanding of the roles of the private and the public sectors in providing vocational and skill training to those in need,
- o has a good notion of the strengths and weaknesses of each program and thus can provide insight into the diminisions of the unmet training needs of the population,
- o has some understanding of what skill areas would be marketable and what kinds of technical assistance is needed in a given country to improve skill training,
- o has learned what segments of the population are most in need of and could benefit from vocational and skill training,
- o has begun a thorough and important documentation center on the subject of vocational education and non-formal education in the Middle East,
- o has established good contacts with many important and relevant officials and agency directors who deal with vocational training,
- o has clearer idea of the staffing and financial needs for establishing a development project in any of the four countries surveyed thus far under this grant, and
- o has researched local and outside funding resources for project implementation.

In making final recommendations for the implementation of Phase II, AMIDEAST has taken into consideration that these recommendations, or options as they shall be called, are only tentative. They will have to be discussed with our own

field offices and with AID, both headquarters staff involved with the project and overseas mission staff under whose purview the projects will fall.

Based on the survey results, AMIDEAST is presenting three options for consideration. They are not in any order of priority of preference.

1. Implement only one program in Jordan for the next project year.
2. Implement two programs, one in Jordan and another in Morocco.
3. Implement two programs, one in Jordan and another in Lebanon.

Before we begin a discussion on the recommended options, it should be stated that Tunisia has been eliminated from consideration the first project year based on the results of the survey. Since neither the government nor the private sector contacted by AMIDEAST were keenly interested in assistance, it seems wise to eliminate Tunisia from consideration this year.

AMIDEAST feels that if Phase II is to take place at all, that Jordan be included. Jordan has a large, well developed private sector, a growing free enterprise economy with an expanding job market and an established tradition of cooperation between the public and private sectors for manpower development. In addition, AMIDEAST had very thorough and detailed discussions with key people in the public and private sectors who were extremely enthusiastic about AMIDEAST's assistance. In the crucial area of funding AMIDEAST found that many of the agencies and organizations with whom we would be working are in a position to pay for AMIDEAST services. In fact, AMIDEAST found few, if any, impediments to providing technical assistance to Jordan. Both the government and the private agencies would greatly benefit from appropriate technical assistance and the government is open to new ideas and technologies.

In considering option one, that of having only one program in Jordan, AMIDEAST would be taking the minimum of risks. There is excellent promise for success with little risks. After the first year, when AMIDEAST is to begin to take

over the costs of running a program, there is a strong likelihood that AMIDEAST will be able to find funding, either inside Jordan or outside the country. Having only one program would greatly reduce AMIDEAST'S cost sharing the second project year.

However, for several reasons, AMIDEAST feels that Phase II should include the implementation of two programs as originally proposed, whatever that second country might be. Implementing two countries would enable AMIDEAST to "test out" its theory of working with private agencies and with the business sector to expand vocational training earlier than if only one country is implemented, especially when that one country is likely to be the easiest to implement. Since the grant will only extend for three and one half years, including survey time, it is certainly to AMIDEAST'S advantage to have as many countries as possible funded for as long as possible by the grant. This will leave more time for AMIDEAST to spend on raising project money and supporting the LDOs. Having two programs run together also will enable each country LDO to share resources, ideas and experiences. This sharing process will strengthen and provide moral support to each. There will be a synergistic effect from which successive programs can benefit. Lastly, in terms of cost and labor, it is simply more cost effective to have four full time headquarters staffs and one part time staff person support two programs rather than one.

The choice of Morocco over Lebanon provides a different set of pros and cons. Morocco is the most needy of the four countries and potentially has the most to gain from vocational training. Morocco is a North African country, which will balance Jordan in the Middle East. This geographic balance has implications both for regional fundraising and for AID'S internal politics. Having two countries as vastly different socially, politically and economically as Jordan and Morocco will provide a broader base of experience for future programming than if Lebanon were selected.

On the other hand, Morocco has a much less developed private sector than Lebanon, both in terms of voluntary agencies and business and commercial interests. For that reason, programming will be more difficult than in Lebanon. AMIDEAST will have to work closely throughout the duration of its program in Morocco with the government and in many cases, may need its unofficial permission to undertake certain projects. This could slow down work and create frustrations among those involved. Morocco is also a much larger country than Lebanon and will require more "leg work" on the part of the LDO. Because of Morocco's size and the number of large metropolitan regions, AMIDEAST was not able to include many potentially important regions in the survey and thus further survey work will need to be done by an LDO.

The greatest advantage to including Lebanon over Morocco is its proximity to Jordan. Having two countries situated so close together will cut down on support and training costs for the LDOs. Since Beirut and Amman are only a short plane ride apart, communication and interaction between the two offices will be facilitated. Lebanon, like Jordan, has a large and well developed private sector. There are numerous private agencies which have clearly defined needs which could be met through a program such as that being offered by AMIDEAST. There is also less of a problem with funding in Lebanon as there will be in Morocco. Most of the agencies we spoke with would be able to pay for services themselves or could raise the money.

The disadvantages to including Lebanon are obvious. The political situation is unsettled, even dangerous at times, and the program might have to be reduced or closed down if war breaks out. Internal communications and transportation are difficult and the lack of a strong and influential government might impair AMIDEAST's ability to gain access to either parts of the country under strife or even to regional funds which usually go through a government ministry before they can be used for a development project.

Thus, AMIDEAST recommends that either Lebanon or Morocco be considered along with Jordan. The advantages and disadvantages of each will have to be carefully weighed. It should be mentioned, however, that the elimination of one country or another the first year does not in any way eliminate them totally from consideration another year. Indeed, AMIDEAST believes both Lebanon and Morocco, for very different reasons, should be included in this grant project at some time. It is only a question of which country to include the first year. Even in the case of Tunisia, AMIDEAST believes that although the survey revealed strong reasons for not implementing a program, it might be that at a latter time, both the government and the private sector would be more receptive to such a program and would welcome AMIDEAST's assistance.

AMIDEAST would like to suggest that before final decisions are made on the choice of countries for implementation that the parties involved, that is, AID Washington, the respective AID missions and the AMIDEAST field office directors review the advantages and disadvantages of each option, consider other possible variables which are not covered in this report and present their recommendations and comments to AMIDEAST. This should be completed within a month in order to begin implementation of programs in April. Final selection of countries should be made no later than end of March.

In addition, AMIDEAST suggests as an option that in those countries where programs are not implemented this year, including Tunisia, that someone in the AMIDEAST field office be designated to maintain contacts with those key people in the government and private sectors who were interviewed, and perhaps to visit with other persons who were recommended to AMIDEAST, in order to keep abreast of vocational education in the country. They could also continue to collect documents and literature on the subject and continue to clip newspapers and periodicals to be sent back to the documentation center at headquarters. Salary

for this person to work perhaps two or three days a month, would be paid for out of the grant. In this way, if AMIDEAST were to decide to implement a program in these countries another year, much of the ground work would have been laid and an "update" survey would not have to be conducted. The cost of this activity would be minimal.

Another recommendation AMIDEAST would like to make is in the role of the LDO. As outlined in the original proposal, AMIDEAST will hire an LDO locally for each country where a development program would be implemented. AMIDEAST envisaged at that time that local, or at least native Arabic speaking individuals, with a strong background in development and vocational training could be found fairly easily. This person would have overall responsibility for: the implementation of a development program, including conducting the initial survey; making initial selection of institutions with whom we would cooperate; assist those agencies in conducting a needs assessment; design and develop appropriate projects to meet objectives based on needs; recruit, select and orient in-region personnel for projects; assist with the implementation of projects; and provide project reports and evaluations.

Although the surveyors were not asked specifically to either look for possible LDO candidates or to discuss the role of the LDO with any of the interviewees, the research team did, in fact, give a good deal of thought to the role of the LDO, and discussed this role whenever appropriate with interviewees and AMIDEAST field office staff.

Features of the LDO which have changed since the survey was conducted are some of the qualifications, responsibilities and duties of that person. Originally it was foreseen that the candidate have some knowledge of vocational education and non-formal education and that a knowledge of French or Arabic would be highly desirable. AMIDEAST now recommends that Arabic be a definite

qualification for the job and French if that person will be working in Tunisia or Morocco. AMIDEAST also recommends that the qualifications be loosened somewhat so that a prior knowledge of vocational education and non-formal education be desirable but not a prerequisite. It was the research team's assessment that it would be extremely difficult to find a candidate with both development and vocational education experience and that, of the two, prior experience and training in development was more important. AMIDEAST strongly recommends however, that a candidate who is otherwise excellent, be given exposure to and some training in vocational education and non-formal education before he begins work. This could be done either by sending that person for short term training at an institution such as the National Center for Research on Vocational Education at Ohio State University or by conducting a short term training program for the candidate on site.

As well as changing the qualifications of the LDO, AMIDEAST envisages that the role of the LDO will be slightly different from that which was proposed originally. A tentative job description for the LDO would be:

- o With agencies, design appropriate projects which will improve or expand vocational training;
- o Provide technical assistance or field expert consultants, when indicated, to selected public and private agencies;
- o Assist in the procurement of equipment for agencies when appropriate;
- o Raise funds for support of projects;
- o Participate in national or regional conferences and workshops;
- o Assist in the exchange of new technology and educational methods between the U.S. and the region; and
- o Strengthen individual agencies by networking similar agencies and by developing conferences and workshops for public and private agencies.

APPENDIX A  
LIST OF INTERVIEWEES

APPENDIX A

List of Interviewees-Morocco

Private Agencies

1. Association de l'Entraide Familiale - Madame Ghallab, Directrice and Founder
2. Caritas - Frere Taillez, Rabat Catholic Church and Mr. Assedo, USAID
3. Cheshire Home - Steve Brautigam, Director and Peace Corps Volunteer
4. Club Professionnel Feminin - Halima Ahardan, Vice-President
5. Ecole de Akreuch - Mr. Bouchta, Director
6. Family Planning Association - Madame Doukkali, President
7. Joyeuse Union de Kenitra - Frere Taillez and M. Jacuenet, Director of Vocational Education
8. ORT - Paul Abergel, Director
9. Red Crescent - Fatima Hassar, Vice-Secretary General
10. Union Marocain de Travail (UMT) - Hassan Ben Addi, Secretaire nationale, Mohamed Nasson, Membre de l'executif, and Mansour Abdelatif, Membre de l'executif

Government Officials

1. Omar Amine Ben Abd Allah - Director of Traditional Industry, Ministry of Social Affairs and Traditional Industry
2. Ahmed Bachri - Director of Vocational Education, Ministry of Labor and Vocational Education
3. Mr. Ferkli - Director, Office de Developpment et de Cooperation
4. Allal Ouahab - Attache de Direction, Office de la Formation Professionnelle et de la Promotion du Travail
5. Marc Sanner - Audio-Visual Expert-Film Specialist, Extension Service, Ministry of Agriculture

List of Interviewees-Morocco

Business

1. Mr. Amraoui - Directeur Technique, Banque National pour le Developpement Economique
2. John Cantor - AM General Coordinator for Morocco, AM General Corporation
3. Mr. Idrissi - Rabat Chamber of Commerce

USAID

1. Andres Assedo - Procurement Officer, USAID/Morocco
2. George Corinaldi - Director of Human Resources, USAID/Morocco
3. Ann Domidion - Education Advisor in Near East/Tech., USAID/Washington
4. Mona Hammam - Social and Behavioral Analyst, NE/Tech., USAID/Washington
5. Jim Smith - Chief, Multisectors Activities, Latin American/Caribbean, USAID/Washington

Third Country Donor

1. AMIDEAST - J.A. Graeff, Team Psychologist for AMIDEAST/OFPPPT
2. Canadian International Development Agency - Andres Denjardis, First Secretary of Development
3. Catholic Relief Services - Conchita Sanborn, Co-Director
4. Human Resource Management - Froma Walsh, Program developer and curriculum specialist
5. New Transcentury Foundation - Betty Lussier, Consultant in non-formal education
6. Peace Corps - Ahmed Morabet and Walter Ogradnik, Associate Peace Corps Directors, and Chip Randel in Morocco. William Dant, Country Desk Officer, Washington, D.C.
7. UNESCO - Mukhtar Ould Ba, International representative

APPENDIX A

List of Interviewees-Jordan

Private Agencies

1. Center for Social Development - Dr. Sari Nasser, Founder of Center, Department Head of Sociology at University of Jordan.
2. El Hussein Society for the Disabled - Mrs. Nazli Kawar, Director and Princess Majda Ra-ad, Founder.
3. General Union of Voluntary Societies - Mohsen Khalifa Alhabashna, Director of Social Development, Kamil Malkawi, General Director at Irbid, Enaiya Khalil Emad Adin at Jerach, Flah Beni Hali, and Fiadia Emeesh.
4. Jordanian Society for Rural Development - Widad Khaliyeh, President
5. Near East Council of Churches - Zerka Voc. Ed. Center - Yacoub Solti, Director and Executive Secretary, Ahmad Abu Ayifeh, head instructor and Abdollah Hussan Ali, instructor.
6. Queen Alia Jordan Social Welfare Fund - Abdulla Abu El-Ata, Head of Social Department, Dr. El Ayoubi and Princess Basma
7. Salt Development Corporation - Mayor Abdul Razzaq Nsour
8. YWCA Wasifiyyeh School - Father Auf, principal

Government Officials

1. Mustapha Abeid Head of Industrial Secondary Education, Ministry of Education
2. Mohammadi A/Hadi al-Akel - Director of Research Department of Foreign Relations Department, Ministry of Labor and Mansour El A'Aloum, Director of Employment
3. Mayor Issam Ajlouni - Amman
4. Mohammad A.K. Alia, Ph.D. - Director of Amman Polytechnic Community College, Ministry of Education
5. Ib'tidal Dabaas - Director of Women's Vocational Education, Ministry of Education
6. Dr. Marwan M. Khair - Jordan T.V. Director of Programming, Prince Hassan, and Tujas Faysar, Director of Development Information Services

List of Interviewees-Jordan

7. Borhan Shrydeh - Director General, Department of Statistics
8. Munther Masry - Director General, Vocational Training Corporation, Ministry of Labor
9. Amal Sabbagh - Former Directress of Vocational Training Centers, Ministry of Social Development

Business

1. Talib Abu-Argoub - Head of Small Scale Industries Handicrafts Division, Industrial Development Bank
2. Zeid J. Sha'sha'a - Chairman of Jordan Industrial Investments Co.

USAID

1. Daniel L. Leaty - Program Officer, Walter Bolinger, Head of Mission, and Tom Pearson, USAID/Jordan
2. Frank Method - Educational Policy Specialist, Program Policy Coordination, Program Development Policy Review, USAID/Washington
3. Dick Norton - Human Resources Development, Officer in Education, Near East Officer, USAID/Washington

Third Country Donor

1. Catholic Relief Services - Muriel Latham Pfeifer, Director

APPENDIX A

List of Interviewees-Lebanon

Private Agencies

1. American University of Beirut - Dr. George Theodory, Professor of Education
2. Ammaliyeh School - Mansour Bourjaily, Technical and Sales Manager and Mr. Ali, Director
3. Center for Women's Studies in the Arab World - Julinda Abu Nasser, Beirut University College
4. Makassad Philanthropic Islamic Association - Mustapha Beydoun, Director General
5. Y.M.C.A. - Ghassah Sayyah, General Executive
6. Y.W.C.A. - Dora Farah Audeh, Executive Director and Najla F. Stephan, Director of Voc. Ed.

Government Officials

1. Toufic Abou Khalil - General Secretary, Lebanese Syndicate of Labor
2. Elias Salim Riachi - Head of Voc. Ed., National Center for Voc. Ed., Ministry of Labor and Social Affairs
3. Sami Salami - Assistant Director, National Employment Agency, Ministry of Labor
4. Souhel Sibai - Director General of Voc. Ed and Tech. Ed., Ministry of Education

Business

1. Adeeb A. K. Afridi - Assistant Chief Instructor, Middle East Airlines
2. Georges N. Frem - Chairman, Industrial Development Co.
3. Dunia Manajid - Journalist and knowledgeable on the Silk Office
4. Nazih J. Taleb - Ph.D. in engineering, Consultant.

List of Interviewees-Lebanon

USAID

1. Anne Dammarell - Assistant Development Officer, USAID/Beirut
2. Ann Gooch - PVO Officer for Near East, USAID/Washington
3. Tom McDonough - Deputy Chief of Human Resources Science and Tech. Division Near East Bureau-USAID/Washington

Third Country Donor

1. European Economic Community - Mr. Issa Jawad, EEC representative in Lebanon
2. Save The Children - Andre G. Karam, Field Director, Lebanon
3. UNDP - Claire Jubayli

APPENDIX A

List of Interviewees-Tunisia

Private Agencies

1. Association du Developpement Rural (ASDEAR) - Abdelhafidh Chebbi, Director
2. Association pour le Promotion de l'Emploi et du Logement - Abdelwahed El Jami, Vice-Director
3. Centre de Developpement Social - Lotfi Maoudoud
4. Center for Vocational Education for the Deaf - Abdelhamid Eljemi, Director
5. Institut Bourguiba Pour les Jeunes Filles - Madame Aziza Daoud, Directrice
6. Institut Tunisien de Technologie Approprie - David Mulligan
7. Union Nationale des Femmes Tunisiennes - Madame Naziha Mrad

Government Officials

1. Mustapha Anasraoui - Director of Educational Services, Ministry of Social Affairs
2. Ghazzi Hamouda - Director of Centre de la Promotion Artisanat, La Famille Productive, Ministry of Social Affairs
3. Abdelkrim Jaoua - Office of Planning, Education and Training, Ministry of Plan and Finance

Business

1. Mr. Chine - Engineer, Entreprise Bouchemaoui

USAID

1. Martin Dagata - Mission Director

Third Country Donor

1. Save The Children - Judy Obermeyer, Director of Middle East/North Africa regional divisions

APPENDIX C  
BIBLIOGRAPHIES

BIBLIOGRAPHY - MOROCCO

BACKGROUND-MOROCCO

Document #2

AID Mission to Morocco. Moroccan-American Economic Development Cooperation.  
A.I.D. September 1977.

Document #3

Sabagh, George. "Population and Economic Development in Morocco." Journal of South Asian and Middle Eastern Studies. Fall 1980.

Document #4

Edwards, Amanda. "Development Plan Priorities Outlined." Middle East Economic Digest. 14-20 August, 1981.

Document #5

Hardy, Robert D., William M. Rideout, Jr., Stephen Anzalone. "Subsector Analysis of Technical and Vocational Education," Academy for Educational Development. March 1981.

Document #11

\_\_\_\_\_. Quarterly Economic Review of MOROCCO. The Economist. 2nd Quarter, 1981.

Document #12

Nations Unies Conseil Economique et Social. Commission Economique Pour l'Afrique-Seminaire sur les Enquetes sur les Menages. Addis-Aebba, 21-30 Septembre, 1981.

Document #21

Royaume du Maroc, Ministere du Travail et de la Formation Professionnelle. Rapport de Synthese de la Commission Nationale de l'Emploi de la Promotion Nationale et de la Formation Professionnelle. 1981.

Document #22

Technical Assistance Information Clearing House. TAICH COUNTRY REPORT, Development Assistance Programs of U.S. Non-Profit Organizations MOROCCO. March 1981.

Document #23

Government of Morocco. The 1981-1985 Plan. 1981.

Document #24

Youssef, Nadia H. Women and Their Professional Future: An Assessment of Training Needs and Training Programs in Morocco. A.I.D. June, 1978.

Document #25

Buret, Sue. "Vocational Training in Morocco." AMIDEAST/Rabat. December, 1979.

Document #26

Youssef, Nadia H. An Evaluation of Non-Formal Educational Programs for Women in Morocco. A.I.D. Undated.

Document #27

\_\_\_\_\_. Non-Formal Education for Women in Morocco. A.I.D. Undated.

PROJECT DESCRIPTIONS-MOROCCO

Document #1

International Bank for Reconstruction and Development. Loan Agreement Between Kingdom of Morocco and International Bank for Reconstruction and Development. Loan Number 1602 MOR. Washington, D.C. Sept. 6, 1978.

Document #6A

Tazi, Abdeslam, Dr. The Center for the Rehabilitation of Cardiac Girls and Young Women. C.R.S. and H.E.W. and the Moroccan Red Crescent. Morocco, 1979.

\_\_\_\_\_. Vocational Training and the Moroccan Red Crescent.

Document #6B

Sebastian, Marvel. La Promotion Feminine Au Maroc: Briefing Book for New Transcentury Team. USAID. December 10, 1979.

Document #7

R.E.L., ed. Cheshire Smile. The Quarterly Magazine of the Cheshire Homes, Leonard Cheshire Foundation, London. Spring 1981.

\_\_\_\_\_. Annual Report 1980. Foyer Koutoubia. Cheshire Home. 1980.

Document #8

Catholic Relief Services. Operational Program Grant (OPG) Proposal Vocational Education Training for Youths. AID Grant No. \_\_\_\_\_. 1980.

Document #9

Our Lady of The Angels Vocational Training School for Girls and Day Care Center for Pre-School Age Children. LaRache-CRS Project Proposal. Morocco. May 15, 1979.

Document #10

New Transcentury Foundation. First Report on The Status of the Project for Non-Formal Education for Women in Morocco. (AID Project Number 608-0139), submitted to Ministry of Youth and Sports. Morocco. June 6, 1980.

Document #13

Confederation Internationale Des Femmes de Carrieres Liberales et Commerciales. Confederation Nationale des Femmes de Carrieres Liberales et Commerciales, Maroc, Section de Casablanca-Club Professionnelle Feminin. Morocco. Undated.

Document #14

Bellwald, Bernard. "Comment Bouchta, d'Oued-Kreuch invente une politique de developpement." Le Monde, Paris. July 1-2, 1973.

Document #15

J.E.L. (Joyeuse Union de Kenitra). Section Professionnelle d'Electricite. Morocco. Undated.

PROJECT DESCRIPTIONS--MOROCCO

Document #16

Caritas-Maroc, Projects in Morocco. Caritas, Morocco, Undated.

Document #17

\_\_\_\_\_. Prochaine ouverture a Tangier de l'institut national de formation des Cadres d'action sociale." Le Matin du Sahara. Morocco. Sept. 25, 1981.

Document #18

Michon, J.L. "Projet de Creation d'Une Ecole de Preservation des Arts et Meciers Traditionnels a Fes-MAROC." Government of Morocco/UNESCO. Fes. 13 April-4 May 1981.

Document #19

International Bank for Reconstruction and Development. "Fourth Education Project." Washington, D.C. March 29, 1979.

Document #20

World Bank. "Staff-Appraisal Report Fourth Education Project in the Kingdom of Morocco." Report No. 2094-MOR, Washington, D.C. March 19, 1979.

BIBLIOGRAPHY - JORDAN

BACKGROUND-JORDAN

Document #1

Harrell, Paula S. Vocational Education and Training in Jordan. USAID. December, 1978.

Document #3

Tutunji, Rima. Report on The Status of Women in Jordan. USAID Mission to Jordan. April, 1976.

Document #4

Fistere, John. Jordan-Opportunity State of the Middle East. Jordan Information Bureau. Washington, D.C. Fall, 1976.

Document #5

Funari, John. Economic Growth and Development in Jordan. Westview Special Studies on the Middle East. 1979.

Document #6

Jawad, Omar. "Will The Bedouin Vanish?" Jordan. Jordan Information Bureau. Washington, D.C. Spring 1979.

Document #9

White, Alfred D. "Near East: Support for Peace and Progress". Agenda. A.I.D., Washington, D.C. May 1981.

Document #11

Ahmad, Jawad. "Social vs. Economic Projects". Jordan Times. Amman. June 4-5, 1981.

Document #24A

Khouri, Rami G. "World Bank President Praises Jordan's Growth." Jordan Times. Amman. October 22-23, 1981.

Document #30

Hashemite Kingdom of Jordan, Department of Statistics. Basic Demographic and Socio-Economic Characteristics of Women in Jordan. September, 1981.

Document #31

Hashemite Kingdom of Jordan. Department of Statistics. The Cost of Living Index. February, 1981.

Document #32

Hashemite Kingdom of Jordan. Department of Statistics. Statistical Yearbook 1980. No. 31. 1980.

Document #33

Hashemite Kingdom of Jordan. Department of Statistics. Employment Survey For Establishments Engaging (5) Persons or More. 1979.

Document #34

U.S. Department of Agriculture. Annual Situation Report (JR 1001). American Embassy, Damascus. January 30, 1981.

BACKGROUND-JORDAN

Document #35

Cusack, Mary Ann. Vocational Training in Jordan. Agency for International Development, Washington, D.C. March 3, 1979.

Document #37

O'Neil, Sara. "Jordan's New Plan: Emphasis on Social Needs." The Middle East. London. April, 1981.

Document #45

\_\_\_\_\_. Introduction. Summary of Technical Teaching in Jordan. Selection from Polytechnic Proposal to World Bank to fund teacher training center. Amman. Undated.

Document #49

AMIDEAST/Amman. "Memo re: Cultural/Vocational Centers in Jordan." Amman. 1980.

Document #50

Hammad, Hassan J. The Problems and Prospects of Women in Rural Development in Jordan. Agricultural Extension and Rural Development Centre, Reading University. Pennsylvania. 1979-80.

Document #51

Vocational Training Corporation. Conclusions of Manpower Study in Industrial Establishments in Jordan. Amman. April 1979.

Document #52

Denver Research Institute. Proposal for Project to Conduct Analyses of the Feasibility of Providing Technical Assistance to Women's Industries in Egypt, Jordan and Tunisia. Prepared by Office of Technical Support/ Near East, A.I.D. August 1976.

Document #53

Najjar, Aida Dr., et al. The Role of Mass Media in Attracting Women for Employment. Amman. 1976-77(?)

Document #54

USAID. USAID/Jordan's Participant Training Project: Review and Recommendations. Contract No. AID-278-320. Project No. 278-0214 (Development Administration Training II.) June 1978.

Document #55

Technical Assistance Information Clearing House. TAICH COUNTRY REPORT, Development Assistance Programs of U.S. Non-Profit Organizations Jordan. New York. April 1980.

Document #62

Ministry of Labor. Annual Report. 1980.

Document #65

National Planning Council, Manpower Policy Section. "Projections of Supply and Demand of Manpower on the East Bank until 1985." 1981.

PROJECT DESCRIPTIONS-JORDAN

Document #1

Harrell, Paula S. Vocational Education and Training in Jordan. USAID, December 1978.

Document #1A

Vocational Training Corporation. Five-Year Plan 1978-1982.

Document #2

International Labor Organization. Development and Improvement of Industrial Vocational Training. Hashemite Kingdom of Jordan. Project Findings and Recommendations. UNDP. Geneva. 1980.

Document #3

Tutunji, Rima. Report on The Status of Women in Jordan. USAID Mission to Jordan. April, 1978.

Document #7

Fistere, John. "The Haya Arts Center-Where Lessons in 'The Art of Living' Begin At An Early Age." Jordan. Jordan Information Bureau. Washington, D.C. Spring, 1979.

Document #8

Cognizance Survey for the Nomad Areas in the Hashemite Kingdom of Jordan. Queen Alia Social Welfare Fund: Project for Fundamental Social Services' Centers in the Nomad (Bedouin) Areas of Jordan. Amman. August, 1979.

Document #10

Ayish, Mohammad. "Schooling On A Shoestring." Jordan Times. Amman. May 28-29, 1981.

Document #12

Matar, Dina. "CRS: Mobilizing Resources For Relief." Jordan Times. Amman. August 5, 1981.

Document #13

Matar, Dina. "A College To Meet Needs of Tourism". Jordan Times. Amman. August 8, 1981.

Document #14

Bahous, Sima. "Sheer Enjoyment At Orphans' Summer Camp". Jordan Times. Amman. August 17, 1981.

Document #15

Jabar, T.A. "Our Changing Society." Jordan Times. Amman. August 31, 1981.

Document #16

Queen Alia Fund. An Evaluation Study of Voluntary Social Work in East Bank of Jordan, Queen Alia Jordan Social Welfare Fund. Amman. September 1981.

Document #17

Greig, F.W. "Managers Must Learn Value of Integrated Training Programmes." Middle East Education. London. September 1981.

PROJECT DESCRIPTIONS--JORDAN

Document #18

\_\_\_\_\_. "Jordan: Resettling The Nomadic Bedouin." Middle East Education. London. September 1981.

Document #19

Mushahware, Josephine. "QAJWF Finalises Five-Year Plan." Jordan Times. Amman. September 1, 1981.

Document #20

Kawar, Samira. "A New Approach to Rural Development." Jordan Times. Amman. September 7, 1981.

Document #21

Kawar, Samira. "Weaving A Way To A Better Life." Jordan Times. Amman. Sept. 8, 1981.

Document #22

Matar, Dina. "CDP Finds Success With Local Help." Jordan Times. Amman. Sept. 15, 1981.

Document #23

International Development Cooperation Agency. Project Paper Jordan: 278 0238 Grant. A.I.D. August 25, 1979.

Document #24

Kawar, Samira. "ALO Chief Reviews Labour Situation." Jordan Times. Amman. October 21, 1981.

Document #25

Kawar, Samira. "Mufti Reviews Ministry's Current Work, New Ideas." Jordan Times. Amman. October 15-16, 1981.

Document #26

Ayish, Mohammad. "Help For Dying Crafts." Jordan Times. Amman. October 20, 1981.

Document #27

Zumut-Black, Suzanne. "Saltis Approve Development Corporation." Jordan Times. Amman. November 3, 1981.

Document #28

Kawar, Samira. "Economic Affairs Association Set Up To 'Deepen Jordan's Economic Creditability'." Jordan Times. Amman. October 24, 1981.

Document #29

Matar, Dina. "The Best For A New Generation." Jordan Times. Amman. November 4, 1981.

Document #29A

Matar, Dina. "The Creditability of Community Colleges." Jordan Times. Amman. November 5-6, 1981.

PROJECT DESCRIPTIONS-Jordan

Document #29B

Matar, Dina. "Major Headache At Community Colleges." Jordan Times.  
Amman. November 5-6, 1981.

Document #36

Near East Council of Churches, Amman-Jordan. Facts On Activities of The  
Committee for Refugees. Amman. 1979.

Document #38

Jordan Co-Operative Organization/Amman. The Co-Operative Movement in Jordan.  
A Brief History and Review of Main Activities in 1980. Amman. June 1981.

Document #39

Queen Alia Jordan Social Welfare Fund. 1978 Annual Report. Amman. 1978.

Document #40

Queen Alia Jordan Social Welfare Fund. 1979 Annual Report. Amman. 1979.

Document #41

Queen Alia Jordan Social Welfare Fund. 3rd Annual Report 1980. Amman. 1980.

Document #41A

Queen Alia Jordan Social Welfare Fund. Annual Report 1980 (Arabic version).  
Amman. 1980.

Document #42

Queen Alia Jordan Social Welfare Fund. Project Proposals. Amman. Undated.

Document #43

Queen Alia Jordan Social Welfare Fund. National Survey of the Handicapped  
in Jordan. Amman. September 1979.

Document #44

Amman Polytechnic. "Curriculum Guide," Amman. 1981.

Document #46

Catholic Relief Services. Touch A Hungry World. Annual Public Summary  
of Activities-Jordan/East Bank Program. January 1, 1980-December 31,  
1980.

Document #47

The General Union of Charitable Societies in Jordan. Amman. 1981.

Document #48

United Nations Relief and Works Agency for Palestine Refugees. Wadi Seer  
Training Centre. Undated.

Document #50

Hammad, Hassan J. The Problems and Prospects of Women in Rural Development  
in Jordan. Agricultural Extension and Rural Development Centre,  
Reading University, 1979-80.

PROJECT DESCRIPTIONS-JORDAN

Document #51

Vocational Training Corporation. Conclusions of Manpower Study in Industrial Establishments in Jordan. April 1979.

Document #52

Denver Research Institute. Proposal for a Project to Conduct Analyses of the Feasibility of Providing Technical Assistance to Women's Industries in Egypt, Jordan and Tunisia. A.I.D. August 1976.

Document #53

Najjar, Aida. The Role of Mass Media in Attracting Women for Unemployment. 1976-1977.

Document #54

Harrell, Paula S. USAID/Jordan's Participant Training Project: Review and Recommendations. USAID Contract No. AID-278-320, Project No. 278-0214. June 1978.

Document #55

American Council of Voluntary Agencies for Foreign Services, Inc. TAICH COUNTRY REPORT - Jordan. April 1980.

Document #56

General Union of Voluntary Services. "Voluntary Social Work Summarized 1981."

Document #57

Industrial Development Bank. Handicrafts Division. Amman. Undated.

Document #58

Queen Alia Fund. Suggested Activities of Social Development Centers in Jordan. Amman. 1981.

Document #59

Queen Alia Fund. Study of Socio-Economic Conditions of Country Women in Kerak. Amman. 1981.

Document #60

Queen Alia Fund for Voluntary Social Work in Jordan. Display of Plans. W.F. Johnson and Castners. Undated.

Document #61

Vocational Training Corporation. Annual Report. Amman. 1980.

Document #63

Ministry of Labor. Employment and Vocation Guidance Institution Law. Amman. 1981.

Document #64

Organization for ADP-DADP. Organization for the Arab Development Project (DADP). Amman. 1977.

PROJECT DESCRIPTIONS-JORDON

Document #66

City of Salt. "Institution of Construction Development." Salt, Jordan.  
1981.

Document #67

Ministry of Education. Five Year Plan (Excerpts) 1981-85. Amman. May 15,  
1980.

Document #68

Ministry of Labor. Five Year Plan (1980-85) Excerpts. Amman. 1980.

Document #69

Plan for Social and Economic Development. Five Year Plan (Media) Excerpt.  
Amman. 1980.

Document #70

Plan for Economic and Social Development. Five Year Plan 1980-85 Excerpt.  
Amman. 1980.

Document #71

Ministry of Social Development. Five Year Plan 1980-85 Excerpt. Amman.  
1980.

BIBLIOGRAPHY - LEBANON

BACKGROUND-LEBANON

Document #1

Farsoun, Samih. Student Protests and the Coming Crisis in Lebanon. Middle East Research and Information Project.

Document #2

Audroing, J.F. and M. Vernieres. "The Working of the Labor Market in Lebanon." Manpower and Employment in Arab Countries-Some Critical Issues: Some Selected Papers and Reports of ILO/ECWA Seminar on Manpower and Employment Planning in Arab Countries. Beirut, May 1975. Geneva, 1976 V.II.

Document #4

Monographs of the Institute for Women's Studies in the Arab World. Women and Work in Lebanon. Beirut University College. 1980.

Document #5

Technical Assistance Information Clearing House. TAICH COUNTRY REPORT. LEBANON. Development Assistance Programs of U.S. Non-Profit Organizations. October 1979.

Document #6

Agency for International Development. Lebanon. Agenda. May 1981.

Document #7

Edwards, E. The Development Program: Why Development Must Proceed Concurrently With Reconstruction. June 9, 1979.

Document #8

Agency for International Development. Annual Budget Submission FY 83-Lebanon. U.S. International Development Cooperation Agency. 1981.

Document #9

PFLP. Strategic Alliance For Aggression. PFLP Bulletin, No. 55. October 1981.

Document #10

Khalaf, Nadim. Preliminary Assessment of Manpower and Labor Market Conditions in Lebanon. Summary Results of Research Contract between Research and Development Administration Center, American University of Beirut and ILO. Dec. 5, 1979.

Document #11

Salem, Elie A. Prospects for A New Lebanon. (Paper read by author, Professor of Politics at A.U.B. at conference on Lebanon held in Washington, D.C. on May 1, 1981, under auspices of American Enterprise Institute).

Document #12

Toubi, Jamal. "Social Dynamics in War-Torn Lebanon" The Jerusalem Quarterly, No. 17, Fall 1980.

BACKGROUND-LEBANON

Document #13

Theodory, George C. Career Maturity of Lebanese Students in Higher Education.  
American University of Beirut. Beirut. Undated.

Document #14

Beirut University College. Al-raida, Vol. II, No. 8. Institute for  
Women's Studies in the Arab World. Beirut. May 1979

Document #15

Beirut University College. Al-raida, No. 1. Institute for Women's  
Studies in the Arab World. Beirut. May 1976.

Document #23

\_\_\_\_\_. "Summary of Feasibility Study For A Basic Living Skills  
Program." Institute for Women's Studies in the Arab World. Beirut.  
Undated.

Document #26

Smith, Harvey, et al. Area Handbook for Lebanon. American University.  
Washington, D.C. 1974.

Document #33

Government of Lebanon. Skilled Labor Needs Report. Ministry of Plan.  
Beirut. February 2, 1975.

PROJECT DESCRIPTIONS-LEBANON

Document #3

Abu Nasr, Julinda. A Report on Research and Teaching Activities of the Institute For Women's Studies in the Arab World, (IWSAW). Beirut. May 1980.

Document #16

MEA Training Program. MEA Training Centre 1974-1975. Beirut. Undated.

Document #17

Young Women's Christian Association. Vocational School. Beirut. Undated.

Document #18

Save The Children. Reports, Fall 1981.

Document #19

Council for Development and Reconstruction. The Reconstruction Project. Beirut. December, 1978.

Document #19A

Council for Development and Reconstruction. Progress Report on Reconstruction of Lebanon. Summary. Beirut. October 12, 1981

Document #20

Council for Development and Reconstruction. Progress Report on Reconstruction Republic of Lebanon. Beirut. October, 1981

Document #21

LaRocca, Joseph, Michael Dolnick, William Lamprell. "Expanding Lebanon's Rehabilitation Programs." JWK International Corporation, submitted to A.I.D. Dec. 14, 1979.

Document #22

Commission of the European Communities. Cooperation Agreement Between the European Economic Community and the Lebanese Republic. Europe Information, Document 2, 1980.

Document #22A

Commission of the European Communities. Information Concerning the EEC-Lebanon Cooperation Agreement. Europe Information, Document 1, 1980.

Document #24

MAQASSED Philanthropic Islamiyah Association at Beirut. Undated.

Document #25

Couffin, Pierre, Jean-Claude Poncet. Project relatif a l'etablissement d'une Ecole Technique Superieure appartenant a la Societe de Bienfaisance Musulmane El Makassed. Beirut. Undated.

Document #27

\_\_\_\_\_. Sa'ed Salaam Foundation for Culture and Higher Education. 1978.

PROJECT DESCRIPTIONS-LEBANON

Document #28

\_\_\_\_\_. New Plan for Makassed Hospital in Beirut. Undated.

Document #29

\_\_\_\_\_. Plans for Day Care Centers. Undated.

Document #30

Amiliyeh. Adil at Amiliyeh. Amiliyeh School, 1980.

Document #31

Islam Benevolent Society of Beirut. A Plan to Develop a Network of Rural Schools. Islam Benevolent Society of Beirut. Makassed. Undated.

Document #32

\_\_\_\_\_. Plan For Establishing a National School (College) of Medicine For The Islamic Good Will Society. 1979.

BIBLIOGRAPHY - TUNISIA

BACKGROUND-TUNISIA

Document #2

Blackburn, Peter M. "An Overview of Labor Requirements". Middle East Executive Reports. May, 1981

Document #3

Jones, Marie Thourson. "Education of Girls in Tunisia: Policy Implications of the Drive for Universal Enrollment." Comparative Education Review. June, 1980.

Document #5

Nassif, Hind, Ph.D. Barriers To the Integration of Rural Women in The Development Process. The Case of Tunisia. Dept. of Psychology, Sociology, Anthropology, Bowie State College. (Paper for Annual Meeting of the Society for Applied Anthropology Panel on Women's Roles in Development, Philadelphia, Pa. March 14-17, 1979.)

Document #12

UNESCO. Reunion Regionale Sur La Jeunesse Dans Les Etats Arabes. Responses Au Questionnaire Sur La Situation Socio-Economique de la Jeunesse en Milieu Urbain. Tunis. December 14-19, 1981. SS-81/CONF. 603/3 Sept., 1981.

Document #13

Zghal, Abdel-Kader. Reunion Regionale Sur La Jeunesse Dans les Etats Arabes-Situation de la Jeunesse Urbaine Dans Le Monde Arabe. UNESCO. SS/81 CONF/603/4. Paris. 1981.

Document #14

UNESCO. Reunion Regionale Sur la Jeunesse Dans Les Etats Arabes. Tunis 14-19 decembre 1981. SS-81/CONF.603/6. Paris. November 16, 1981.

Document #24

Ministere de l'Education Nationale. Direction de la Planification de la Statistique, de l'Organisation et de l'Informatique et Direction de l'Enseignement Secondaire. Note de Synthese Sur l'Enseignement Secondaire, Technique et Professionnel. Annee Scholaire 1980-81. Tunis. 1980.

Document #25

\_\_\_\_\_. "Bourguiba reaffirme son interet pour le developpement rural." Le Temps. November 11, 1981.

Document #33

\_\_\_\_\_. "Accorder dans le VI Plan, la priorite aux programmes d'aide aux familles pauvres." Le Temps. October 2, 1981.

PROJECT DESCRIPTIONS-TUNISIA

Document #1

Hamand, Jeremy. "A Focus For Progress at the End of the Road"  
People. Vol. 8, No. 3, 1981.

Document #4

PROJECT PAPER-Technology Transfer Project, Project #664-0315.

Document #6

International Bank for Reconstruction and Development. LOAN  
AGREEMENT (Fourth Education Project) Between Republic of  
Tunisia and IBRD. The World Bank. 1981.

Document #7

IBRD. Tunisia: Fourth Education Project. R81-46, March 9, 1981.

Document #8

IBRD. Staff Appraisal Report-Fourth Education Report Republic  
of Tunisia. Report No. 3090-TUN, Feb. 25, 1981.

Document #9

Office National du Planning Familial et de la Population. The  
Tunisian National Family Planning Programme: Objectives-  
Implementation-Results. October, 1979.

Document #10

U.N.F.T. Institut Industriel Ez-Zahra Gouvernat de Tunis.  
Delegation de Sijoumi, Cite Essada Route M37, Jan-April, 1981.

Document #11

U.N.F.T. El Mar'a, Nos. 36-7. Tunis. May-August, 1981.

Document #15

Ministere des Affaires Sociales, Office des Travailleurs Tunisiens  
a l'Etranger, de l'Emploi et de la Formation Professionnelle.  
La Formation Professionnelle en Tunisie. Note de Presenta-  
tion. Tunis. March, 1978.

Document #16

Office des Travailleurs Tunisiens a l'Etranger de l'Emploi et de  
la Formation Professionnelle. La Formation Professionnelle  
Au cours de Ve Plan. Fascicule II-Programme d'Action. Tunis.  
1976.

Document #17

L'Association Tunisienne d'Aide Aux Sourds-Muets. Les Enfants  
du Silence. Undated.

PROJECT DESCRIPTIONS-TUNISIA

Document #18

\_\_\_\_\_. "Devant les Cadres de l'OTTEEFP: M. Ennaceur aider les artisans a realiser leurs projets." Le Temps. Tunis. Nov. 25, 1981.

Document #19

Association Pour le Developpement et l'Animation Rurale. ASDEAR. Tunis. Undated.

Document #20

ASDEAR. ERRIF-Bulletin d'ASEAR. Revue Trimestrielle, N°1 1979, N°2 1979, N°3-4, 1979, N°1-1980, N°11-3-1980, N°11-4-1980. Tunis.

Document #21

ASDEAR. ERRIF-Bulletin d'ASDEAR. Revue Trimestrielle, N°111 1-2-1981. Tunis.

Document #22

\_\_\_\_\_. L'Enseignement Technique Superieur et Secondaire. Publication de l'Ecole Normale Superieure de l'Enseignement Technique. Tunis. No. 3. February, 1979.

Document #22a

Ecole Normale Superieure de l'Enseignement Technique. Memoires Techniques, Cinquieme Promotion de l'E.N.S.E.T. Tunis. Undated.

Document #22b

Universite de Tunis. Ecole Normale Superieure de l'Enseignement Technique. Tunis. Undated.

Document #23

O.T.T.E.E.F.P. Le systeme de Formation et D'Enseignement en Dehors de l'Education Nationale. Tunis. 1978.

Document #26

\_\_\_\_\_. "Le Programme de developpement rural dans le governorat de Sidi-Bouزيد." Nov. 19, 1981.

Document #27

\_\_\_\_\_. Mohamed, Fourati. "La Famille productive." Nov. 19, 1981.

Document #28

\_\_\_\_\_. "350 familles beneficieront des programmes de la famille productive." Dec. 1, 1981.

Document #29

\_\_\_\_\_. "Don Americain de 200.00 dollars a la municipalite de Tunis." Dec. 5, 1981.

Document #30

\_\_\_\_\_. "Formation Professionnelle." Dec. 6, 1981.

PROJECT DESCRIPTIONS-TUNISIA

Document #31

\_\_\_\_\_. "Interet americain pour le programme de la famille productive."  
Nov. 17, 1981.

Document #32

\_\_\_\_\_. "Entretien Bourguiba--Mzali: Directives du president pour  
accorder et generaliser le programme de famille productive." October  
24, 1981.

Document #34

\_\_\_\_\_. "15 handicapes s'initieront a la petite horlogerie."

The following documents were translated from Arabic:

Document #35

Union National des Femmes Tunisiennes. Girls' Center for Vocational and  
Industrial Education (Zahour). Tunis. 1978.

Document #36

\_\_\_\_\_. Celebration of Establishment of Tunisian Organization for Aid  
to the Deaf. Tunis. 1981.

Document #37

Arab Organization for Education, Culture and Science (ALESCO). International  
Year of the Handicapped-Participation and Equality. Tunis. 1981.

APPENDIX D  
LITERATURE ABSTRACTS

MOROCCO

174

MOROCCO

M-1 International Bank for Reconstruction and Development. Loan Agreement between Kingdom of Morocco and International Bank for Reconstruction and Development. September 6, 1978.

The project will cover 354,600 hectares north of Fes and a population of 280,000 inhabitants living in 800 villages. The project aims to improve incomes of 27,000 farmers; to reduce Morocco's dependency on imports of food commodities through improvement of farming practices on 256,000 hectares of arable land; and to improve living conditions of rural populations in the project area through rehabilitation and expansion of infrastructure.

A Farm Management Training Program was instituted September 30, 1979 at the Agronomic School at Sahel Boutahar. The program will consist of an additional year of training for 30 students intending to take up careers in extension. Housing required will be constructed and all necessary equipment and vehicles for implementation will be provided. One training expert and three assistants will be available on a full-time basis.

A Home Economics Program for women will also be instituted at the school. The education will be carried out by the Ministry of Education with 68 classrooms, dining hall, teacher housing units, and one building in Moulay Yacoub. The project date for completion is December 31, 1984.

M-2 Agency for International Development Mission to Morocco. MOROCCAN-AMERICAN Economic Development Cooperation. Agency for International Development, September 1977.

With respect to human resource development, Morocco's illiteracy rate is higher than 75%; 50% of primary school age children are actually enrolled in school; the drop-out rate of students is over 50%; and the unemployment rate of men and women actually seeking work is 15 to 25%.

The Ministry of Labor requested AID to establish a pilot training center for women to train them for employment in industrial and commercial jobs. It would serve as an adjunct to Formation Professionnelle (the program for males.) In Spring 1978, it was officially called "Industrial and Commercial Job Training for Women."

AID with the Ministry of Youth and Sports is developing a non-formal education project for women, particularly those unmarried, illiterate or semi-illiterate in need of basic education and training in marketable skills.

Exploratory talks with the MOL have been on subjects of vocational technical education programs at the secondary school level. At present the formal system is academic without an outlet for those inclined towards non-academics. There is a shortage of semi-skilled and skilled in the modern sectors, thus the project would assist the Moroccan Government in a technical training program to meet the needs of school drop-outs and provide the nation with skilled workers.

The Ministry of Cooperation and Training of Cadre requested AID to train Government of Morocco officials in areas of expertise needed for modern development but for which local training is inadequate or nonexistent, i.e. in advanced management, technical training in priority areas of health, agriculture, and education at American universities.

MOROCCO

M-3 Sabagh, Georges. "Population and Economic Development in Morocco." Journal of South Asian and Middle Eastern Studies. Fall 1980.

"The Economic needs of Morocco with respect to employment, education cadres, and the improvement of the level of living of the majority of the population...are amplified by population growth." The expected increase in population growth is from 15.3 million in 1971 to 28.7 million in 1991; the increase in expectation of life is estimated at 51.5 to 56.5 years for women and 50.5 to 55.5 years for men; projections for the number of children in school ages 5 to 14 will double from 4.0 million to 7.8 million by 1991; and population in working ages 15 to 64 will increase from 7.8 million to 15.1 million.

Regarding economic projections, a swift economic growth is needed if the young and growing population are to experience improvement in levels of living. The economic boom of the 1970s was due to an increase in productivity and export of phosphates with investments directed toward rapid expansion of agrochemical industry based on phosphates. From 1973 to 1977 the problem of unemployment was due to no growth of new jobs.

The level of labor force participation is much lower among women than among men. In 1960, the rate was 27.1% for women as compared to a 51.8% for men. Among men, ages 15-59, there was a small decline in activity rate from 89.2% in 1960 to 86.2% in 1971 due to the change in age structure. In conclusion, there is a need to decrease birth rates in order to trigger a slowdown in the population increase.

M-4 Edwards, Amanda. "Development Plan Priorities Outlined." Middle East Economic Digest. August 14-20, 1981.

The Moroccan Five Year Plan for 1981-85 calls for 1) industrial revival, 2) rural development in order to decrease the "urban drift," and 3) a reduction in food and energy imports. Unemployment will stay at the 1980 level due to the creation of one million jobs by 1985. Food production will increase by 50% of the population working in agriculture.

Construction opportunities will be in housing, education, tourism, health and infrastructure. Five slum areas and 300,000 homes are to be redeveloped. With respect to economic projections for debt and food price subsidies, beginning in 1983, Morocco will begin a repayment of a 10-year loan to IMF for \$1,100 million (IMF's second largest loan to a developing country.) AMF (Arab Monetary Fund) will hopefully provide support for this with \$70 million in balance of payments support loans.

The Government has allocated MD200 million (\$36 million) to already accounted MD1,300 million (\$235 million) for the job creation scheme. The program aims to set up workshops employing a total of 400,000 to 450,000 people.

125

MOROCCO

M-5 Hardy, Robert D., William M. Rideout, Jr. and Stephen Anzalone. Subsector Analysis of Technical and Vocational Education. Academy for Educational Development. March 1981.

Through Indefinite Quantity Contract No. AID/SOD/PDC-C-0191, USAID/Morocco contracted with Academy for Educational Development to undertake a subsector analysis of technical and vocational education in Morocco.

The analysis was based on consideration of the effectiveness in terms of benefits to those deprived of formal education; the current and planned GOM strategies (general and specific) in dealing with needs for vocational and technical training in the country; and the potential impact of improved vocational education on activities in productivity and agricultural outputs.

**INTRODUCTION:** On November 13, 1963 it was decreed that "education is compulsory for all Moroccan children of both sexes from ages 7 to 13" to be free of cost at all levels. Primary and secondary education made up 17.5% of the national budget annually.

Unemployment is a serious problem due to population growth (54.9% of the population is under 20 years old.) The GOM is committed to a policy of full employment, but has not been able to meet this goal due to the slowdown in economic growth.

In the past, schooling has stressed academic orientation rather than vocational education. MOE withdrew itself from vocational training because education was based on helping citizens realize their potential with nothing in reference to national development. Vocational training thus was based on need and on an ad hoc basis.

Educational policies for the future include: the expansion of primary education to provide complete enrollment of the 7-year age group by 1955 (when document was originally drafted); arabization through continued expansion of Arabic as the language of instruction at the secondary level in science and technical courses; Moroccanization of the teaching service; and the development of secondary and higher education to meet the country's needs for skilled manpower through the expansion of secondary technical education, higher institutes of technology and a greater orientation towards sciences and engineering in the universities.

In conclusion, the need exists to educate and train for employment through labor-intensive developmental approaches.

**BACKGROUND OF FORMAL EDUCATION:** In 1956 when Morocco gained independence, the school system consisted of five years of primary schooling, four years of lower secondary schooling, three years of upper secondary schooling, and program options varying in length of time at the higher education level. At the higher education level Mohammed V University in Rabat contained 58% of total enrollments. The educational system is concerned by low internal efficiency, rapid rate of expansion, high repeater rates, urban areas favored over rural areas, and low enrollment after males. Higher education favors investment in universities. In 1977, universities held 45,000 students while institutes of technology enrolled 6,000. Enrollment statistics reveal little attention to manpower needs since 77% are in the humanities, 9% in the sciences, and 1% in technical areas.

## MOROCCO

The Fourth World Bank Loan for education plans to increase needed emphasis on the education of sciences. In the past, graduates have been unqualified for employment due to overcrowded facilities and external inefficiency. These factors have created a gap between the school's preparation and what the job market requires and a lack of relevance in providing what kinds of skilled manpower Morocco needs.

At present, Morocco is looking toward educational reorganization and decentralization. Yet there is no systematic evaluation or analysis of the effectiveness of decentralization efforts. (A list of new innovations is on page nine of the document.) Additional efforts listed on page 10 include the training of the entire population and education in the rural areas.

**TRAINING AND EMPLOYMENT:** Technical education is under the heading of the formal school system. Its objectives are to: 1) develop technical skills for future employment and 2) To build a technical and scientific basis of knowledge for higher levels of education. Professional training is offered by 30 specialized schools run by technical ministries. On the whole, 4% of each age group has the possibility of preparing for the most desirable jobs. Higher education and professional training prepares people for the top two echelons of government services.

**TRAINING OF MIDDLE-LEVEL TECHNICIANS AND SUPERVISORS:** There are 19 schools run by ministries for training such as the Institut de Formation de Cadres Techniques (INCFT), operated by the Office of Vocational Training and Promotion of Labor (OFPPT) of the Ministry of Labor and the National Leather and Textile Institute (INCT) run by the Ministry of Social Affairs and Handicrafts. These ministries are supplying technicians way below mid-level manpower needs at only 100-200 people per year. Plans call for 14 additional Institutes of Applied Technology to increase the output to 800 annually. Yet a manpower projection calls for 1700 new technicians annually between 1980 and 1985.

**TRAINING OF SKILLED WORKERS:** There are 33 Centres de Formation et Qualification Professionnelle (CFQP) operated by the MOL. These vocational training centers provide training in industrial and commercial skills and are main sources of skilled and semi-skilled labor for Moroccan industry. Output supplies 2000 new skilled workers yearly of which 90% find employment in industry and commerce--not an adequate number of employees. With the increase of industrial jobs there is a need for 3200 new skilled workers each year.

The Ministry of Social Affairs and Handicrafts (MASA) has 900 centers offering social services in health, education, nutrition, and vocational education. The two major vocational training programs are CET (Centres Educatifs du Travail) or Ouvroirs, and CFP (Centres de Formation Professionnelle). The first, CET, has 200 centers for women managed regionally and offering training between crafts and general education in literacy, Islamic history and civics. AID has a new project for five new CETs for diversified skills in poultry-raising, carpentry, cosmetology, nursery assistance, pattern making and agricultural processing.

The CFP program for men teaches basic work skills. The current 13 centers are to be expanded with assistance from USAID and Peace Corps. They will teach carpentry, mechanics, metal working, plumbing, electricity welding, and tailoring. CFPs are mostly in rural areas with local support. Their capacity to accept

MOROCCO

new trainees is small, yet they project to train 2000 boys in the next two years. Enrollment for those completing courses is difficult.

The Ministry of Youth and Sports is a source for lower-level skills training. They provide Foyer Feminins for young women training literates and semi-literates in general education and home economics. There are also several Centres d'Observation et Reeducation (COR) for incarcerated youth which teach vocational skills and basic education.

The Ministry of Agriculture and Agrarian Reform teaches skills through extension work.

The establishment of the Permanent Commission for Training and Employment is an important step towards full employment for Morocco. It is composed of 50 people from appropriate ministries. It meets every two months to design, coordinate, and implement vocational education in Morocco. Within the context of overall developmental needs in the human resources sector, it has articulated the following goals:

a. reliance on labor-intensive jobs, b. decrease of migration to the cities, c. work relief projects through Promotion Nationale, and d. decentralization of industry for production for local consumption.

New Five-Year Plan objectives are listed on page 23. They include: greater motivation to technical careers, increased skilled manpower, improvement of vocational instructors, easing the entry into training and greater coherence between education and training schemes.

Manpower projections based on assessments by each ministry modified and integrated into national plans has become a basis for linear projections of annual and total projected manpower needs. With regard to engineers, in 1977-90, the projected need was 1,740 per annum of which 580 would be in a five-year course and 1,160 would be in a four-year course. The current output is 387 engineers nationally and 773 overseas totalling only 1160. For 1977-90 the projected need for higher engineering technicians is 4,400 of which the current output (1977) is 407. Making up for these shortages are expatriates but there remains the need for local sources of comparable manpower.

With respect to mid-level technicians, 11,700 industrial technicians and 13,500 commercial technicians per annum are projected. 1977 outputs were only 1,499 industrial and 3,906 commercial. Other mid-level and lower-skilled training is inadequate. Only 20,000 enrolled trainees are available to respond to the needs of craftsmen, rural extension agents, health auxiliaries and hotel workers. The output of the training system is currently meeting only one-third of the established requirement for skilled manpower. There are qualitative deficiencies i.e. a shortage of trained instructors, lack of equipment and teaching aids.

Projected manpower is not equal to actual job availability. There is need for literacy programs and low level skills training as well as more adequate information on the quality and relevance of training. Successful manpower planning and vocational training strategy does not necessarily lead to growth in productivity and national income. Too much depends upon the decisions and outcomes wherein the educational planner has little control.

What will determine the impact of vocational training is the market for its minerals, agricultural products and manufactured goods overseas,

## MOROCCO

the decisions about how production is to be organized, and decisions about the balance of employment in the economy. Results won't necessarily be economic but will initiate the disadvantaged into the social life of the country, improve skills important for family life and improve general education essential to the social participation and subsequent training for employment.

The reasons for unemployed graduates include the time lag between completion of training and employment. There is need to put trainees and potential employers into closer contact. There is unwillingness of graduates to go where the jobs are and a lack of initiative to seek jobs aggressively. Estimates show that 15% in industry and 40% in the traditional sector are unemployed.

Manufacturing only provides 11.1% of the total national population with employment. The employment needs in the non-industrial sector are acute but the solution to unemployment is not in the manufacturing sector. According to the GOM, job creation in the manufacturing sector is extremely costly due to capital intensive needs in a country of abundant labor. Structural problems exist producing a mismatch between the skills of those seeking jobs with the jobs that are available.

The present solution to unemployment seems to be the creation of jobs for self-help employment in the non-modern sector. Vocational education is the best option at the moment in contributing to the solution of unemployment. It aims at the rural handicraft and agricultural sectors. It provides equity and gives assistance to the poorest to help them participate in the developmental process.

There is some international assistance for technical and vocational education in Morocco. AID plans to assist the Ministry of Social Affairs and Handicrafts and the Ministry of Youth and Sports. There are voices in the GOM such as the MOL, MASA, and Ministry of Youth and Sports who are requesting more attention to the development of productive capacities of a wider range of the Moroccan population and for training of skilled and semi-skilled.

Multilateral aid consists of World Bank assistance (four loans from 1965 to the present, with a fifth in the planning stages,) UNDP, UNESCO, UNICEF, ILO, European Economic Community, and Catholic Relief Services. Bilateral aid is from USAID, France, Belgium, Canada, U.S. Peace Corps and Japan. Assistance has had more impact at the higher level. The training of skilled workers is not as strong and the training of artisans and apprentices is highly inadequate.

## M6A \_\_\_\_\_ Vocational Training and The Moroccan Red Crescent.

The Red Crescent is now including in its objectives the appropriate means to assist children who do not benefit from schooling, and abandoned mothers and their children, and assistance to handicapped children.

The fact that under one-half (35%) of pupils in the fifth grade have access to secondary schools of which less than one fourth (22%) get final certificat (Baccalaureat), supports the need to include new objectives in the Red Crescent program. In line with new objectives, the organization is also joining efforts with the government.

The Red Crescent Society sponsors a social and educative center open to needy girls of age 15 to 20 coming from junior high as well as those finishing elementary studies and not allowed to enter secondary schools. It is a 3-year program of vocational training with four branches in business and

## MOROCCO

management, sewing, nursing, and hairdressing. The business and management provides training in bilingual secretarial skills, technical vocabulary, economics, business correspondence, filing, typing, and labour legislation. The sewing section teaches manufacture of women's clothes, technology, designing and art history. The nursing section includes job counseling, child rearing, psychology, hospital training, hotel work, housekeeping, receptionist, good manners, applied sciences (domestic economy), nutrition, cooking (modern and traditional), and sewing. The fourth section, Hairdressing teaches practice in colouring, bleaching, permanente, haircut, and theory of technology and designing.

The staff are all teachers from the MOE and others engaged by the Moroccan Red Crescent. Admission including transportation is free.

Feminine Professional Training centers are also available. There are 24 in total--3 in Rabat, 18 in Casablanca, 1 in Tetouan, and 2 in Marrakesh. Attendance at these centers is for girls from 10-20 years old from deprived backgrounds. The curriculum is based on general instruction with a focus on socialization, nutrition, domestic science and first-aid. Training is in sewing and cutting for three years, machine knitting for two years, "Rabat" embroidery, machine embroidery, and "Yugoslav" embroidery for one year, carpet weaving for two years, and finally, knitting and crocheting for two years. The training aims at meeting the girls' needs and requirements for employment.

With respect to employment of Red Crescent participants, most are automatically recruited by small and average craft and business concerns, or at social centers as instructoresses (50% of Red Crescent instructors have been among the best laureates.) Central administration of social services with provincial committees are keeping in touch with ministries to help girls find jobs.

M-6B Sebastian, Marvel. La Promotion Feminine Au Maroc: Briefing Book for New Transcentury Team. USAID, December 10, 1979.

The Ministry of Youth and Sports Promotion Feminine Program sponsors a network of centers called Foyers Feminins throughout Morocco. The Foyers offer alternatives to scholastic education for young girls and women. The requirements for entry are permission from parents, the Certificat d'Etat Civil, and class records, if any. Students register for one year at a time.

Class I centers are a two-year Cours de Base plus a third year option for more advanced and professional training levels (usually in household skills.) New modern courses have been developed geared to income generation skills in coiffure, typing, professional housekeeping, professional child-nursing, professional modern couture, traditional Moroccan couture and embroidery. Up until now the focus has been on domestic technology.

The program has two aspects. The first is personal education which includes personal hygiene, health, civic and religious education, nutrition, child-care, family planning, and household management. Its purpose is to "raise consciousness" of the woman's role in home, community and nation. The second is technical education which teaches the Cours de Base in sewing, mending, knitting, crochet, embroidery, cooking and practical housework.

## MOROCCO

Foyers Feminins function as alternatives to schooling, as a means for occupational training, as an outreach and as a provision for a "domestic-economy" type of non-academic education. It caters to both illiterate girls possibly giving them the only education they will receive and to lycee and college girls. Their core target population is the unschooled or drop-out girl aged 12 to 20.

Occupational training is in livelihood earning skills which needs to adjust to changes such as economic needs, urban styles and values. The Foyers are producing large and highly skilled manpower but the product is poorly distributed into unorganized and saturated markets.

Outreach takes place at the level of social assistance and leisure time activities bringing women to conferences on religion, family-planning, and nutrition. In rural areas, a Foyer directress will bring programs to women in olive harvests. All efforts are at the initiative and discretion of individual centers.

Garderies for education and babysitting are working at upgrading personnel by training seminars. Fees per child depend on the economic possibilities of the neighborhood.

**STRUCTURE:** Within the Ministry of Youth and Sports, the Promotion Feminine is headed by Mme. Hajat M'Rabet and is lodged in Service de la Promotion Sociale directed by Mr. Arif. The Promotion Feminine has 339 Centers of which 203 are rural and 136 are urban. They serve a clientele of 25,000 to 30,000 girls and women. Teachers are trained by the Ecole de Cadres (Institut Royal de Formation des Monitrices) and are mostly those who have been with the Promotion Feminine for more than 20 years. They specialize in the traditional curriculum.

Another category of the Monitrice is the Cooperatives de Formation which specializes in typing, commercial machines and embroidery. Rural Foyer Feminins are located in small towns serving as regional market and administrative centers.

**TRAINING-RECRUITMENT:** Girls of 18 and who have had nine years of schooling are eligible for the entrance exam for the Institut Royal de Formation des Monitrices-MYS Ecole de Cadre. It is a two-year course after which upon graduation they return to their regions to work. If they pass their final exam they are hired by the Ministry at Fonction Publique grade B.

The school trains Monitrices de Foyer and Animatrices de Garderia. It aims to produce domestic economic or nursery school teachers. Their current year has 30 students in the first year and 30 students in each of the two second year classes. The Animatrice de Garderie has 41 students. The Royal Institut is the core element in the whole Promotion Feminine system.

The standard Foyer program is two years of basic training in hand skills and basic education. There is a modified basic course aimed at the student who already has four years of general education. A "Modern course" has been introduced in urban areas (Rabat, Fez, and Casablanca) as a response to need for more commercial training.

Those with three or four years of secondary school training have the opportunity to follow courses at the Ministry of Tourism's Hotel Schools. This requirement screens out the majority of Foyer clientele. The hotel schools offer no lower-level training. There have been some experiments in Tangier and Casablanca in adapting courses to employer requests mostly in ready-to-wear and factory sewing skills. Casablanca, as a pilot and experimental area, is beginning to develop local councils for local participation in planning and management.

## MOROCCO

The Promotion Feminine desires to respond to the evolution in role and life-style of the progressively liberated Moroccan woman and the exigencies of her economic participation. Yet responses have led teachers to neglect basic education and concentrate on popular handiwork training. The constraints have been a lack of definition of institutional roles of government agencies involved, a limited budget of Promotion Feminine lacking resources, inflexibility, a lack of distinction between rural and urban needs, and a lack of information with a need for follow-up surveying on previous Foyer graduates to see what opportunities training has provided.

M-7 Foyer Koutoubia. Cheshire Home, Marrakesh. Annual Report 1980.

This is a home for young disabled boys. The main goal is to guide each boy to enable him to leave the foyer, get a job and become self-sufficient.

The U.N. has declared 1981 to be the International Year of the Disabled Person. Of the 34 boys in the Cheshire Home, 29 are interns, five are externs, and four are U.S. Peace Corps volunteers. Sixteen are in local elementary schools, one is in private school, one is in the fourth year of high school, and three are preparing to enter school.

The Home is in connection with the Ministry of Health facilities at the Children's Hospital in Rabat, and with the El Ayachi bracemaking workshop in Sale. Save The Children in Casablanca provided to the Home two braces in 1980.

In line with the main goal of making each boy self-sufficient to leave the home, there are two areas of training, one in public school for younger boys, and the other in vocational education for older boys who have not had the opportunity to attend public school. The boys have morning and afternoon extra-curricular tutoring and arts and crafts supervised by the elementary school teacher. They are taught as well, math and language skills with macrame and physical education to improve eye-hand motor coordination.

Seven boys are enrolled or in finished apprenticeship programs sponsored by the Ministry of Youth and Sports and MASA. These teach skills in carpentry, tailoring, and welding. Other activities preparing the boys for employment are directing crafts cooperatives.

There are many projects in need of support for the year 1981: Annual construction and building repair, purchase of school books, school supplies, brace repair material, and spare parts, purchase or acquisition of physical therapy equipment, wheelchairs, tools and equipment for boys beginning work, clothes and household equipment. The project is privately funded.

M-8 Catholic Relief Services. Operational Program Grant Proposal, Vocational Education Training for Youths.

The objective of the proposal is to provide non-formal vocational training for undereducated youths from the lowest economic sector, so that they may find gainful employment and improve their socio-economic position. The program provides means for unemployed and unemployable youth with little education and no skills to have the opportunity for training as semi-skilled workers. It is geared towards youths 14-20 years old. There are 700 students in nine

## MOROCCO

vocational centers. CRS encourages and develops a grass-roots approach to non-formal technical education, thus planning and decision-making are based, initiated and evaluated at the local level.

The greatest needs for the program are more equipment, expanded quarters for training additional students, additional instructors, a coordinated program of instruction, and the addition of more centers. Skill needs include metal working, woodworking, and semi-skilled labor. To meet these needs there is a close connection with the community and their needs. Those most needed are metal working and woodworking, followed by auto-mechanics and/or general mechanics with an emphasis on practical and experience-oriented training.

The project is sponsored by CRS, though the Ministry of Social Affairs (MASA) developed the project of non-formal education on the local and provincial level with aid from the ministry but also from a local government source, the city council. MASA provides the substantial financial support but sufficient resources are not available to properly equip the training centers. There is need for more instructors and better-trained instructors.

Seven Peace Corps volunteers assist as instructors and the rest of the instruction is by Moroccan teachers paid by the Ministry to aid MASA in training the sector of the population that contributes most to the large percentage of unemployed youths. Peace Corps supplies 30 volunteers to be placed in the other centers besides the vocational training centers in Marrakesh, Azemmour, Safi and Tetouan. They provide the interim instruction (two years) and thereafter the most qualified students will be candidates for a possible teacher training course.

The nine centers (Centres Formation Professionnelle) teach auto-mechanics, metal working, plumbing, welding, tailoring, and woodworking for youths 14-20 years old who have been by-passed by the formal education system. Most of these youths come from rural areas, thus acceptance is based on need. The rural areas are where technical training is limited to a few apprenticeships and where there is need for semi-skilled labor. The course offered is based on employment needs. The rural areas contribute the greatest percentage of the unemployed (those seeking employment in urban areas.)

ACTIVITIES OF PROGRAM: There are nine existing Centre Formation Professionnelle Training Centers to be expanded with improved housing, equipment and instruction. Four new Centre Formation Professionnelle Training Centers (CFPTC) will be opened and supplied with necessary teaching materials and instructors. Curricula will be coordinated for CFPTC. Analysis and evaluation of CFP programs and progress of students will be based on effectiveness of curricula, of income-generating programs in appropriate courses and on employment opportunities open to students with follow-up six months after the end of the school year. Other activities include community input for the type of labor needed and employment available, and data on socio-economic development of trainees. At the end of the project, the most qualified students will be chosen as candidates for a possible Teachers Training Course.

CRS will monitor the program with donations from MASA (for building, salaries, storage space and transport,) USAID (funds for administration of program, local costs, and teaching material,) CRS (support staff, purchase of equipment and supplies, and evaluation,) and Peace Corps (instructors, supervision of transport, acquisition of data, and development of income-generating program.

MOROCCO

PHASE I: The following steps will occur: 1) training of Peace Corps instructors for teaching in the VTC, 2) ordering of equipment from the U.S. and purchasing of training equipment locally, 3) devising of system of distribution and accountability for equipment and 4) development of curricula for centers.

PHASE II: This phase will be a two-year duration with 1) training of 2000 students in the VTC each year for two years, 2) keeping records of enrollment and progress of students, and 3) setting up job placement mechanisms for apprentices to aid in socio-economic development of trainees.

PHASE III: This phase will be a six-months duration with 1) data to provide guidance of MASA in long-term planning for non-formal vocational education for youths, 2) evaluation of results for overall development plans of GOM, and 3) a list of qualified students as candidates for possible Teacher Training Course.

In conclusion, the traditional education program perpetuates socio-economic divisions between the literate and illiterate since the illiterate and semi-illiterate account for the largest percentage of the unemployment.

M-9 \_\_\_\_\_ . Our Lady of the Angels Vocational Training School for Girls and Day Care Center for Pre-school Age Children.

This is a project description of Catholic Relief Services' efforts in Morocco. The purpose is to expand and improve equipment for girls from low-income families. It will hopefully encourage poor working mothers to work, to increase family income, and thereby provide them with adequate day care facilities for pre-school age children.

The Center is in LeRache and teaches traditional handicrafts to 100 students, as well as caring for 30 children at a day care center. Funds are needed for the local purchase of training equipment for the vocational school and day care center and to finance the salary of one additional staff member for two years. The goal is to increase attendance in non-formal and formal education with particular emphasis on women.

At present, only 15% of the girls in Morocco are enrolled in primary education. The female labor force is young and work mostly in the public sector as civil servants (teachers) or in the private sector ( maids or agricultural workers.) For every 100 new workers, 30 are women and are mostly under 25.

OBJECTIVES: 1) To develop marketable income generating skills for young girls, aged 12 to 20 who have by-passed the formal education system, 2) raise the earning power of trainees by raising the family's own standard of living, 3) in day care center, encourage poor working mothers to work and increase their family income by providing day care facilities for pre-school age children, and 4) integrate young children into the educational stream by increasing attendance at primary school levels (a prerequisite for increased economic development.)

The school was founded in LeRache by Franciscan Missionaries of the Immaculate Conception on April 13, 1921. Until June 1978, the center provided primary, baccalaureate and superior education plus eight courses of E.G.B. With the departure of Spanish families, the sisters started working with the Muslim community in the promotion of women, teaching 100 women in classes featuring traditional embroidery, sewing and knitting.

MOROCCO

The largest resource in Morocco is labor but there is a lack of skill training in order to exploit the resource. CRS will monitor the program as well as insure the following activities: 1) the purchase of equipment and supplies, and the distribution and inventory of them, and 2) the insurance that professional standards are adhered to in the maintenance and use of the equipment.

M-10 New TransCentury Foundation. FIRST REPORT ON THE STATUS OF THE PROJECT FOR NON-FORMAL EDUCATION FOR WOMEN IN MOROCCO. Rabat, Morocco: June 6, 1980.

After five months, the New TransCentury Team submitted the following conclusions, recommendations and short and long-term project descriptions.

The following is the list of conclusions the Team arrived at: 1) There is a network of dynamic, intelligent and skilled women throughout the country, but they are not being used to their full potential; 2) there is a mass of skilled, semi-skilled and trainable young women in Morocco, but few are using their skills to enhance the national economy; 3) there is a corps of capable, highly trained technicians in the fields of agriculture, industry, health and economics, but their capabilities are not being optimized to implement training opportunities for women; 4) there is a system of urban and rural markets and a complex of agricultural, manufacturing and tourism industries, but these are not being tapped as employment opportunities for women; and 5) there is a well-organized infrastructure for training young women, but it is not being used adequately for identifying and implementing programs for income-generating opportunities.

M-11 E.I.U. The Economist. Quarterly Economic Review of MOROCCO. 2nd Quarter 1981.

This document discusses Morocco's 1981-85 Economic Development Plan. In the 1981 government budget, capital expenditure in the public sector was up by almost a fifth over 1980. The key activity was in the construction sector with the priority being aimed at the country's major irrigation and power projects. Plans are to increase agricultural output and mining. The document gives statistics on GDP growth rates and trade and budget deficits.

M-12 Nations Unies, Conseil Economique et Social. Commission Economique Pour L'Afrique: Seminaire sur les enquetes sur les menages. Addis-Adeba: September 21-30, 1981.

This document was not abstracted.

M-13 Confederation Internationale des Femmes de Carrieres Liberales et Commerciales. Club Professionnel Feminin, Section de Casablanca. Maroc.

This group provides training for 10 to 15 girls in continuing their education. Training includes maternal aides and day care nursery workers. The outlet for trained girls is assured. The day-care section has created nurseries to take care of worker's children who could not afford a full-time maid. Babysitting is offered in residences upon demand. Six maternal aides have been trained in 1980-81 and have been placed in particular households while waiting for places in the nurseries.

MOROCCO

M-14 Bellwald, Bernard. "Comment Bouchta, d'Oued-Akreuch, invente une politique de developpement." Le Monde. July 1-2, 1973.

The school of Akreuch is 12 kilometers from Rabat and is under the directorship of Bouchta. Eight hundred people inhabit the village where parents of the students work in workshops and in surrounding fields. The director has installed a school to provide a henhouse where students would take practical courses in agriculture and child-nutrition. He has also created a small cultural center sponsoring community activities such as a photography lab, a darkroom and workshop, and lessons in administration.

This, more than just a school for the scholarly center of Oued-Akreuch, has become a beehive buzzing of diverse activities. It is a large workshop where children not only learn reading and writing but become artisans and especially responsible citizens. It is a means of catching up after Morocco's economic slowdown in adopting a scholarly system of industrializing the countryside.

M-15 Joyeuse Union de Kenitra. Professional Section of Electricity.

Kenitra is facing a lack of important mid-level technicians and a lack of electro-industrial mechanics despite its employment of well-trained electro-mechanics. After four years of functioning, all students have been employed immediately. In 1975-76, the number of students was 20, and in 1979-80, the number increased to 67.

Training is for three years with one year of preparatory schooling. Admission requires three or four years of secondary level education. Upon completion of the training a diploma is received at the level of C.A.P. Francais. The functioning of the program is assured by the Salasien Fathers (les Peres Salaisiens) under the justice of the Chamber of Commerce of Kenitra.

M-16 Caritas-Maroc.

The objectives of Caritas are to bring whatever need is felt-direct or indirect, moral or material-or whatever be the philosophic or religious beliefs of the beneficiaries. The Association is administered by a Council of nine members. A delegation is created in each principal village and proposes to the Council difficulties of development and functioning. The Council examines the demands of the delegation and studies the best-founded for possibilities of aid. The Council, then presents the financial demands for the projects to Caritas Internationalis.

M-17 \_\_\_\_\_ . "Prochaine ouverture a Tangier de l'institut national de formation des cadres d'action sociale." Morocco. September 25, 1981.

The Institute of National Training of Cadres and Social Action opened in 1981 in Tangiers. It was created by the Ministry in collaboration with AID. The Ministry of National Education and Formation des Cadres has a new school at Oued-Ed Dahab-Asilah and holds 20 classes in general teaching and eight in specialized training. 785 students are enrolled of which 326 are in the first cycle and 459 are in the second.

MOROCCO

The School of Had Garbia has also been opened with construction financed by the International Bank for Reconstruction and Development. Five classes of workshops in wood, metals, gardening, and household education are offered. The Department of Education Nationale et la Formation des Cadres has made it a pilot program to alternate general education with workshop work. A meeting of Morocco's MASA in Tunis decided to create a center of social studies and another Arab center of rural development.

M-18 Michon, J. L. Project for Creation of a School of Preservation of Traditional Arts and Trades at Fes, Morocco. Government of Morocco/UNESCO. April 13-May 4, 1981.

The creation of this school under UNESCO will be for the purpose of maintaining, encouraging and transmitting the teaching of arts and trades that are traditional.

In the 1930s the teaching of traditional arts and trades was according to ancestral and apprenticeship systems. The father's son was an apprentice and little by little he was initiated into the rules and practices of the profession. The system provided for him to work under a master before becoming a master himself. This system of training was replaced by the system of collective training in pilot workshops which are today "Centers of Apprenticeship" relevant to the Ministry of National Help and Handicraft. In two years, apprentices become capable of exercising a lucrative trade such as a potter, a bookbinder or a bootmaker.

UNESCO is proposing a certain type of training to obtain students with the best qualifications as possible in a trade of traditional art which is a two to four year apprenticeship. General education will be offered as well, including the technical and scientific lines that lead to the practice of their trade. The hope is that a corps of artisans representative of the best national traditions will be formed.

**SYSTEM OF TEACHING:** The general structure will have two parts: 1) Practical training in workshops and 2) general and technical training in the classroom. The day will be divided between these two headings. A primary school certificat is required or an equivalent level of study.

The program will be a seven year course of which the first four years will be devoted to obtaining a knowledge of diverse specializations corresponding best to the specific aptitudes of the students. At the end of the four years a diploma of Aptitude for A Traditional Trade will be received in subjects such as carpentry, pottery or ironworks. The second three years will be the specialization in trade of the diploma received and will initiate the diverse trades relevant to the same sector as the diploma such as wood, leather, textiles or land. The diploma received will be a Diplome of Artisan Master.

**ADMINISTRATION:** Under the Ministry of Social Affairs and Artisanry, the school in order to have optimum recruitment potential must guarantee measures of employment upon graduation. The program is free and those not in the environs of Fes will be given a bourse to cover their lodging and food. The program's goal is that the school represent an elite of visual talents and creativity.

MOROCCO

The school will be installed in the palace of the Medina where certain training will take place outside of the walls for reasons of noisy machinery and cumbersomeness of the working places. These types of training will be carpentry, ironworks and large braziers, pottery and faience-making.

M-19 International Bank for Reconstruction and Development. Fourth Education Project. March 29, 1979.

This project is described to meet the urgent manpower needs of the country through the expansion of secondary and post-secondary education and technical teacher training. This will be accomplished by the construction of the following:

1. 11 Technical schools at the secondary level. These will offer three-year industrial and commercial courses at grades 10-12. Courses are for specific needs of industry and commerce for middle-level technicians. It is expected that 85 to 90% of the graduates would seek employment or enter higher technical education.

All courses are open to women but few are expected to enroll in industrial courses. Loans are helping those poorer students and those beyond the location of the institution. The industrial course offers four options, industrial production, design, electrotechnics, and electronics. The commercial courses offer options in accountancy and secretarial studies.

2. 1 Technical Teacher Training College to train teachers for the course on "Introduction to Technology" given in the lower cycle of general secondary schools, and to expand the system of technical lycees.

It is intended that the course be extended to all general secondary schools to provide two hours of instruction per week in each of the four years of the lower cycle. No formal training exists at present for technical lycee teachers. The proposed college would provide a two year course for lower cycle technology teachers and a three year course for upper cycle technical lycee teachers. Entry requires a baccalaureate and is open to women but is expected that only secretarial training will be achieved.

3. 2 Higher institutes of technology providing a two-year course for higher engineering technicians. The institutes would be located at Fes and Casablanca and each would enroll 576 students; and offer mechanical, electrical, electronic, civil and chemical engineering.

Entry is by exam and baccalaureate. All courses are open to women and a target enrollment of 20% for women has been set. The permanent teaching staff would be reinforced by part-time faculty drawn from industry who would be expected to play an important role and serve to develop links with local enterprises.

4. 1 institute of applied engineering to be located at Casablanca. This would provide a four year course for "ingenieurs d'application." These are engineers closely involved in the production process and supervision of the work of technicians. This position is the link in the technical manpower structure between the research/design engineer (ingenieur d'Etat) and the practical work of technicians.

The program would offer a common first year followed by engineering specializations in civil, electrical, mechanical and metallurgy. Entry would be open to scientific and technical baccalaureates and persons with equivalent qualifications. Female enrollment is set at 20%. Part-time faculty is to be drawn from industry and government agencies in Casablanca.

## MOROCCO

5. 1 Extension to Mohammedia Engineering College. Established in 1960, this institution offers a five year "ingenieur d'Etat" program which develops a professional engineer whose training is oriented towards design, planning, research and management.

The first two years is common education emphasizing mathematics, science and languages with the last three years spent in actual engineering practice, social science and management subjects. The goal is to enroll 20% women as 1977-8 enrolled only 13%. Current enrollment is 535 and under the project capacity will expand to 2200. Financing of the project will be 53% funded by IBRD and 47.8% by the Moroccan Government.

**EDUCATION SYSTEM:** The education system is not meeting the needs of Morocco, yet in the past 10 years it has become more relevant. Morocco has expanded the primary education, Moroccanized the teaching service, introduced Arabic as the language of instruction, expanded science and technology courses to increase the relevance of secondary curriculum, and developed secondary and higher education to meet the requirements for skilled manpower.

The system is made up of five years of primary education of which there is 3.8% private schooling. This is followed by four years of lower secondary, 7.6% private, and three years of upper education specializing in humanities, science, technical and primary teacher training. At this level, specialized training centres offering vocational courses are available. The highest level is six years at a choice of three universities of which Mohammedia V at Rabat enrolls 58% of students. Administration of the education is by an amalgamation of the Ministries of Primary and Secondary Education and Higher Education to become the Ministry of National Education and Training.

**ISSUES AND PROBLEMS:** Rapid population growth and increasing demand for skilled manpower is causing increasing enrollments with additional internal inefficiency, high repeater rates, low exam success rates, socio-economic pressures, irrelevant curricula, lack of textbooks, language problems, and a slow-up in the Arabization process where 35% of the teachers are non-Moroccan.

Manpower shortages are being alleviated by employment of expatriates but there is need to develop local sources of manpower supply. The output of the training system is currently meeting only one-third of estimated requirements. There is need for expansion of pre-employment training for the unskilled and poorly-educated because of its impact on poverty groups.

**POLICIES FOR THE FUTURE:** Include generalization of the primary education, Arabization of science and technical courses, Moroccanization (already complete at the primary level with 73% in lower secondary cycle and 45% in the upper level,) and skilled manpower development. Project objectives include: establishing the first Moroccan technical teacher training institution for expansion of the system of technical lycees designed to produce mid-level technicians, the provision of teacher training to increase technology relevance to the secondary curriculum (which will be met by the Regional Technical Teacher Training College), and the increase in supply of higher technicians and engineers to meet manpower needs to allow for replacement of expatriates in line with the government's rapid growth, modernization and self-reliance.

Implementation will be by the Project Unit of the Ministry of National Education. The only risk that seems to result from this project would be that the expectations and inclinations of students, parents, and teachers would raise pressure for more entry to higher education and diminish emphasis on job preparation.

MOROCCO

M-20 World Bank. Staff Appraisal Report-Fourth Education Project in the Kingdom of Morocco. Report No. 2094-MOR. March 19, 1979.

This project aims towards the expansion of primary education to provide complete enrollment of the seven-year age group by 1995 and to have the lower-secondary level fully moroccanized by 1980.

This will place increasing burden on teacher training at the primary level and on the national budget. There is a shortage of enrollment in primary teacher training colleges. The result will be an increase of places proposed by this project. The lower-secondary level teachers are being supplied by the system of regional teachers' college and the upper secondary level receives its supply from university grads who follow the one-year teacher training course at Ecole Normale Superieure. To increase the supply of teachers, the Government has introduced a one-year course to upgrade teachers.

The middle and lower levels have the most crucial shortages because training is inadequate. At the lowest levels, pre-employment training is offered in six month courses. This course enrolls 3600 trainees and provides the first opportunity for training to those who may not have completed primary schooling. However, these courses all require at least some primary education, thus the 35% of the age group who don't attend primary school are excluded entirely from future training opportunities. The conclusion is that there is great need for literacy programs and expanded low-level skill training.

The present education system at the upper secondary and higher levels favors non-technical courses, thus there is a highly inadequate supply of technical manpower at the present time. Policies for the future emphasize the need to develop middle and higher technical education. The Fourth Education Project will make significant contributions to this goal.

**EVALUATION SYSTEM:** The system will ensure that outputs of the project's institutions are adequately trained in relation to industry's needs and that they will find employment in jobs for which they have been trained. To accomplish the above, a tracer system will be established for each institution which will contribute to improving the vocational guidance, career evaluation and curriculum development of the project. The tracer system will also help to alleviate the risk foreseen in putting pressure on individuals to graduate from schools and thereby placing so much attention on academics that emphasis on job preparation will diminish.

The Government of Morocco has prepared a staff development plan for each institution identifying the numbers of local and expatriate teaching and administrative staff that will be required each year during the first ten years of operation.

M-21 Ministere du Travail et de la Formation Professionnelle. Rapport de Synthese de la Comission Nationale de l'Emploi de la Promotion Nationale et de la Formation Professionnelle. Undated.

**REPORT ON EMPLOYMENT AND NATIONAL TRAINING:** All economic and social development must be employment-oriented. Greater priority must be given to maximum use of manpower in areas of income and productivity. In the past, a secondary consideration of development has occurred but it is necessary now to examine each sector of the economy to find out how much manpower is needed.

## MOROCCO

The integration of youth in the process of socio-economic development is becoming more imperative. Unemployment among the young is serious. A global strategy is needed towards preparing youth for a professional life. To do this, the country must work for revalorization of manual labor particularly in rural areas. This can take place through the creation of Chantiers de Jeunes which will take into consideration the maximum of rigor for different aspects concerning finality, course of action, organization and effectiveness.

In 1947, the age of admission to work was a regulated age of 12- to 16- years. The new measure proposes to change the age to 13 years. The last survey revealed that 263.300 at age 14 were actively employed and 200.000 at age 13 were actively employed. The proposal must be accompanied by the effort to school children or some other educational action to occupy children until the age of 13. There are certain obstacles to employing youth such as the continuity of old workers not retiring at the age of 60. Thus, they propose a mandatory retirement at age 60.

In conclusion there are three objectives: 1) Make youth conscious citizens of development concerns and for their national identity and consequently prepare actions to be taken for their adjustment periods; 2) Temporary work for youth to inculcate them into vocational training as exposure to manual work and to develop their spirit of creativity and organization; and 3) Realization of certain jobs as relevant and usable with respect to local or national plans.

**FIELD OF ACTION:** In the urban areas where youth have left school, the training must be centered on apprenticeship of techniques in certain areas where needs are apparent (mechanics, electricity, plumbing, masonry and sewing.) In the rural areas apprenticeships must be geared towards agriculture, labor techniques, breeding, maintenance and planting of fruit trees, etc. There is need for more rural communities to take active participation to develop projects of infrastructure and for mobilization of human resources. If youth are leaving the countryside it means there is no employment offered there. The base of youth workshops is the parish.

The officering of this sector is under the direct authority of the Governor who will design an agent to assure its permanence. Someone appointed from the Ministry of Labor and Vocational Training will administer the program and the Governor will be assisted by a committee of different ministerial departments to coordinate activities.

Candidates are those who are 15 to 30 years old with education between the primary and seventh year secondary level. Their curriculum will include vocational training during the mornings, and work and civic training in the afternoon. The number of students depends on the number of unemployed youth. At present there are 30,000 students under instruction to go out into 39 provinces for two-month periods. Types of training proposed by MOL are: carpentry, plumbing, electrical maintenance, building electricity, and welding.

**REPORT ON VOCATIONAL EDUCATION:**

The subcommittee for this sector has held six meetings where they have presented projects for the five-year plan 1981-1985. One project proposes the creation by the Ministry of National Education and Formation des Cadres, 12 technical teaching colleges for short-term training to remain in the domain of ministries charged with specialized training.

MOROCCO

The utilization of Arabic has become a means of reinforcing social cohesion. Students studying science and technology in French must receive training in Arabic that utilizes scientific and technical vocabulary.

Secondary level technical teaching must be restored, renovated and developed to prepare the student for solid vocational training. Those most gifted will have the opportunity to continue superior studies in technology.

There needs to be an established linkage between teaching, training and employment. Orientation of students toward vocational training should be introduced for future apprenticeship or specialized training mostly for those not able to further their education. There must be research done to establish the means of a necessary relationship (passerelles) between professional training and training of cadres for the progress of education. The Instituts de Technologie Appliquee (ITA) will be established as the passerelle between the system of formation professionnelle and l'Enseignement Technique Superieure (EST).

It would be useful to modulate programs of teaching on the structure of the local economy. Primary and secondary education in the countryside should be taught with a rural basis which will motivate the students to be attached to their land. The system of vocational training must cease to appear as a recovery of the uneducated.

M-22 American Council of Voluntary Agencies for Foreign Service, Inc.  
TAICH COUNTRY REPORT - MOROCCO. March 1981.

This report describes the programs of 16 private, non-profit U.S. organizations which provide the people of Morocco with development assistance and material aid.

M-23 Government of Morocco. The 1981-1985 Plan. BMCE No. 35, June-July 1981.

In the field of primary education, 5,500 new classrooms have been constructed, and the intake for professional training has been increased by 10,200 places.

In the field of social requirements, important programmes have been planned. Thus, in order to meet the needs of increased numbers of children in school and achieve literacy programmes, more than 21,300 primary education classrooms will be built, together with 14,700 secondary education classrooms, 190 dormitories, 7 regional teaching centres, 8 teacher training colleges and 2 others for technical education.

With regard to higher education, the number of students enrolled in national universities will reach more than 160,000. The number of places will therefore be increased through the completion of the second part of work on the Faculties of Science at Oujda, Marrakesh, and Fez, and the Faculty of Dental Medicine at Rabat; the setting up of a Faculty of Science at Casablanca; the construction of 8 dormitories with 1,500 beds each; an institute for study and research in the field of Arab-Berber dialects and culture; and the extension of existing Faculties.

With regard to professional and managerial training, more than 130,000 technicians will be trained. In order to achieve this objective, the number of places will be increased by 43,600.

MOROCCO

M-24 Youssef, Nadia H. Women and Their Professional Future: An Assessment of Training Needs and Training Programs in Morocco. AID, June 1978.

This report highlights two important types of training needs for women in Morocco which have policy implications. The first type identifies needs in areas of social work and paramedical professions, particularly nursing. Both the Ministry of Labor and Social Affairs are very keen on developing training programs in these areas.

The second type of training need is that of specialized training in educational planning, in the different categories of middle-level technical personnel, and in social work and management for the few women who hold supervisory positions in the Ministry of Social Affairs.

M-25 Buret, Sue. Vocational Training in Morocco. AMIDEAST/Rabat, December 1979.

This report discusses the Office de la Formation Professionnelle et de la Promotion du Travail, and other Government agencies such as the Ministry of Social Affairs and Artisans, Ministry of Tourism, and the Ministry of Youth and Sports, and the vocational skills these ministries provide programs for.

M-26 Youssef, Nadia H., Nancy Sadka and Ernest Murphy. An Evaluation of Non-Formal Educational Programs for Women in Morocco. AID.

The recommendations from this evaluation focus on three major areas: 1) the strengthening of the existing curricula of the Foyers Feminins and the Ouvroir Training Centers to make them more responsive both to the remedial educational needs of female adolescents and to the actual economic prospects of the trainees; 2) the expansion of the current vocational training system to extend industrial training to women (as well as to male trainees), and the expansion of commercial training opportunities for women; and 3) the establishment of special training programs for rural women in agriculture-related fields.

M-27 \_\_\_\_\_ . Non-Formal Education For Women in Morocco. A.I.D.  
Undated.

The authors of this document concluded with the view that non-formal education is a means of: providing functional literacy, providing vocational training for jobs for both the modern and traditional employment, and developing the female population.

The objectives of non-formal education should serve two basic purposes: 1) prepare women to be loyal citizens, mothers, and wives capable of uplifting the social and economic conditions of herself and family; and 2) prepare her to be an active participant in the labor market.

The general directions of the program should be self-development and training for work and region flexibility. The authors propose to A.I.D. recommendations with these above objectives in mind.

148

JORDAN

## JORDAN

J-1 Harrell, Paula S. Vocational Education and Training in Jordan. USAID, December 1978.

This article concentrates on the labor deficit present in Jordan characterized by a problem of supply and demand. Due to expansion of industry and services, particularly the chemical fertilizers industry and Magarin Dam, there is need for technicians and skilled workers. This internal demand parallels external demand as the Arab-oil producing countries are now in the midst of development projects requiring highly specialized skills and techniques. Jordanians prove to be the most preferred workers due to cultural and language affinities. With respect to Jordan's labor situation, the effect of its work-flows may be determined in short by the effects of any political settlement between Israel and Arab countries.

The Government of Jordan (GOJ) has taken two main actions to ease the labor deficits: 1) The issuance of work permits to non-Jordanians, and 2) efforts to systemize and rationalize the outflow of Jordanians. Problems arise in issuing work permits as it becomes difficult to enforce regulation, control and provision of services. In summation, it is felt that the Government's actions need to concentrate on vocational training based on regions so that Jordan's needs are met rather than the needs of neighboring countries. With this type of training the approximate 30 to 40% departure rate of Jordanian trainees out of the country might be prevented.

The present potential for trainees entering the work force is large and encouraging. At present (1978) only 10% of the women are in the labor force. This figure plus the absence of youth figure as a majority of the population. As well, Jordan lacks the attitude of most Middle East countries of aversion to manual labor.

With respect to vocational training, the Ministry of Education (MOE) and the Vocational Training Corporation (VTC) assisted by the Ministry of Labor (MOL) are the two bodies responsible. The MOE directs the regular school programs in vocational education and supervises private centers offering industrial and commercial courses. The VTC is more narrow and serves as a connecting link between the Government and industry in non-formal and in-plant training.

Separate vocational training programs are sponsored by UNRWA centers and the Ministry of Defense (MOD). The MOD's training program is of military coloration while the UNRWA training is in line with its refugee program.

A brief history of the MOE shows that in the 1970s there was a need to bolster the vocational curricula due to the high level in unemployment of graduates in humanities and shortage of technical skills. MOE then began efforts to redirect the educational system toward vocational arts in order to increase the number of secondary school enrollees in agriculture, industry, commerce, and nursing. Simultaneously, trade training and craft centers, comprehensive schools and a polytechnic institute were introduced.

The problems arising became: 1) inadequate on-the-job training for industrial students, 2) absence of vocational counseling mechanisms for women, and 3) high rate of turnover of teaching staff. By the mid-seventies, in-plant training schemes had been implemented. Until this time only schemes by the Petroleum Refinery had been introduced limited only to its own employees, and the Vocational Training Society for Workers open to those across the board.

149

## JORDAN

The MOE soon found its programs technically successful but institutionally unsuccessful, thus the explanation for their change over to VTC as responsible for implementing non-formal vocational training.

The new role of the VTC sought to give centralized direction to in-plant training programs and to act as a catalyst in the formation of training sections within industries themselves. Their goals were 1) producing for the need of Jordan's labor market, and 2) improving the productivity of employed workers. Their ability to accomplish these goals stemmed from their ability to respond to the needs of industry, as they gauged the demands by the numbers and occupations needed. The only trades perhaps neglected by VTC were building trades as they were not gauged. The largest problem identified to date was the need for VTC to have separate facilities from MOE, yet the basic coordination of MOE and VTC should prove prosperous for future success.

J-1A \_\_\_\_\_ . Vocational Training Corporation, Five-Year Plan, 1978-1982.

The VTC was established in 1976 to contribute to manpower requirements demanded by the Five-Year Plan (1976-80). The document gives four objectives of vocational training in Jordan: 1) Training of manpower up to level of "skilled labour" through apprenticeship schemes. 2) Upgrading of employed manpower to improve job opportunities, raise productivity and enhance quality. 3) Training and skill upgrading of supervisors in industry. 4) Training of manpower to "limited skill" level through short-term and crash training.

Occupational standards are given as: 1) Developing basis and specifications of skill levels. 2) Specify skill performance standards for every skill level. 3) Design performance tests and certification systems. 4) Develop integrated system for vocational education and training. 5) Coordinate with other training agencies and Arab and International agencies.

The VTC's main plan of action calls for the establishment of five training centers, three in Amman, one in Zarka, and one in Irbed. They will increase new trainees and the total number of skilled laborers by 100%. A high level body will be formed to supervise the policy of vocational education and training in Jordan by 1982.

J-2 United Nations Development Programme. Development And Improvement of Industrial Vocational Training: Project Findings and Recommendations. ILO. Geneva, 1980.

This article serves as an update on Jordan's vocational training needs. After the 1974 increase in oil prices, extensive industrial development called for Jordanian manpower causing Jordan to amplify and improve their education and training.

The Government created the National Vocational Training Scheme with the project aim being to promote in-plant training for apprentices, supervisors and instructors. Project I (1972-8) made use of Modules of Employable Skill (MES) and VTO to raise technical manpower efficiency through non-academic training. Trade training centres (TTC) were established at Marka and Amman. By the end of Project I, there were skill needs calling for an extension of activities to produce more training materials and to prepare for a new center at Aqaba.

Project II (1978-August 1980) initiated ILO as its executing agency. The development objective stated "attaining the highest possible level of employment, development of manpower capabilities and increased productivity."

JORDAN

Objectives included: 1) increase training at centers. 2) VTO should be changed organizationally through MOL rather than through MOE, and 3) VTO should be in charge of in-plant training and training centers such as Marka TTC.

By February 1978, all curricula at all TTCs in Jordan was to be based on modular training. A steering committee formed and delegated six subcommittees to produce MES learning materials. These subcommittees were later found to be lacking control and coordination in a process needing a minimum of two years.

It has been the consensus that the field of vocational training needed is too large a task for one country and that at present conventional lines should be followed whereby the change over to MES will occur gradually. The use of already existing materials is favoured. The following is a list of needs prioritized in the article: 1) the upgrading of competence of instructors, 2) separate facilities for VTO, 3) more training centers, 4) recruitment of suitably qualified candidates, 5) the development of instructors and importance of training existing staff, 6) creation of fellowships, 7) further in-plant training, 8) local advisory committees with representatives from technical training centers to identify the nature of employable skills, 9) larger premises and more training equipment and materials, and 10) one year's supply of machine parts.

J-3 Tutunji, Rima. Report on The Status of Women In Jordan. USAID Mission to Jordan. April 1978.

This article relates the need for in-country vocational training due to the high rate of out-migration and internal movements to urban areas. Goals include universality in education and the eradication of illiteracy.

The presence of a small labour force is explained by the statistics that 30% of the total population is in school and 50% of the total population is less than 15 years old. The large proportion of women working in rural areas are not wage earners but work within the family not counted as part of the labor force. The low participation rate of women stems from the fact that the average age of a woman to be married is 20 years old.

Education is a supply and demand matter. If the supply exists the demand will follow. At present, there are more facilities available to boys than girls. The enrollment of females is highest in the elementary cycle (6-11) and then steadily decreases as higher education follows.

To date, female vocational training is limited to secretarial, nursing and teaching, i.e. the traditional roles. Women are perceived as homemakers with little importance placed on their need to go beyond the preparatory cycle. Most training is not offered to females in certain fields due to the non-coeducational system, thus the need for vocational guidance. Both the MOL and the Department of Women's Affairs are interested in this and are initiating non-formal on-the-job training programs for women already employed.

Vocational training is at three levels: 1) secondary level trade centers, 2) secondary level technical and industrial (craftsman) level and 3) professional and industrial (technical) level (after secondary level cycle). All three levels are taught separately from the formal educational system with the exception of the Comprehensive School system. (These are operational for girls with none yet available for boys. They provide a choice of continuing education at the university in higher vocational centers, or in going to work immediately).

## JORDAN

Of the 16% of female participation present in the labour force only 4.8% are working, thus the employable female population is recognized by the government and economic planners as a tap for manpower needs. Seventy percent of the 4.8% working are in the Amman region working as teachers, secretaries and nurses.

The trends of greater women participating in the labor force can stem from an increase in women's education, a rising cost of living standard, and the means to increase expectations and encourage women to seek work in order to achieve material benefits.

There is a lack of adequately trained people due to the need for more women trainers already experienced in the field before teaching. Needs also include non-formal education used in the home at one's own time and pace, particularly in rural areas where there is a lack of training centers.

With the increase in migration out of the country, there is a high domestic demand for skilled or mid-level labor for women since they are less likely to leave the country.

J-4 Fistere, John. "Jordan--Opportunity State of The Middle East." Jordan. Washington D.C.: Jordan Information Bureau, Fall 1976.

With unsettled conditions in adjacent Lebanon, civilian refugees and international companies flock to Jordan. At the time of the article, there were 25,000 Lebanese refugees in Jordan, mostly in Amman. The attractiveness of doing business in Jordan stems from 1) non-Jordanians who are employees exempt from income and social security taxes, and 2) the ability to import duty-free household goods and other personal effects with one auto for personal use every two years.

Jordan's boom is their human resource. They have a large number of well-educated and skilled workers who are experienced in a profession or trade and speak a second language (preferably English). With the growing opportunities more Jordanians are staying in the homeland due to the availability of good jobs and booming business climate.

In 1980, experts expect a 12% annual growth rate for the economy. Phosphate is Jordan's big money-earner. By 1980, it is projected that the phosphate export earnings will exceed \$325 million annually.

J-5 Funari, John. Book Review for Michael P. Mazur's Economic Growth and Development in Jordan. 1979.

Jordan's plan period of 1975-1982 predicts a price rise to 30% in the value of crop products. The plan is not expected to be able to attain its goals because Jordan is afflicted by a lack of managerial, administrative and technical personnel. This lack prevents the implementation of plans set by the central authorities.

With respect to vocational education, plans are dependent on economic deficiencies. With unrealistic targets to be met, allocations to other activities are equally distorted. There is evident opportunity presented by the expansion of the University of Jordan and Yarmouk University in Irbid to create a networking linkage between institutions of higher education and research as well as on-farm problems.

Despite adjustments to refugee inflows in 1947, 1948, and in 1967, higher educational levels were achieved and profits were received from the emigration of Palestinian workers and their remittances. Yet severe problems in population still exist.

## JORDAN

The import surplus is responsible for a large share of services usually abnormal for a developing country, yet due to tourism, worker's remittances, and military aid, this surplus is evident.

As a confirmation to the projection that the plans for 1975-82 are not attainable, the Jordan Times, August 13-14, 1981, published an article entitled "Red & Black--The New Five-Year Plan." It stated that technicians are worried that Jordan's absorptive capacity and availability of required ingredients may fall short and create "bottlenecks." This would cause further inflation. Yet the article states that despite the possibilities of not reforming efficiency within the years designated, action needs to be taken to reduce sluggishness and "underemployment of all available factors."

Worries include the inadequacy of the domestic labor force in meeting the requirements of expending large sums of money, the way below optimal level of the labour force, and the lack of tapped resources with respect to women, retired government personnel, and students in summer.

J-6 Jawad, Omar. "Will the Bedouin Vanish?" Jordan. Spring 1979.

The Bedouin people present a challenge to Jordan's government--how to turn the desert region into a productive region while continuing a cultural segment vital to the country's society. At present trends of rural migration into towns and cities are causing a cultural extinction only counteracted by the still desert-oriented Bedouin population.

An in-depth survey by the University of Jordan compiled data on ages, health conditions, how livings were earned, the educational status and the aspirations for the future regarding their children, and most important, how this population could fit into the nation's development plans.

Ninety-five percent live in permanent four-walled houses made of strong concrete or sun-dried clay with piped water, but few have electricity. The average life expectancy is lower than in other areas, presently at 50 years. Infant mortality is 15% due to unsanitary water supplies and a diet low in protein and high in carbohydrates.

Males are now employed in sedentary occupations with many joining the army or becoming employees in the central government. With respect to education, the availability of schools is there but the levels at which it is available are not high. Parents don't want their children to receive an education for fear it will be a threat to the survival of the family unit. It is also a threat of furthering emigration patterns to the city or another country. Yet, overall there is an acceptance of education.

The needs identified in this article are as follows: 1) a comprehensive rural development plan for the badia; 2) a revitalization of the livestock industry and complementary industries developed to provide jobs in new rural centers; 3) a development of grain in producing farmlands and mechanized production of sufficient fodder; 4) an organized dairy industry; and 5) a growth in complementary service industries in rural centers to provide new vocational career opportunities for Bedouin youth.

The encouragement of industrial and agricultural economies would call for the establishment of a social services network at centers throughout the badia to provide health and educational facilities for all.

There is a strong need to help them to build a sturdy and permanent economic structure within the environment to achieve a better, more comfortable life and still retain their cultural identity.

JORDAN

J-7 Fistere, John. "The Haya Arts Center--Where Lessons in 'The Art of Living' begin at an early age." Jordan. Spring 1979.

The Haya Arts Center began in Jordan in the Spring of 1979 in Amman. It is a unique club for children, ages 6 to 14 for the price of 3 dinars a year, offering unlimited use to over 2,000 children who have become members.

There are now similar mini-centers in Jordan at Salt, Kerak, Aqaba, Rusiefeh, and at Prince Hassan Camp. 1979 plans call for a center in Madaba, Irbid, Zarka and in Ahsrafia. The goal is "to have a Haya Arts Center for every child in the Kingdom"--not a simple goal considering 50% of the 2.7 million population (1979) are under 15.

The Center sends out a bookmobile with 1500 books and slide collections to reach children in the remote rural areas and Bedouin settlements throughout the Kingdom.

The budget calls for \$600,000. As participation on the grass-roots level increases, municipalities are stimulated to provide land or buildings for branch centers. Institutions and commercial firms are responding with funds, equipment, and supplies, and individual donors are encouraged to give as well.

J-8 Queen Alia Jordan Social Welfare Fund. Project for Fundamental Social Services' Centres in the Nomad (Bedouin) Areas of Jordan. August 1979.

Results of the Project Survey for centres in Bedouin areas showed that there was little vocational training available. Recommendations called for villages arranged according to their priorities of need.

The first was the Tafilah District where people rely upon government jobs, agriculture, and livestock breeding. There is a higher average of education, fertility of land and stability of inhabitation than in the other districts. The second district is the Aqaba District, and the third, the Madaba District, where the area to the south is poor and the standard of education is low especially among women. The region has two societies, the Co-operative Agricultural Society and the Bani Hamida Society for social development. The fourth is the Mafraq District, one of the poorest Bedouin areas and neediest for completing social, sanitary, and educational services.

J-9 White, Alfred D. "Near East: Support for Peace and Progress." Agenda. Agency for International Development. May 1981.

A.I.D. is requesting \$20 million in Economic Support Funds (ESF) for fiscal year 1982. They will also provide \$565,000 in PL 480 Title II (Food Aid) to be distributed through voluntary agencies.

Jordan's economic growth has been 9% annually over the last five years. Their per capita exceeds \$1000 despite the high population growth rate of 3.6%. One-half of their labor force is in Saudi Arabia and the Gulf States, thus they have no unemployment, rather they import unskilled labor.

Water is their top development problem. Fifteen of the \$20 million will go towards building water and sewage systems for the towns of Karak and Madaba. This will be part of a countrywide development plan for urban water and sewage services begun in 1978 to deal with problems derived from rapid urban growth.

The balance of funds is planned for technical assistance activities in agricultural production and in community-based social development.

JORDAN

M-10 Ayish, Mohammad. "Schooling On A Shoestring." Jordan Times. May 28-9, 1981.

Theodor-Schneller School offers educational and vocational services to young low-income Jordanians. The school is run by Mr. Wolfgang Hinker, reverend director. The major source of funding comes from donations in West Germany and from the production of vocational workshops at school. They pay for the boarding of students, food, etc. The school offers education to poor Jordanian students up to the third preparatory stage. German is taught as a second language from grade five onward. Christian religious knowledge lessons are paralleled with Koran lessons for Muslim children.

Besides being academically oriented, the school does well in its vocational training workshops. They have 70 apprentices chosen from those who finish the third preparatory stage. Some who have not attended the school can take vocational training which lasts for three years. Students are chosen on the basis of their financial need and location of home. The vocational workshops threatened with closedown are in electrical work, smithery, carpentry and mechanics. Electronics has no place at the workshop.

Due to the small numbers of apprentices in each workshop the quality of training students is higher than that received at crowded government-sponsored vocational schools.

M-11 Ahmad, Jawad. "Social Vs. Economic Projects." Jordan Times. June 4-5, 1981.

The major complaint by social planners has been that the social work in Jordan is not sufficient. There are 260 voluntary associations organized under one union dealing with every activity that might be called social work. Many lack enthusiasm or adequate organization and above all, lack the ability to convince others of their work. As a result, response has been too weak to acquire the necessary funds and attention.

M-12 Matar, Dira. "CRS: Mobilising Resources for Relief." Jordan Times. August 5, 1981.

Dr. Muriel Pfeifer is the Catholic Relief Services director in Jordan. The service's projects include nutritional, community development and irrigation programs. Most have been accomplished with the help of the citizens and municipalities in rural areas.

In Karak, social centers were opened and women there have been receiving training in sewing and typing. CRS has helped the UNRWA in improving their living conditions. In the Dhiban area, about 30 women attended CRS sewing classes and some became very competent dressmakers. The service is an international private voluntary organization, serving 14 million needy children, women and men in 70 countries around the world.

JORDAN

J-13 Matar, Dina. "A College To Meet Needs of Tourism." Jordan Times. August 8, 1981.

A new Hotel Training College in Amman opened this year to fill the gap created by the shortage of trained hotel staff. Forty-six percent of all hotel workers in Jordan are Jordanian. Surveys by ILO experts in hotel training show a shortage of skilled manpower. College's director, Mr. Nazih Dabbas says that they are still not satisfied with the participation of girls in the field. The Jordanian girl is restricted by social traditions and customs.

There has been for some time, a lack of hotel space and shortage of qualified personnel. Over 500 graduates have completed the basic course and are now working in the field. Ninety percent have found work in Jordan and the other 10% have gone abroad for further training.

This training runs side by side with the formal academic courses required by the Ministry of Education. They now have a plan to start a tourist guide course at the college and in the future, they hope to set up a housewife gourmet course. The college is the result of five international and Jordanian bodies, the MOE, Ministry of Tourism and Antiquities, the World Bank, the UNDP, and the ILO.

J-14 Bahous, Sima. "Sheer Enjoyment at Orphans' Summer Camp." Jordan Times. August 17, 1981.

The campsite is at Na'our on the premises supplied by UNRWA's Amman Training Center. Campers are all Palestinians. There are two camps, one for boys with 180 campers and one for girls with 67 campers. Both camps are run on a voluntary basis. Its purpose is for providing recreational and educational summer camps for underprivileged girls and orphans in the refugee camps. Mrs. Violet Shehadeh is the camp leader and headmistress of the North Hashemi Elementary School. She is responsible for the 67 campers, 18 counsellors and 5 teachers. They are all volunteers from U.N. Relief and Works Agency for Palestine Refugees and public schools.

The activities stay away from a school-like atmosphere as much as possible. Activities range from fire-building to arts and crafts to home economics classes and public health lessons. Problems cited include keeping trained girl counsellors on the staff. Most of the girls get married, thus leaving the boys who, growing up with the camp, are then able to give better service to the campers.

J-15 Jaber, T.A. "Our Changing Society." Jordan Times. August 31, 1981.

The following is a list of changes taking place in Jordan: decline of illiteracy, 20% for males and 49% for females; urban norms and attitudes; improvement in status of workers--financially and socially; public awareness and knowledge of local and external events through mass communication and information; Increase in participation of women in economic and social life, desire for self-help activities and social services; better standard of living; and democratization of political decisions.

JORDAN

J-16 Queen Alia Fund. An Evaluative Study of Voluntary Social Work in East Bank of Jordan, Queen Alia Jordan Social Welfare Fund. September 1981.

Based on the philosophy of H.M. King Hussein that progress is not measured by the number of buildings that go up or the amount of equipment bought, the Queen Alia Social Welfare Fund is focused on human development. People's involvement and "the ability to mobilize the people for productive, organized, disciplined work" is the idea upon which this fund operates.

Human resource development organizations already existing lack the financial and administrative support, as well as coordination between programs of private voluntary organizations and those of the government sector. The Fund give its priority to people and then identifies the areas of need and defines the priorities in these areas. The Fund will act as a "catalyst" in social work among PVOs and government agencies and international organizations, to improve the quality and quantity of basic social services in Jordan.

The Fund's working plan for 1980 indicated the need for centers of basic social services for nomadic settlements in Jordan. Malnutrition, childhood diseases and a lack of knowledge on the part of pregnant mothers plagues the area. Four objectives have been listed: 1) the development of social education programs, 2) nourishing and feeding programs, 3) health, family education and programs for children and motherhood, and 4) programs for health and medical services. Jordan Save The Children will cooperate with the Queen Alia Fund in implementing this program.

Next on the list of priorities was the Community Development Centre to improve the standard of living in villages. Development will be based on community needs (local) and group coordination based on needs. Objectives for this project are 1) development and social education programs, 2) health and family education on child care and prenatal care programs, 3) agricultural training programs, 4) cultural and education programs for women, youth and children, and 5) vocational and professional programs.

Emigration to the cities has created bottlenecks in the socio-economic conditions of people in both rural and urban areas. This emigration has affected agricultural production, one of the major economic activities in the country.

In addition, there is a feasibility study on the development of traditional crafts. These small-scale industries have been providing added income to many families. Some are home-based and others are in small workshops privately run or by voluntary organizations. These craft industries have been declining due to the changing needs in the economy and the requirement of skills in modern industry, trade and services. The Ministry of Culture and Youth and the Ministry of Labor/Social Affairs are supporting this revival, yet their actions need to be coordinated, reorganized and strengthened.

J-17 Greig, F.W. "Managers Must Learn Value of Integrated Training Programmes." Middle East Education. September 1981.

Training is still a low-status activity which doesn't command enough attention from top management. There are too many trainers not in the occupation by choice but as refugees from other occupations. The subject of training is confused with education and is seen as separate from the process of management.

## JORDAN

Training is an essential part of Third World development. The use of expatriates is no solution for long-term results. For short and medium term planning, simpler manpower data is needed.

State-operated vocational training centers play an important role, as they serve to create skilled manpower--"know-how"--how to analyze skilled operative work, design better training, give systematic instruction and motivate the operative to perform consistently.

There is need for training of trainers, most likely to be accomplished through the creation of a cadre of training advisers. The Jordan Bank of Development sponsors management training. Training development priorities should be determined on the basis of defined industry needs rather than on political prescription, and should be adapted to local social and cultural requirements.

J-18 \_\_\_\_\_ . "Jordan: Resettling the Nomadic Bedouin." Middle East Education. September 1981.

The number of Bedouin in Jordan has been estimated at 6% of the West Bank and 4% on the West Bank, yet a survey in 1978 found about 100,000 Bedouins, approximately 3% of the population.

Two Hundred and Twenty-one families, approximately 1359 individuals, have been moved into ten settlements to date. Some are near established schools enabling children to attend as regular pupils. Others are not close enough to a school, thus a one-room school has been opened for boys. At present, 12 children are divided into six elementary grades.

Fifty-eight point three percent of the children of settled Bedouins are uneducated and 82.6% of the children of fully nomadic tribes are uneducated as well. The best-educated are land-workers raising crops rather than livestock.

The University of Jordan recommends: 1) the creation of regional centers within the badia and 2) providing job opportunities in industry and agriculture. The constant supply of water only stimulates the need for health and education centers as well.

J-19 Mushahware, Josephine. "QAJWF Finalises Five-Year Plan." Jordan. September 1, 1981.

The Queen Alia Jordan Welfare Fund has finalised its 1981-85 Plan. The Fund is an independent, non-governmental institution. All funds are raised from donations and private institutions. Other objectives are to support voluntary work to raise the standard of social services in Jordan and the occupied West Bank.

The Fund hopes to establish a library with emphasis on the areas of women and children in Jordan. They have recently signed a contract with Battelle, an American organization for human research to conduct studies on major issues of development in Jordan, such as social defense, women, children, demography, and poverty and its implications for Jordan.

## JORDAN

J-20 Kawar, Samira. "A New Approach to Rural Development." Jordan Times.  
September 7, 1981.

The Society for Rural Development is a Jordanian PVO, established in 1972 and run by a board comprising nine Jordanian women. They are advised on financial and administrative matters by a consultative committee.

The Society is the first Amman-based welfare society to deal with rural development and the first society to approach community development by concentrating on raising the economy, family, and social status of rural women. It provides rural women with the opportunity for gainful employment to boost economic standards.

A sewing centre has been established as well as educational meetings to discuss problems. From 1973 to 1974, the Society established centers for eradicating illiteracy. A model village was created in Al Mastabeh' in order to integrate services and projects in one village at a time. There, they have a kindergarten and child nutrition center free of charge and on a first-come, first-serve basis. Mrs. Halimeh Khalifeh is in charge.

J-21 Kawar, Samira. "Weaving a Way to a Better Life." Jordan Times.  
September 8, 1981.

A carpet-weaving factory established in 1977 is an achievement of the Jordanian Society for Rural Development. The girls attending the factory have at least achieved their primary education and some have completed preparatory school. Due to social customs preventing girls from working outside the village, many would be jobless without the factory.

Work in the factory has given the girls an independence and sense of self-esteem. Rather than a weekly salary, they are paid per two square metres of carpet, thus giving an added incentive.

Mr. Sa'id Behjat Saleibi supervises and trains those for work. He is employed by the Ministry of Social Development on loan to the Society for Rural Development. The problems that are present are objections by the parents of the girls, as well as a lack of vacancies so as to increase the work force. The factory is hoping to import small handlooms to provide married women the opportunity to work at home.

Caritas Welfare Society is aiding the Society for Rural Development. Of the whole, a new form of rural social work is being aided, with the hope of convincing the Ministry of Social Development to help establish similar projects in other Jordanian villages.

J-22 Matar, Dina. "CDP Finds Success With Local Help." Jordan Times.  
September 15, 1981.

The Community Development Programme (CDP) created in 1969, is a joint effort involving local groups and communities--the Ministry of Municipal and Rural Affairs, the Ministry of Social Development, and the international organization CARE. Most of the work is concentrated in the southern and eastern parts of the country where basic services are scarce. Their success is dependent on the participation of the local communities.

CARE is the largest supporter, concentrating its activities in less-privileged areas, those in arid regions of the south and east. It offers its assistance by local manpower and financing aid.

JORDAN

CARE is the largest supporter, concentrating its activities in less-privileged areas, those in arid regions of the south and east. It offers its assistance by local manpower and financing aid.

There has been an increase in rural road construction, rural electrification, and rural public transport systems. In the past six years, 372 improved elementary and preparatory school units were built in rural communities. Progress in the future is expected to accelerate.

J-23 International Development Cooperation Agency. Project Paper  
Jordan: 278 0238 Grant. Agency for International Development. August 25, 1979.

Public and private sectors led by the public, have begun to pay attention to the need for vocational training as an answer to the economy's need for more and better skilled workers. Shortages are at the skilled manual and technician levels. The majority of the unemployed are products of the general academic curriculum at the secondary or university level. The Vocational Training Corporation (the focus for this project) aims to develop in-plant apprenticeships and upgrade programs in response to requests from the private sector.

The objectives of the project are: 1) Increase the capacity for training to skilled or semi-skilled workers; 2) increase employment opportunities for women; 3) create a sister school relationship between the VTC and an American Institute for flow of new techniques and ideas; and 4) initiate basic training which would only be preliminary to extensive on-the-job training in industrial facilities (automotive, plant maintenance, wood-working, electricity, climate control).

A new site has been selected in Yajoz between Amman and Zarga where most of the population and industry is located. VTC by the order of the MOE and the National Board of Education must devote 15% of trainee time to general education with 85% to practical skills and related technical areas. There is a fear that trainees will migrate after their training which would transfer the benefits of their training to other areas. It is estimated that 30 to 40% of graduates will migrate within the first five years after their training, but training is still needed and considered necessary despite the threats of migration.

Economic benefits include: 1) a 25 year working life for graduates, 2) a percentage of 25 graduates who will work out-of-country for ten years before returning, and 3) a return on VTC training of two times the difference between the average wages for a skilled worker and an unskilled worker.

The demand for VTC grads is only from a portion of the labor market. The focus is at the skilled manual level (tailor, dressmaker, mechanics, auto) which is about 26% of the labor force of which 95% are literate. Of the 30,000 available positions at this level in 1979, a third were self-employed. In 1975, 60% of the female employment was in teaching and dressmaking.

J-24 Kawar, Samira. "ALO Chief Reviews Labour Situation." Jordan Times. Oct. 21, 1981.

The Arab Labour Organization (ALO) has been established in Amman to deal with labour affairs in the construction and industrial public works sector. They have been given the task of gathering information and

JORDAN

carrying out surveys on labor affairs in its sector. Studies are being conducted as well, on the means of implementing a technical cooperation agreement between Jordan and the ALO to deal with vocational training, social security for workers and labor education.

Two labour education institutes in Baghdad and Algiers have been set-up, organizing education courses for labourers and an administrative framework in ministries and institutions. This is for the purpose of increasing intellectual and social awareness of Arab labourers.

ALO in conjunction with the Libyan government is establishing a pan-Arab polytechnic for vocational training in Tripoli. The school will enroll 1000 students and will offer all kinds of professional training in vocational and traditional pursuits. The Libyan Government will provide building costs with equipment to be funded by the ALO and the Arab League.

J-24a Khouri, Rami G. "World Bank President Praises Jordan's Growth." Jordan Times. Oct. 22-23, 1981.

Jordan's GNP has grown at an average of 10% a year for the past five years. Their aid from the World Bank has been in agriculture, fertiliser and potash production, urban development, energy and industry. The World Bank will continue to stress agriculture and rural development.

A new focus for the World Bank will be to promote the activity of private sector institutions in developing states. The private sector is the largest untapped resource in the developing world. Yet, Jordan is a country where cooperation between the private and public sector provides a healthy investment climate.

J-25 Kavar, Samira. "Mufti Reviews Ministry's Current Work, New Ideas." Jordan Times. Oct. 15-16, 1981.

The Ministry of Social Development is concentrating on integrating women into the labour force while trying to preserve strong family ties.

The Minister, In'am Al Mufti in a recent trip to Britain went to pick up ideas that could be transferred to Jordan to offer services to the blind and paralyzed. She stressed the need for integrating Jordanian women into the labour force to alleviate the shortage of manpower in Jordan caused by emigration of skilled male workers.

The 1981-86 Development Plan aims at increasing the proportion of women in the labour force to 30%. The percentage currently is at 17%. The education and professional training for women is the key to women's ability to contribute to development.

There is a need for counseling services at secondary schools, to channel women into fields where they are most needed. The Ministry is concentrating on education and professional training for the young while also running literacy programs for the older generation of women.

JORDAN

J-26 Ayish, Mohammad. "Help for Dying Crafts." Jordan Times.  
October 20, 1981.

The disappearance of traditional crafts in Jordan has initiated a study of setting up a crafts company to supply the Jordanian tourist market with authentic Jordanian souvenirs and crafts.

The company will be a combination of the private and public sectors in cooperation with the ministries of tourism and labour. Efforts need to be made to establish training institutes on crafts in order to supply Jordan and neighboring Arab States with knowhow on crafts.

J-27 Zu'Nut-Black, Suzanne. "Saltis Approve Development Corporation." Jordan Times. Nov. 3, 1981.

A new non-profit organization, the Salt Development Corporation has been organized to assist the Salt Municipality in carrying out social and economic development projects in the city.

J-28 Kawar, Samira. "Economic Affairs Association Set-up To Deepen Jordan's Economic Creditibility." Jordan Times. Oct. 24, 1981.

The Jordan Association for International Economic Affairs was founded by 25 prominent Jordanian businessmen and industrialists, with the idea of deepening Jordan's economic achievements, development, plans and scope, that offers for trade exchange and joint ventures through industrialization.

The Association will also be active in promoting the exchange of technical knowhow and expertise in vocational training. It will initiate and organize studies and surveys on the promotion of productive enterprises and help raise investment funds.

J-29 Matar, Dina. "The Best For a New Generation." Jordan Times.  
Nov. 4, 1981.

With the sanction of the concept of community colleges last year, eight private schools have opened making a total of 28 public and private Jordanian community colleges. Students are becoming more profession-oriented because industrial college grads seem to get immediate and better employment.

The pay colleges are teaching vocations as well as offering the career programs. Curriculum produces teachers, skilled technicians, health service assistants and paramedics. The major aim is "to offer a general education to all," and the learning of skills and continuing education.

Guidance services provide information about employment opportunities and the needs of the country. A study in 1980 found that males were studying vocational subjects while females were studying language-related subjects. The change in interest from academic education to vocational training has created a new situation--Jordan is now short of male teachers.

JORDAN

J-29a Matar, Dina. "The Creditability of Community Colleges." Jordan Times. Nov. 5-6, 1981.

The Ministry of Education is tightening their grip on administrators and staff of Community Colleges in Jordan due to low exam scores.

J-29b Matar, Dina. "Major Headache At Community Colleges". Jordan Times. Nov. 7, 1981.

Graduates of community colleges with teaching diplomas have been jobless for the past two years. The problem is expected to worsen in 1982 with 3000 female teachers expected to graduate.

The MOE is enlightening applicants about the hazards of joining teachers training programs--but they prefer vocational skills. Thus, community colleges are encouraging profession-oriented programs for male and females in secretarial science, design, business, accountancy, management and other programs for girls, and engineering, paramedical science and business for boys.

J-30 Department of Statistics. Basic Demographic And Socio-Economic Characteristics of Women in Jordan. Sept. 1981.

This report includes four papers, highlighting basic characteristics of population with emphasis on females. The first paper deals with population structure, growth and geographical distribution. The second paper highlights basic socio-cultural characteristics of females - education, fertility, marriage and divorce. The third paper points out economic characteristics of women in Jordan, and the fourth paper regards the need for a comprehensive Data Bank.

J-31 Department of Statistics. The Cost of Living Index. The Hashemite Kingdom of Jordan. Feb. 1981.

This document has not been abstracted.

J-32 Department of Statistics. Statistical Yearbook 1980. The Hashemite Kingdom of Jordan. No. 31

This document has not been abstracted.

J-33 Department of Statistics. Employment Survey. The Hashemite Kingdom of Jordan. June 1979

This document has not been abstracted.

12/26

JORDAN

J-34 American Embassy, Damascus. Annual Situation Report. Foreign Agricultural Service vs. Department of Agriculture.

This document was not abstracted.

J-35 Cusack, Mary Ann. Vocational Training in Jordan. U.S. Agency for International Development. March 3, 1979.

There is a great inequity between Jordan's labor shortage in technical and skilled occupations and the expansion in education. With a high enrollment and an uncontrolled growth of academic secondary education, there is a new emphasis on vocational education to offset this imbalance. Yet, there is still a shortage in industry and agriculture, thus in 1976, VTC was formed to complement the work of the Ministry of Education in vocational training and on-the-job in-plant training.

This training by the VTC would include apprenticeship programs with industry, the upgrading of new and already employed laborers, and contracts with public and private sector organizations.

The National Planning Council sees the most serious shortage in the construction industry where there is a need for semi-skilled and skilled workers. They call for a need in new training centers and equipment, and the participation of women. The Ministry of Public Works cooperates with the VTC and has its own training in auto-mechanics. The Petroleum Refinery cooperates with VTC in developing competency-based "modular" or skill-specific programs in safety, mechanical and electrical repair, and supervisory training and management.

The Suela Industrial Training School for boys has three levels of courses, a three-year secondary school course, a two-year vocational training center program and a two-year apprenticeship program of on-the-job training.

The Ministry of Telecommunications sees a need to enforce a competency-based training system giving certification to a person who had reached a certain level of skill.

The goals and objectives of the program solution to be selected include two phases. Phase I is a two- to four-year capital and technical assistance project to reduce the gap between demand and supply for qualified workers at the entry level and the semi-skilled and skilled level for selected job functions in business and industry. Phase II is a five- to ten-year project to increase wages of workers and his/her share in the benefits of production. Aims to increase performance and productivity per worker and return on investment will also be prioritized.

J-36 Near East Council of Churches. Facts On Activities of the Committee For Refugees. Amman. 1979

The N.E.C.C. for refugees began in Jordan in 1956 to help displace refugees and poor citizens irrespective of their religion, creed, or color. They are funded by contributions and donations from the World Council of Churches, membership subscriptions, and donations and grants.

## JORDAN

The Council's activities include a vocational training center at Zerka, established in 1979. This center trains young men who have completed Prep. III classes on repair and maintenance of Radio and T.V. sets. Skills taught are general electricity, extensions and motor winding.

Loans for education in agriculture arts, commerce, engineering, vocation rehabilitation and building are given. Other activities are in social work, family service centers, and eight centers for girls in sewing, embroidering and home economics.

J-37 O'Neil, Sara. "Jordan's New Plan: Emphasis on Social Needs". The Middle East. April 1981.

The plan is for a shift to emphasize meeting social needs. The highlight is on specialized manpower with concentration on vocational training. A special emphasis is on the role of women which at present is only 14% of the work force. Developments are to be geared to regional rather than local needs in order to meet wider needs at the vocational training schools and to establish centers for research into regional manpower demand and availability. Industrial development will also be focused upon to provide an integrated communal life with health centers and schools outside big cities in order to create societies, and not just projects.

J-38 Jordan Cooperative Organization. The Cooperative Movement in Jordan: A Brief History and Review of Main Activities in 1980. Amman, June 1981.

The Co-operative Movement is semi-private and semi-government funded. Its functions are: 1) the promotion, registration, and supervision, inspection, audit and liquidation of cooperative societies; 2) cooperative, commercial and development banking; 3) trading in agricultural supplies; 4) wholesale and export of fruit and vegetables; 5) parallel market (retail trading in basic consumer goods); and 6) training of co-operative members, committees and staff.

Training and education take place through the training institute in Amman, field courses, meetings and seminars. There is a two-week course for co-operative managers, a two-week introductory course for new employees, a two-day course for storekeepers in agricultural cooperation, a three-day course for auditors, and a three-week course for trainees from six Arab countries organized with the Near East and North Africa Regional Agricultural Credit Association (NENARCA).

Progress in education and training is less than planned. There are 100 co-operatives reaching some level of activity out of the total number of 614 registered societies. A total membership is 47,574 including members of agriculture, housing, marketing, olive press, transport, water supply, bakeries, building, consumer, rural electricity, handicraft, and education.

J-39 Queen Alia Jordan Social Welfare Fund. Annual Report for the Period 15 February 1978 - 31 December 1978.

This document has not been abstracted.

JORDAN

J-40 Queen Alia Jordan Social Welfare Fund. Annual Report 1979.

This document has not been abstracted.

J-41 Queen Alia Fund. Third Annual Report 1980 Queen Alia Jordan Social Welfare Fund. 1980.

This document relates the Fund's accomplishments during 1980 such as the socio-economic study for the development of additional centers, an evaluation of the registration for the handicapped, and the study of economic and non-economic activities of Jordanian women in Amman.

The document also describes the Fund's aspirations through its Five-Year Plan for 1981-5, including education, rehabilitation, and social services to the handicapped, care for juvenile delinquency, basic services in local communities, and studies on social problems and training personnel.

J-41A Queen Alia Fund. Annual Report 1980. (Translated from Arabic).

This report illuminates the course of the QAF in the field of voluntary social work during 1980. It included continued support and development of voluntary social work in Jordan, which was accomplished by the implementation of social projects and financing of social institutions.

The report clarifies informational and financial activities of 1980, including QAF's Five Year Plan 1981-85 which embodies and reflects the aims of QAF in the development of Jordanian society.

J-42 Queen Alia Jordan Social Welfare Fund. Project Proposals.

The purpose of this booklet presents briefly the projects that the Queen Alia Fund plans to undertake to meet some of the urgent social needs in Jordan. The five projects are: 1. Centers for mentally retarded children; 2. centers of basic social services for Nomadic Settlements in Jordan; 3. national network of community development centers; 4. rehabilitation centers for juvenile delinquency; and 5. development of traditional crafts (Feasibility Study).

J-43 Queen Alia Jordan Social Welfare Fund. National Survey of the Handicapped in Jordan. September 1979.

This publication outlines the first systematic survey of the handicapped in Jordan, with the goal to obtain basic facts about a number of socio-economic characteristics of the handicapped and availability of services to them.

It was found that the largest two groups of the handicapped were the paralyzed and the mentally retarded. Most of the handicapped are concentrated in Amman, followed by the Irbid Governorate. The level of services available is low, as about half do not receive services at all, and those that do are between the ages of 5 and 20.

## JORDAN

J-44 AMIDEAST. Amman Polytechnic Institute. Institutional Profile.

Amman Polytechnic Institute was founded in the capital city of Amman to help fill the manpower needs of Jordan's Five-Year Development Plan. Its 17 one-story buildings are situated in the industrial area of Marka on Amman's outskirts. Its plans call for affiliations with Jordan's universities and independent research programs. A Laboratory Apparatus Workshop will be constructed at the Polytechnic Institute to supply laboratory apparatus for Jordan's high schools and to train laboratory technicians in the practical construction of lab instruments.

The Institute's post-secondary two-year program is approved by the Ministry of Education. Polytechnic Institute is structured as co-educational, but only male students have enrolled to date. The language of instruction is officially Arabic, however, many instructors are British, most of the textbooks are in English and the English language is in general use for teaching.

## J-45 \_\_\_\_\_ "Selection from Polytechnic Proposal to World Bank to Fund Teacher Training Center".

In 1981, six industrial schools exist, of which 20 are technical centers with 5,400 students and 33 technical teachers. The school lasts three scholastic years for students having passed their third preparatory year with high marks. Students graduate with a General Secondary Industrial Certificate. Students having third year preparatory, but with low marks, can enter the Trade Technical Center (TTC) and graduate as craftsmen.

The Fifth Year Plan 1981-85 aims to increase the ratio of technical students to 22% for boys and 18% for girls. By 1985, the percentage should be 30% for boys and 25% for girls and by 1980, 35% for boys and 30% for girls.

J-46 Catholic Relief Services. Touch A Hungry World: Annual Public Summary of Activities. Jordan/East Bank Program. 1980.

The Organization's main purpose is to mobilize resources financial, material and managerial, and to make these readily available to local social welfare agencies throughout the world for programs designed to aid the people of the developing countries of the world community.

Programs include: 1. Emergencies/disasters; 2. refugee services; 3. human development; and 4. social welfare.

## J-47 \_\_\_\_\_ The General Union of Charitable Societies in Jordan. 1981.

The General Union of Voluntary Societies was established in 1958 to lay down general policy directing activities of distinct unions and of affiliated charitable societies.

The following are some of the most significant areas of activities the Charitable Societies are engaged in: Child, mother and family care, nurseries and kindergartens, handicapped, vocational training and rehabilitation, orphans' welfare, care of the aged and disabled, development of local communities, public health care, educational services and materialistic and concrete assistance.

JORDAN

J-48 United Nations Relief and Works Agency for Palestinian Refugees.  
Wadi Seer Training Center.

Established in 1960, the center gives practical and theoretical instruction in the electrical, building, metal and mechanical trades and the professions of construction, architecture, engineering, business and office practice. Related subjects in Mathematics, English and Technical Drawing are also included.

For admissions to trades, successful completion of the preparatory cycle is required while for the semi-professional level, completion of the secondary cycle is necessary.

J-49 AMIDEAST. General Information on Education in Jordan.

This material was not abstracted.

J-50 Hammad, Hassan J. The Problems and Prospects of Women in Rural Development in Jordan. Agricultural Extension and Rural Development Centre, Reading University. 1979-80.

This study focusses on the following areas: 1) position of women in rural development; 2) socio-economic status of rural women; 3) roles and responsibilities of rural women as homemakers and producers in the fields; 4) needs in education, training, and increasing family income; and 5) plan for meeting needs.

At present, 89% of the rural women in Jordan are illiterate, and all trained personnel particularly for jobs as extension workers are men. With the increased participation of women in the labor market, it is hoped that the shortage of manpower will be helped and a decrease in birth rate (the highest in the world at 4.8%) will occur. The Government of Jordan is supporting increased participation of women in the labour force.

There is a division of classes among the woman. The upper educated are more European, while the lower classes insist women remain at home. Educated women serve as teachers, nurses, and secretaries with their income helping the family budget. Income generating ideas recommended for women were selling ewe's milk, cheese and sheep's wool, poultry, eggs, and owning one's own business which is at present known only in urban areas.

Findings by the study are: 1) a demand for literacy and dressmaking classes; 2) a need to encourage girls to attend school related to their conditions such as in cooking, nutrition, dressmaking, health, childcare, small animals and crops; 3) a need for vocational education at the secondary level; 4) incentives such as pocket money and lodging; 5) training of women wherein men understand what the training is for, and the training is suitable to the conditions of the family, i.e. not taking the women away from household; 6) types of training such as poultry cooperatives, farming, tree pruning, and rabbit breeding; and 7) a place of training at the Agricultural College in the Jordanian University.

JORDAN

J-51 Vocational Training Corporation. Conclusions of Manpower Study in Industrial Establishments in Jordan. April 1979.

This document identifies the priorities and size of training needs in Jordan for the years 1979-1981.

J-52 Denver Research Institute. Proposal For A Project to Conduct Analyses of the Feasibility of Providing Technical Assistance to Women's Industries in Egypt, Jordan and Tunisia. Agency for International Development. August 1976.

Denver Research Institute (DRI) proposes a research project to identify those women's industries which would benefit from determined types of technical assistance in three Near East Countries--Tunisia, Jordan, and Egypt. This Phase I would consist of a techno-socio-economic feasibility study to: 1. Identify those small-scale industries that are controlled and operated by women and/or composed of women; 2. determine women's industries which are in greatest need and can benefit most from technical assistance; and 3. determine type of assistance most appropriate for industries and form in which it can best be provided.

J-53 Najjar, Aida. The Role of Mass Media in Attracting Women for Unemployment. 1976-1977.

Observations point to the importance of mass communications as a basic factor in national planning and expedition of the process of development.

UNESCO has urged the developing countries to increase their use of mass communication media. Each country is being urged to make available for every 1,000 citizens, 100 copies of a daily newspaper, 50 radios, 20 television sets and 20 seats in cinemas. But due to economic, political and social underdevelopment, these targets have not been accomplished.

J-54 Harrell, Paula S. USAID/Jordan's Participant Training Project: Review and Recommendations. USAID Contract No. AID-278-320, Project No. 278-0214. June 1978.

The purpose of this project is to provide training opportunities for GOJ personnel in areas essential to the continued success of Jordan's programs of economic and social development. The design is intended to be flexible in offering various types of training, and well-defined in stipulating certain criteria for the selection and follow-up of candidates.

Three major categories where AID-sponsored training will assist the GOJ in achieving its development goals are: 1. Manpower development; 2. project planning, analysis, and management; and 3. project maintenance.

JORDAN

J-55 American Council of Voluntary Agencies for Foreign Service, Inc.  
TAICH COUNTRY REPORT - Jordan. April 1980.

This report describes the programs of 19 private, non-profit U.S. organizations which provide the people of Jordan with development assistance and material aid.

J-56 General Union of Voluntary Services. "Voluntary Social Work Summarized 1981". General Union of Voluntary Services. Undated.

This is a summary of GUVS' administrative and executive structure with a list of goals and services. GUVS was found in 1958.

The goals of GUVS are: 1. general policy making for social work of member organizations in cooperation with the Ministry of Social Affairs; 2. planning of charitable services; 3. planning of clear financing policy for organizations; 4. liason between charitable groups; 5. carrying out of conferences and studies with the cooperation of MASA; 6. cooperative projects between organizations, management and realization thereof; and 7. financial aid given to extent possible.

The document includes definitions of the Executive Council, the Office of Executive Council, and the General Board of the Union. Also included is a list of charitable subunits in Jordan, tasks of the main Executive Council and the most important projects of the General Union. These projects include the Jordanian Charitable Lottery, the Center for Social Study and Research, the Children's Store, and the fields of charitable activity (day care activities, family care, care for handicapped, vocational education and technical education, orphanages, care for the aged, social development, health care, and education and financial aid).

J-57 Industrial Development Bank. Handicrafts Division. Undated.

Encouragement of small-scale hand industries by offering them financial and technical aid is one of the basic goals of the IDB. The minimum loan is 1000 J.D. We have set up this division to deal with the needs of such small-scale industries. Such industries include the consisting of 5 workers or less using hand-labor and machinery in such skill areas as carpentry, metal working, auto-mechanics, brick and tile production, stone carvers, shoe-makers, and traditional touristic handicrafts. No loan can exceed 4000 J.D. at interest rate of 8% per year for a maximum of 5 years. The loan can be used to purchase machinery, installation, and raw materials, the latter to not exceed 1000 J.D.

The following is a summary of necessary information needed from loan applicant:

1. copy of skill certificate,
2. copy of business registration,
3. inventory of machinery present,
4. inventory of desired acquisitions,
5. real estate deed as guarantee of loan and title search,

JORDAN

6. name of (guarantor) responsible and business address,
7. income statement,
8. rental contracts,
9. positive I.D., and
10. presentation of original documents with above copies.

J-58 Queen Alia Fund. Suggested Activities of Social Development Centers in Jordan. 1981.

This paper is a result of a sociological and economic study conducted by the QAF to determine locations for five new Social Development Centers. The centers will be opened by 1983 in Amman, Zerka, Mazan, Jerash, and Kerak. The program was prepared with cooperation of the Ministry of Social Development, Ministry of Health, UNRWA, the Institution for Care of Youth, the Ministry of Education and CARE.

The goals of the centers are: 1. mobilization of the populace for local development; 2. filling of basic social, health, cultural and spiritual needs for local people; 3. integration of projects according to national and local priorities; 4. providing skills to locals for jobs; 5. support of individual efforts to fill basic social needs; 6. concern and care for children; 7. inclusion of women in the development process so they can participate on an equal footing with men; 8. stressing the necessity of goodness and nationalism and; 9. emphasis of spirit of cooperation of locals with government in development.

The methods for accomplishing these goals will be training, education, home visits, lectures, conferences, mass media campaigns, and application of new methods in cooperation with other local agencies.

Women's hand skills include embroidery, quilting, weaving, decoration, artificial flower production, wood carving, basket making, candle making and printing on cloth.

J-59 Queen Alia Fund. Study of Socio-Economic Conditions of Country Women in Kerak. 1981.

The purpose of this study was to determine ways and means to increase employability of women living in Jordanian rural areas. In 1979, 20% of the Jordanian work force was female; of those, 70% were employed in non-agricultural fields in Amman. Only 4% of them were working in Kerak. Furthermore, even though 30% of Kerak women work in agriculture, only 25% of that group receive wages. As the GOJ wants to encourage women to enter the work force and due to a lack of hard facts on the subject this study attempts to identify problems and solutions of women's development in rural areas of Jordan.

The study is a result of a combined effort of QAF and the West German Ministry of Economic Aid. The studies participate in developmental activities. The major goal of the study is to obtain practical facts about the country women in Kerak to aid in woman-power policy formation which would increase all country women's participation in different economic activities to support the general development of Jordan.

## JORDAN

The document contains a summary of types of skills the women know and to what degree. Inquiries were also made to determine the women's perception of marketability of production. Only a small percentage of the women work for wages and these are usually young women teachers or seamstresses. A large percentage of the women work without wages in agricultural activities. The women with skills have difficulty marketing their production, especially traditional goods. The study showed that women play a large role in family decision making whereas their role in financial decision making of family is comparatively less.

The remainder of the study consists of tables showing the accumulated and compared statistics.

J-60 Queen Alia Fund for Voluntary Social Work in Jordan. "Display of Plans." W. F. Johnson & Partners. Undated.

The following are excerpts from the introduction which summarizes the contents: The QAF works in the field of social work and planning between local institutions and government agencies and international groups in order to improve basic social services in Jordan both in quantity and quality. The QAF, through observation and field studies, can define a number of urgent needs for social services. The QAF has chosen five projects destined to fill needs of individuals and groups. The following are the projects chosen and their development plans contained herein: 1. centers for care of mentally-disabled children; 2. center for basic social services in the rif; 3. center for local social development; 4. center for education and juvenile delinquents and; 5. development of traditional crafts (not included in booklet).

The booklet contains summarized displays which clarify the background of the first four projects. It explains engineering design philosophy and actual architectural engineering plans for each project. Thus the ending of this primary work on these projects in an organized manner should lead to completion of donations and gifts which will come to QAF to carry out these plans.

J-61 Vocational Training Corporation. Annual Report. 1980.

This booklet contains the annual report of Jordan's VTC which is a by-product of Jordan's increased development consciousness. The VTC was legally formed in 1976 and began operation in 1977. The areas of training are defined as follows: 1. training of skilled labor on-the-job and in school simultaneously; 2. training of semi-skilled labor by short-term training; 3. labor upgrading for increased production and more worker versatility; and 4. upgrading and training of industrial managers.

In the area of vocational education, the placement and application of the general system for skill levels and definition of graded skill levels for different groups in different fields of labor will be accomplished. The systematization and application of testing for measuring skill levels, and the planning and perfection of groups which are concerned with training and vocational education in Jordan for organization of the practice of manpower policy and education, will also be undertaken.

JORDAN

J-62 Ministry of Labor. Annual Report. 1980.

This booklet summarizes the manpower policy of the Jordanian Ministry of Labor. The different chapters, which deal with all the present realities of the Jordanian work force, display a thoughtful and perceptive analysis. Very little of the text deals directly with vocational education.

Of interest to the IDG is the working women chapter.

Participation of the woman increased from 4.8% of all working age women not including agriculture in 1975 to 14% in 1980. An office to oversee working women affairs was opened in the MOL in 1977. The MOL sees women as a potential "national resource" which should be utilized; however, the MOL wants to develop the resource socially and economically so as to maintain and enrich traditional value and family systems.

The expansion of girls' vocational education in secondary schools is opening new areas of vocational education especially those which can be performed among the family in homes either in the city or country, and there is increasing opportunities in both private and public sectors for women to receive training and upgrading on the job, by way of short- and long-term training programs.

J-63 Ministry of Labor. Employment and Vocation Guidance Institution Law. 1981.

The Employment Location Guidance Institution enjoys legal status of a private person and is financially and administratively independent. The council has full legal rights including the rights to contract, to litigate, and to own cattle and real property. The Institution can also accept support in the form of gifts, loans, and donations.

The following goals of the Institution have been defined: 1. to provide work opportunities for Jordanian job seekers in Jordan; 2. filling the needs of local industries and development projects in Jordan for labor; 3. guidance of job seekers with aid of special organizations which conforms with the needs and abilities of different sections in Jordan; 4. consciousness raising as to the importance of technical and vocational education to society; and 5. vocational guidance is provided, for students in vocational education training, emigrating workers, and the handicapped.

J-64 Organization for ADP-OADP. Organization for the Arab Development Project (OADP). 1977.

This pamphlet relates the history and goals of OADP saying "from the farmers and the earth was born the idea for OADP seeking improvement of the villages of health, of culture, of agriculture and to establish centers for agriculture and technical education for orphans and the needy."

In 1968, war ravaged all the progress made by OADP at its site in Ariiha, now occupied territory. The pamphlet emphasizes the will and determination of the Arabs to keep their land despite the hardships and ends by requesting financial aid from any sympathetic party.

JORDAN

J-65 National Planning Council - Manpower Policy Section. "Projections of Supply and Demand of Manpower on the East Bank until 1985." 1981.

- The following pages show the projections of supply and demand of manpower:
- 44 - Projections of supply in 1985 and analysis of supply skill areas 1985;
  - 45 - Projected productivity 1985;
  - 46 - Distribution of Labor Force as per Major Skills 1979;
  - 47 - Distribution of Labor Force in 1985 based on same rate of change of necessary skill areas as period 1975-80 and Comparison of Manpower 1980/85;
  - 48 - Total Demand on Jordanian Work Force 1981-85 considering current trends of worker immigration;
  - 49 - Supply of some skills until 1985;
  - 50 - Distribution of Labor force as per Education; and
  - 51 - Comparison of Supply and Demand

J-66 City of Salt. "Institution of Construction Development". 1981.

This is the text of a proposed law for the Salt Development Corporation. The proposal deals with administrative and financial structures for the S.D.C. No mention is made of vocational education as was revealed by IDG interview with Mayor of Salt.

J-67 Ministry of Education. Five Year Plan (Excerpts) 1981-85. May 15, 1980.

Page 1 introduces the five year plan and summarizes in five points King Hussein's position concerning education in Jordan: 1) Balance of distribution, contents, and level of education throughout the country; 2) "Education is part of up-bringing and up-bringing is the guardian of society". Education is rooted in rural consciousness; 3) "Guidance of Education Policy towards Practical Education serving needs of Society"; 4) "Of the necessities of future planning is the organization of Education"; and; 5) Call for liberal, open-minded educational atmosphere in Jordan at the same time respecting culture and heritage. Page 2 - outline of points covered in 5YP based on Hussein's broad remarks. Page 3 - Characteristics and Problems. Page 32 - Relation of Education system to Private Sector. Page 72 - Project for Development of Educational Radio and T.V. Goals thereof: 1) strengthening of Education, increase speed of learning; 2) implant spirit of self-dependance; 3) support of teachers; 4) coverage of new developments; and 5) training of Production Cadres, training of teachers and directors to use media in school.

J-68 Ministry of Labor. Five Year Plan 1980-85 (Excerpts). 1980.

This document introduces the labor market in Jordan which explains the high demand for Jordanian labor in and out of Jordan.

The goals of the 1980-86 Plan are as follows: 1. concentration on training of manpower; 2. provision for workers with workers social insurance and; 3. organization of the Office of Employment to cooperate with the market place.

JORDAN

Characteristics and problems that occur with this plan include: 1. lack of complete and homogeneous labor policy; 2. a lack of information about the market place; 3. the inability to train an adequate number of workers in vocational education areas; and 4. the weakness of the relation (on a policy level) of emigrating workers and local economic development projects.

The present situation displays continuing worker emigration, a lack of manpower for the 1980-86 plan, a decrease of unemployment rate from 1972 at 7% to 1.5% in 1980, and an increase of the employment rate of women from 4.5% in 1975 to 15% in 1979.

The goals of the Five Year Plan are as follows: 1. training workers to carry out the coming Five Year Plan; 2. supervision and employment of guest workers; 3. increase of female participation in the labor force; 4. application of social insurance for workers; 5. develop stronger relations between owners and workers; 6. develop system to support and follow-up on emigrating Jordanian laborers; 7. develop an ability to collect hard information regarding labor market; 8. improve industrial safety; and 9. develop labor law appropriate to new developments in the Jordanian economy.

J-69 Plan for Social and Economic Development. Five Year Plan (Media) Excerpt. Plan for Social and Economic Development. 1980.

The plan here commits itself to using the media as a means to help carryout the development goals of the 5YP in general.

Characteristics and Problems: 1. Lack of trained media personnel due to emigration and lack of training capacity; 2. weakness of production capability; 3. lack of development programming designed to ensitize the people of Jordan; 4. lack of coordination between media and development agencies; and 5. lack of specialized writers and editors, lack of specialized magazines and newspapers.

Goals: 1. Guidance of citizens, increasing spirit of nationality, increase his sensitivity to national development; 2. encourage personal participation; 3. clarification of citizen's role; 4. encourage new habits related to economic and social development; 5. increase T.V. signal distribution capability; and 6. organize and develop T.V. and radio production, and strengthen radio signals.

J-70 Plan for Economic and Social Development. "Five Year Plan 1980-85 Excerpt". Plan for Economic and Social Development. 1980

Herein is given a statistical profile of the Jordanian work force citing population growth and percentage of population considered as labor. After describing Jordan's full employment and labor migration problems, MOL activities and accomplishments are reviewed.

Characteristics and Problems: 1. Presence of a lack in quality and quantity of required skilled labor; 2. continuation of minimal percentage of population at working age and thus considered employable. (Note: Introduction cited that the number of workers had decreased in relation to the population to a level of 20% where it has lowered for the last 20 years); 3. decrease in percentage of women in work force and presence of traditional and legal barriers which limit

JORDAN

their participation; 4. increase in percentage of workers who join work force without appropriate training; 5. need for a national systemization of vocations and licensing thereof; 6. lack of sufficient vocational education training and lack of liaison between market and public sector; 7. weakness on part of local agencies, industry owners, and labor unions in participating in training; 8. short fall of labor laws; 9. lack of productivity; 10. large percentage of trained work force abroad and necessity to thus import labor; 11. lack of pan-Arab vocational education policy and lack of agreements governing labor migration; 12. lack of statistics necessary for manpower policy formation; and 13. lack of complete social insurance for all workers.

Goals: 1. Sufficient supply of qualified labor; 2. increase percentage of labor force to population with concentration on increasing participation of women; 3. increase number of trained laborers; 4. design and implement classification and licensing of vocations; 5. improve worker health and safety procedures; 6. increase productivity and thus quality of living; 7. definition of minimal numbers needed in work force; and 8. inclusion of 185,000 workers in insurance plan by end of 5 year plan.

Characteristics and Measures (Procedures). Number 4 pinpoints incentives to female participation in work force, increase facilitating factors, and encourage production in the home.

All these procedures address solutions to above stated goals and problems.

J-71 Ministry of Social Development. Five Year Plan 1980-85 Excerpt.  
1980.

This FYP emphasizes the importance of complementing economic planning with social planning and to correct the gaps in present Jordanian social development. This is done by decentralization of services and allowing the citizens to participate in development planning and realization.

LEBANON

## LEBANON

L-1 Samih Farsoun. Student Protests and the Coming Crisis in Lebanon. Middle East Research and Information Project. August 1973

The student protests of 1971 made the following demands: 1. university grads be guaranteed work; 2. government take steps for development of agriculture and industrial sectors (not just services and tourism); 3. a national university with full-fledged technical program; 4. state grants and scholarships for students from lower class backgrounds; and 5. Arabization of academic programs.

These demands presented a challenge to the socio-economic and political policy of the government and an expansion in the education system.

Lebanon boomed economically from WWII to 1966-67, due to the loss of Palestine, the closure of Haifa redirecting trade to Beirut, and the development of oil regions and Arabia peninsula and Persian Gulf. These changes created the demand for technical and professional services, skilled workers and a result of capital inflow into the country. With the crash of the largest bank, INTRA and the June War of 1967, Lebanon's boom ended.

Estimates at time of this article, listed the population increase to be 3% per year. The elite earn 32% of the GNP which led to the development of a primarily services economy. This type of system perpetuates poverty among the majority of the population.

There has been a severe rise in the cost of education. Secondary and higher education (other than liberal arts or law) are primarily private and require substantial financial outlay. Between 1939 and 1970 the total cost of education has risen 14 times. In the decade 1960-1970 the rise in cost has been 10% per year, and even in the government free schools there has been a 25% rise in fees.

The services sector has been the only one to expand, yet only in the capacity of short-term benefits and profits to larger merchants and business creating few new jobs.

Projections show that industry is expected to open up 4,000 jobs a year. By 1980 agriculture will have lost between 40,000 and 50,000 jobs, while industry will have picked up 60,000 jobs. The two sectors will supply 33,000 jobs for an active population of between 870,000 and 915,000. The question remains whether the service sector will be able to make up for this difference.

By 1980, 34% of the active population will be unemployed - not including the number of underemployed. Seventy percent of the population is under 35 years and over 50% of the population is under 20 years. With a population increase of 2.8% (3.5% for resident Palestinians), a severe strain has been put on the job market with need for health and educational services.

The student political activism has served as a catalyst for illiterate, semi-illiterate, unskilled and semi-skilled rural-to-urban migrants and urban workers to rebel as well. The American University at Beirut (AUB) has had an ideological impact on Lebanon with influence in the goals and path of economic and social development of Lebanon and other Near East states.

Due to the economic development dependent on services and the regional role of providing technical, managerial and professional expertise, higher education has become "the passport to social and economic success." The number of primary and secondary students has increased from 131,000 in 1943 to 265,922 in 1959 to 511,543 in 1967.

There has been also an increased number and percentage of students from the working classes and disadvantaged sects despite the fact education beyond the elementary level is private and costly. Yet the educational system does operate to perpetuate the sectarian and class divisions.

## LEBANON

Education:

Since the mid 1950's the expansion in the universities has been 2.4 students per 1000 population. In 1963, it was 8.2 students per 1000. From 1958-1959 to 1969-1970 the number increased from 7,000 to 35,000 students. Forty percent of those holding degrees have studied in Europe or in the United States.

There are three highly independent educational systems: 1. Anglo-American system with coursework in English and culminating in AUB and Beirut University College (formerly Beirut College for Women); 2. French (and subsidiary Italian) system: instruction in French and culminating in Jesuit University St. Joseph (USJ) and the Lebanese University (LU), and 3. Lebanese-Arab system which is poorly developed and has comparatively fewer secondary schools and culminates in the Egyptian -funded Beirut Arab University (BAU) and sections of The Lebanese University.

The first two are small and have 3500 and 3000 students respectively. They are expensive and cater to the elite and upper middle class. They are liberal and small with expensive technical schools.

The third two universities have 16,000 and 12,000 students respectively. They are less exclusive and less expensive, and styled on the continental European system. They offer only liberal arts and law and are mostly attended by those from the middle and working class. The problem is that these students desire more relevant and practical training in order to find and hold jobs. Their desire to Arabize the education stems from the increased entry of people not competent in French or English from the working classes. High school grads and university liberal arts grads face the most difficult conditions of the constricted job market. Education hasn't paid off for the working classes.

This type of system leads to alienation of the working classes. Their progress to higher education depends on the successful passage through the state exams. The rate of failure is high due to the poor quality of education and unimproved quality of teaching in the government and free sectarian schools. The rate of failure is around 70%. The large number of working class individuals never gets beyond the lowest levels. There is need for a genuine national university with technical as well as liberal programs available to children of the poor. Secondly, democratization of education is necessary to get rid of the barriers such as entry exams limiting the participation of the majority of the population from obtaining an education.

L-2 J. F. Audroing and M. Vernieres. The Working of the Labour Market in Lebanon. Manpower and Employment in Arab Countries--Some Critical Issues: Some Selected Papers and Reports of ILO/ECWA Seminar on Manpower and Employment Planning in Arab Countries, Beirut. May 1975. Geneva, 1976 V.II.

Lebanon is in need of a Human Resources Development program to establish linkages between people seeking work and those seeking manpower. There is presently a severe lack of employment bureaus, labor exchanges and inquiry into statistics.

An unemployed person is anyone available and in search of work, yet Lebanon's registered unemployment is not a good indication of the real conditions in the country. Causes for the employment problem may stem from: 1. economic recession whereby job seekers outnumber job vacancies; or 2. the maladjustment between jobs offered and jobs sought.

## LEBANON

There will be an increase in the number of job seekers due to the increase in population, the rise in female participation rates, the rise in school enrollment and due to those likely to refuse jobs because of higher degrees. The absence of accurate information makes it impossible to assess out-of-school training. The establishment for training adults is non-existent and the only alternative present is a suggestion for surveying firms to find out what internal training schemes they offer.

Steps for an employment policy include: 1. Find skills required to make best use of skilled manpower available or manpower needing to be trained; 2. tax policies should not favor traditional independent professions by undertaxing them; and 3. initiate training policy to improve basic education and promote permanent education and development firms and professional associations.

L-3 Julinda Abu Nasr, Director IWSAW. A Report on Research and Teaching Activities of the Institute for Women's Studies in the Arab World (ISWAW). May 1980.

The Institute of Women's Studies in the Arab World (IWSAW) at Beirut University College (BUC) was set up in 1973 as a result of a grant from the Ford Foundation. The BUC was established in 1924 and is considered a "pioneer and respected leader in the field of higher education for women in Lebanon and the Arab World." The University became co-educational in 1969. To date (1980) it has 1200 students of 40 nationalities, and is the leading women's educational institution of higher learning in the Middle East.

The Institute was established by BUC seven years ago (1973) in response to a call for setting up centers specializing in women studies and research in the Third World. The call was initiated at a conference held in 1972 and BUC was the first among the delegates to respond. The directorship of the Institute at BUC is Dr. Julinda Abu Nasr.

The main constituency of the Institute is the academic community and the purpose is to research the role, status and conditions of women and children in the Arab society. Long-term goals include: awareness of needs and potential of women in social and economic development. These goals are communicated through conferences, publications and teaching of academic courses. The Institute has since realized the necessity of reaching more than the 10 to 20% educated women in the Arab World. Their conclusion is that a fundamental and practically-oriented education is the only means for helping Arab women to realize their potential for a better life and equip them with skills.

IWSAW is planning action programs focusing on needs of illiterate and semi-illiterate women in the form of an Adult Education program. This will provide them with the knowledge needed to cope with their lives.

The Institute is realizing only a limited number of its goals due to the conditions in Lebanon. The Civil War of 1975 occurred only two years after the founding of the Institute. There has also been a scarcity of funds and research grants plus a fear and lack of interest in the Institute.

The Institute cooperates with UNICEF, ILO, FAO, ECWA-Economic Commission on West Asia on research projects and obtains funds from the Asia Women's Institute (AWI) and philanthropic church and educational groups in the U.S.

Since 1974, research has been going on in the fields of education, employment, labor conditions, rural society and careers open to women in the Lebanese employment market.

Two projects have been identified and implemented. One of these is to train preschool teachers and another is to initiate adult literacy classes.

LEBANON

L-4 Monographs of the Institute for Women's Studies in the Arab World.  
Women and Work in Lebanon. Beirut University College. 1980.

This is a monograph of three studies on women and employment in post-war Lebanon. Survey I studies the current status of employment of women and future projections. Survey II studies the potential for employment among war widows, and Survey III studies the situation of female industrial workers in the suburbs of Beirut. All three surveys look at the current situation of female participation in the job market and the potential integration of women in economic redevelopment of the country after the war years.

Survey I:

Taken in 1979, the survey included 240 organizations in the Beirut area. Interviews for each job category aimed to find the number, sex, marital status of employers as well as their preferences for sex, marital status, age and educational preparation for future employees, salary and benefits they're prepared to pay.

Conclusion:

1. There was a decrease in the percentage of female workers in industry from 20% to 15% due to the closing of industries since 1975.
2. Development of trade, tourism, and industry is opening new jobs for women which will require technical and vocational education.
3. There is a limitation of the job market due to slow economic conditions.

Survey II:

This survey taken in the southern parts of the country interviewed 27 women living in Abbassieh, Kana, Kounin, al Mansouri, al Ghazieh, Deir Kanoun al Nahr, and al Sawana. The survey identified acceptable and feasible income-generating occupations and provided base-line data for agencies interested in integrating women in Lebanon's post-war job development programs.

Conclusion:

1. Women headed large households of families averaging 5 children of which 71% were under 15.
2. The potential for work is low and the attitudes towards work are negative.
3. The best place for economic productivity is at home within the village cooperative set-up.
4. The majority of women are eager to get vocational training for their daughters after the age of 14 with emphasis on sewing and teaching.
5. There is need for long-term planning for integrating community development projects to meet the needs of village women to include vocational training, adult education, health, nutrition, child-care, and agricultural extension.

LEBANON  
Survey III:

The Industrial Worker Survey in collaboration with the ILO interviewed 10 factories. The purpose was to assess the need and feasibility of setting up non-formal educational programs designed to improve the quality of life among women workers and their families.

Conclusion:

1. Married women with large families have too much work at home to be able to work outside.
2. There is a shortage of day nurseries and kindergartens.
3. The need for education to better the quality of worker's lives, improve their employment opportunities, and benefit families and communities at large, is an imperative social issue.

L-5 American Council of Voluntary Agencies for Foreign Service, Inc. TAICH COUNTRY REPORT-LEBANON. October 1979.

This report describes the programs of 31 private, non-profit U.S. organizations which provide the people of Lebanon with development assistance and material aid.

L-6 \_\_\_\_\_ . Lebanon. Agenda. A.I.D. May 1981.

A.I.D. is requesting \$5 million for Lebanon to continue a program of private voluntary organization activities and support to the government's reconstruction efforts.

Economic activity is thought to be 70-80% of the 1973 prewar level, with the economy's mainstay being export of labor services. In 1977, the Lebanese Government created the Council for Development and Reconstruction (CDR) and charged it with coordinating Lebanon's reconstruction and development effort.

L-7 Edwards, E. The Development Program: Why Development Must Proceed Concurrently With Reconstruction. June 9, 1979.

This article emphasizes the need for development to proceed along with reconstruction, which would demonstrate the Government's intention of exercising greater influence over the pattern and style of future development.

Development must be planned to provide basic needs--health, education, housing and social security--for the larger dependent population. Development must be planned to cater for the needs of increases in population and to ensure that returning emigrants are productively absorbed in the economy.

There has been no development since 1975, hence a backlog of development needs has accumulated. CDR has identified a few essential development projects which should be initiated as soon as possible.

Because there is only a nominal amount set aside in the reconstruction program for health, training and education, it is necessary to address these needs directly through a development program.

LEBANON

The projects identified are: 1) a Health Center Network Project, 2) a School Rehabilitation Project, 3) an Agricultural Credit Project, and 4) a Village Infrastructure Project.

L-8 U.S. International Development Cooperation Agency. Annual Budget Submission: FY83. Lebanon. June 1981.

This article was not abstracted.

L-9 Harik, Autun. F. and George Batal. "The Economic Effects of Zionist Aggression" and "Migration and Unemployment." PFLP Bulletin. No. 55, October 1981.

The first article states that the socio-economic problems in South Lebanon are caused by the war. With the increasing amount of migration from the area, there is need to relocate and settle 131,000 families. Because of the migration, figures show decline in population from 850,000 before 1978 to 300,000 at present. The loss of income contributing to the national economy is averaged LL 1.5 billion per year during the 10 years prior to 1977. During the past four years the total destruction and loss of income has totalled at LL 10 billion equaling the national income of Lebanon for 1980. This figure means that 25% of the Lebanese national income per year for the next four years will have to be allocated for reconstruction in the South.

The second article gives the figures for male employment--52% of the male work force is actually working and the rate of unemployment among this figure of 52% is 19%. To include the female work force in this figure, those working would drop to 26% resulting in a marked drop in the standard of living.

L-10 Khalef, Nadim, et al. Preliminary Assessment of Manpower and Labor Market Conditions in Lebanon. Research Contract between AUB and ILO. December 5, 1979.

Between 1970 and 1974, the non-agricultural work force in Lebanon went up 36%; the industrial work force up 45%; commerce up 41%; and construction and services up 33%. As a contrast, between 1974 and 1979, non-agricultural forces went down 60%; transportation and communication down 46%; industry down 39%; and commerce down 32%. Problems will continue to arise with the increase in reconstruction and return to normalcy, as expatriate labor will have to be repatriated. Balance of payments, with loss of remittances, wage-price inflation, and the rising supply of labor will be affected.

In response to these problems, the author argues that women could be a potential source for a stable labor force.

L-11 Salem, Elie A. Prospects For A New Lebanon. Read on May 1, 1981 at a conference on Lebanon, held in Washington, D.C. under the auspices of the American Enterprise Institute.

The paper discusses the options open to Lebanon to restore the country to some form of stability. The options are: 1) Continuation of the status quo,

LEBANON

favoring neither the Lebanese nor the stability of the Middle East. 2) Partition of the country by destruction of the Lebanese state with the rise of religion as a basis of political association in the Middle East. 3) Dismemberment of the country by its members which would sharpen the Syrian-Israeli conflict. 4) Rebuilding of a united, independent and sovereign Lebanon.

The proposed formula is as follows: 1) Identity should be clearly stated. 2) Reexamination of Presidencies of Republic, Parliament and Council of Ministers to increase efficiency, institutionalization and responsiveness to political demands and development needs. 3) Constitutionally define the powers of the prime minister. 4) Revise representation in parliament to 50-50. 5) Establish concurrent majorities to provide the guarantee against majority rule. 6) Instigate a political charter supplementing the constitution, defining the rights and duties of citizens and their socio-economic rights. 7) Encourage decentralization. 8) Initiate reforms in political behavior in bureaucracy, in army, and in internal security forces, and 9) Organize an army and strong internal security.

L-12 Toubi, Jamal. "Social Dynamics in War-Torn Lebanon." The Jerusalem Quarterly. No. 17, Fall 1980.

This article discusses the current issues in Lebanon and how the sectors, religions, and cultural differences within the country have caused the war. The foremost issue in Lebanon is the capacity of the political system to reconcile pluralism to socio-economic changes. In the 1860's the creation of the Mustasar-rifiyah was a colonial decision to provide a political base for manipulating the Christian/Muslim balance. The Mutasarrifiyah was the initiation of sectarian homogeneity.

Lebanon was divided between Maronite Christians (30%), Sunnis (20%), and Shi'ites (18%). Christians have always led the majority with a 6:5 ratio over Muslims. The areas within Lebanon are: Mount Lebanon which is Christian; the Northwest Region which is Sunni Muslim; the Northeast Region which is Shi'ite Muslim; and the Southern Region which is also Shi'ite Muslim.

The two most powerful sects were: 1) Sunnis who were concentrated in cities, and had experience in government and collective consciousness, and 2) Maronites who had internal solidarity and submitted to the Church as the central authority.

In the 1940's economic relations severed between Syria and Lebanon which caused mass migration to the cities. The population of Beirut was 250,000 in the early 50's and increased to 1.4 million in 1975.

The War of 1975-77 had four phases: 1) Spring 1975-Fall wherein social discrepancies caused a poverty belt around Beirut, and a lack of social development occurred. 2) Fall 1975-March 1976 characterized by sectarian conflicts. 3) March 1976-Fall, the split of the Lebanese Army into two opposed factions, causing the emergence of Palestinian organizations as the strongest combat force. 4) Intervention of the Syrian Army as the Arab Deterrent Forces.

L-13 Theodory, George C. Career Maturity of Lebanese Students in Higher Education. American University of Beirut. Undated.

This is a study to investigate how Lebanese Baccalaureate II students (equivalent to college freshmen) perceive their academic abilities in accord

LEBANON

with their actual achievements. Most correlations were negative or insignificant showing that most of the students were making immature career decisions due to their lack of formal guidance programs in school.

Only 7.1% of the student sample had sufficient knowledge of what their most preferred career entailed. Of the sample, 27.4% knew modestly well, and 65.42% were unable to describe their preferred career with accuracy at all. Educationally, the students are misguided by idealistic career aspirations which are at odds with their academic abilities and/or which do not match the requirements of Lebanon's educational system. There is a discrepancy between the student's doing average work in school and his performance on the government exam--(the government exam is the sole determinant for entry into college).

Economically, there are two problems in Lebanon: 1) the inability of the country to accommodate the needs of drop-outs who infiltrate the job market with few job skills, and 2) an imbalance between supply and demand caused by the inability to fill current and increasing market needs for skilled and high level manpower adequately. Formal guidance programs which are institutionalized can help prevent some of the unrealistic perceptions regarding career choice.

L-14 Institute For Women's Studies in the Arab World. Al-raida. Beirut University College. May 1979.

This publication put out by IWSAW, has articles on "Child Welfare in Lebanon," the "Impact of War on Lebanese Children and Youth," and "Women's Social Welfare Activities in South Lebanon."

L-15 Institute For Women's Studies in the Arab World. Al-raida. Beirut University College. No.1, May 1976.

The role of this Institute is to enhance the opportunities for understanding the situation of Arab women, their problems and aspirations, and their role in society through the use of relevant documents and statistics as well as through promoting creative scientific research and analytical studies. This document lists IWSAW's research team and areas of research.

L-16 Middle East Airlines. Training Centre 1974-75. Beirut, Lebanon.

This catalog gives information and procedures for MEA's training program. All courses are conducted in English, with Commercial courses scheduled in a yearly timetable. Other departments of training include engineering and operations.

L-17 Y.W.C.A. Vocational School. Beirut, Lebanon. Undated.

The Y.W.C.A. Vocational School qualifies girls for either a Baccalaureat Technique, a Brevet Professionel, or a C.A.P. in a skill. Specializations include secretarial, library science, computer, interior decoration, stenographic, dressmaking, coiffure/manicure/pedicure, and languages. A dental nurse program is under preparation.

1981-2 Adult sessions are being offered in painting on china and silk, flower arranging, sewing, modeling, cooking and bridge.

LEBANON

L-18 Save The Children. Reports. Fall 1981.

Save The Children's Lebanon program has been active for 24 years and is presently making a major contribution to rural rehabilitation in Lebanon.

L-19 Council for Reconstruction and Development (CDR). The Reconstruction Project. December 1978.

The CDR was formed January 31, 1977, to rebuild and redevelop the country and to insure the return of emigrants, entrepreneurs and managers back to Lebanon. The report indicates that educational and training institutions play a vital role in producing technicians and professionals for other Arab countries, but this creates only a short-term gain for Lebanon.

The program for reconstruction is the same as that for development. Reconstruction programs consist of "extraordinary" projects to allow Lebanon to return to normalcy. Then, after the program is well underway long-term development can begin. Yet, development cannot occur until emigrants have returned. Thus, reconstruction will consist of rapid expansion projects in construction, housing supply, use of capital intensive technology, and training facilities to produce necessary skills.

Priorities for the CDR include: 1) Human requirements, 2) Reconstruction, 3) Time of execution, 4) Security, 5) Multiplier, and 6) Bottlenecks. Projects may be implemented through the creation of quasi-public companies with the participation of the private sector whenever required.

L-20 Council For Development and Reconstruction. Progress Report on Reconstruction. October 1981.

The progress to date has dissatisfied CDR, yet they have begun the process of rebuilding a society. Three preconditions for development are identified: 1) the authority of the State will gradually increase, 2) Rebuilding will be highest priority of the State, and 3) External financial and technical support will be forthcoming especially from Arab States.

With respect to educational, technical, and vocational training, these projects will be designed to improve the skills of people needed to support commercial and industrial operations in private and public sectors. The number of enrolled students in public technical and vocational schools in Lebanon over the past decade is as follows: 5,354 in 1974-75, 3,400 in 1975-76, and 9000 in 1981-82.

In the public sector there are four projects taking place. Project I consists of technical education and vocational training in rehabilitation funded by the World Bank Education Loan in 1973 and UNDP technical assistance through UNESCO on curricular development, administration and training. Project II is the creation of a Teacher Training Institute "IPNET" that is USAID-funded, to rehabilitate the Hotel School. Project III will create a Chbenie Pilot Centre to construct a program for accelerated vocational training of youngsters and adults in Chebenie which is EEC-funded. Project IV is a National Center for Vocational Training in Qalamoun, funded by the Council of Ministers and Arab pledge of Tunis.

LEBANON

UNICEF is sponsoring a fifth project in the South in education for the repair and equipment of 180 schools, repair and extension of 126 schools and construction of 16 new school aggregates. In-service teacher training and rebuilding of new school shelters will be included.

In the private sector activities will include: 1) loans to small enterprises by USAID revolving loan fund, 2) USAID funded program of reconstruction and rehabilitation for restoration of health, education and social welfare private voluntary institutions, to be executed through CRS, 3) USAID-funded project for vocational training courses for semi-skilled laborers in construction trades of carpentry, masonry, tiling, electricity, painting, and plumbing to be executed through YMCA.

L-21 LaRocca, Joseph, Michael Dolnick and William Lamprell. Expanding Lebanon's Rehabilitation Programs. JWK International Corporation. Submitted to Agency for International Development, Dec. 14, 1979.

A.I.D. at the request of the GOL sponsored a team of rehabilitation technical advisors to visit Lebanon to evaluate the existing rehabilitation effort and to provide the GOL with information needed to formulate policies and programs for vocational rehabilitation of the handicapped and those disabled from the war.

The researchers found that no organized system is available for determining what would be appropriate employment for disabled people in vocational training programs. Consideration should be given to the expansion of vocational training opportunities for the handicapped in areas of agriculture, services, business operations, equipment repair, and maintenance, crafts and interpreters.

L-22,22a Commission of the European Communities. Information Concerning the EEC-Lebanon Cooperation Agreement. European Communities, October 1980.

Signed on May 3, 1977, this agreement was to establish extensive cooperation between two parties and to contribute to the economical and social development of Lebanon. The agreement is for the purpose of accelerating trade growth, improving conditions of access of products to the EEC's market, agricultural exchanges and economical, technical and financial cooperation.

L-23 Summary of Feasibility Study For A Basic Living Skills Program. Appendix II. Undated.

This is a study in Lebanon surveying recent literature on women and children investigating programs of government and leading private welfare organizations, for the purpose of ascertaining the need for a Basic Living Skills Program for women.

From the survey there was determined a demonstrated need for development in health, literacy, family planning, child-care, nutrition, civic education and income-generating pursuits for illiterate and semi-literate women. No programs exist to date which take the development of the whole person as a basic philosophy. Most of the emphasis in community development projects is on home-based self-employment programs in handicraft work. Teachers are seldom fully qualified and instruction is conventional and unstructured in these programs.

LEBANON

There are 115 girls in vocational schools, 28 co-educational schools run by private sector and 16 co-educational schools run by the Ministry of Education. Courses taught include nursing, secretarial work, dress-making, sewing and carpet-making. There is need for more funds and qualified personnel in these schools.

All leaders interviewed in the survey welcomed the idea of a "Basic Living Skills Program." Yet, problems of implementation do exist such as a shortage of trained cadre, scarcity of educational materials, and resistance to change from the people in rural areas.

L-24 \_\_\_\_\_ . Makassed Philanthropic Islamiyah Association at Beirut.

This association was established in 1878 by a group of charitable men in Beirut to foster the efforts of the Moslems and to invest them in the development of the community. This brochure portrays the resources of Makassed and its activities.

L-25 Couffin, Pierre and Jean-Claude Poncet. Projet relatif a l'etablissement d'une Ecole Technique Superieure appartenant a la Societe de Bienfaisance Musulmane El Makassed. Undated.

This document defines the organization, the options and programs of teaching, locations and list of equipment available from the Ecole Technique Superieure, and the Institut de Technicien Superieur. Chapter I discusses the orientation of studies, Chapter II-general organization, Chapter III-programs of teaching, Chapter IV-training and recruitment of professors, Chapter V-construction program, and Chapter VI-list of equipment in laboratories and workshops.

In Chapter I, the following options are given: technical cycle which entails a brevet au baccalaueat technique lasting three years with courses in mechanical construction, electronics, electro-techniques and civil engineering; a superior cycle for two years after the baccalaureat in electric engineering, mechanical engineering and thermic engineering; and a third option for a vocational cycle teaching manpower skills and specialized workers in automobiles and aeronautics. The capacity of the school is for 600 students. Presently, there are 405 students in the technical, 96 in the superior, and 99 in the vocational cycle.

L-26 Smith, Harvey H., et al. Area Handbook For Lebanon. Washington: American University, 1974.

This book contains comprehensive information on the social, political and economic aspects of the country.

LEBANON

L-27 \_\_\_\_\_ . Sa'eb Salaam Foundation for Culture and Higher Education. 1978.

This is a non-profit organization whose aims and goals are to foster the growth of culture and the spread of learning in Lebanese Muslim society without regard to, or connection with any political activity. (Sa'eb Salaam is a major Lebanese political figure who is the former Prime Minister of Lebanon).

Founded in 1978, it fills the need for an Islamic organization concerned with education. The philanthropic underpinnings of the Foundation are expressed --a cultural and learning renaissance to aid in the promotion of equality for all in the land. Two-hundred and nine youths received either financial or other types of assistance.

L-28 \_\_\_\_\_ . New Plan for Makassed Hospital in Beirut. Undated.

Plans include renovating a hospital wing for a hospital, run and funded by the Islamic Benevolent society and located in Beirut. The brochures describe facilities, needs and equipment for the new wing.

L-29 \_\_\_\_\_ . Plans for Day Care Centers. Undated.

This booklet explains the need for day care centers. Women provide the labor force Lebanon is in need of, particularly in education. Yet the general tendency for female workers has been to drop out of the labor force after having a child or even before. Because young mothers may not be skilled in either nutrition or child-rearing, the center provides instruction.

L-30 \_\_\_\_\_ . Adil at Amiliyeh. Undated.

This is the story of how a technical school prepares young men in Lebanon in technical skills and fields relevant to the growth of the country.

L-31 Islam Benevolent Society of Beirut. A Plan to Develop A Network of Rural Schools. Undated.

This is a plan to develop rural schools with their own facilities, equipment, play areas, and individual classrooms. The organization currently administers 40 schools with 10,000 students, although some schools have been destroyed in the course of fighting in Lebanon. Efforts and activities are concerned with education, as well as with the welfare of the villages concerned.

A general and academic education is provided, but village schools also function as cultural centers or as health centers. Goals include: 1) raising the level and standard of instruction, 2) modernization and improvement of facilities, 3) improvement of opportunities and possibilities of students for the future, 4) development of personal self-pride and esteem in village children, and 5) concentration on rural problems.

Course offerings, other than academic: woodwork/shop, electricity, leather work, agriculture/nutrition, sewing and athletics.

LEBANON

L-32 \_\_\_\_\_ . Plans for Establishing A National School (College) of Medicine Belonging to the Islamic Good Will Society. Beirut. 1979.

From both the national and the Islamic point of view, the establishment of a national medical college is of pressing importance. Currently there are two medical schools AUB and St. Joseph, graduating between the two, 60 doctors annually--a figure which includes both Lebanese and other Arabs.

At a time when Lebanon's population is approaching three million, there are only 2250 registered doctors, a percentage of which are currently working abroad, having left during the Lebanese Civil War. For Lebanon to have at least one doctor per 1000 inhabitants it needs an additional 750 doctors. The report notes that Israel has three per 1000 doctors.

The Islamic Benevolent Society proposes a Medical school graduating 50 doctors annually, that is national in character, emphasizing Lebanese needs, and that gives priority for admissions to Lebanese students. The society currently administers Naurat Hospital which undertakes the task of teaching some medicine and medical techniques.

L-33 \_\_\_\_\_ . Skilled Labor Needs Report. February 2, 1975.

This document was not abstracted.

L-34 National Service Organization. Definitions of Areas of Economic Activity Lacking Skilled Manpower with Reference to Accelerated Vocational Training Project. Beirut. Undated.

In order to determine the nature of the skilled manpower needs for industry in Lebanon, the NSO formulated two sets of questionnaires that were sent out to industrial concerns in the two governorates of Beirut and Mount Lebanon. (The second set was necessitated by the poor results obtained in the first effort). Analysis of the results showed that the shortage of "skilled workers" relative to maximum factory production of capacity equaled 1229; the shortage of "skilled workers" relative to desired production at present equals 796.

The document goes on to list technical specialities needed, lists of companies contacted, types of industries, how many of the type exist in particular governorates surveyed, and how many were actually surveyed by the questionnaire, and a list of all companies visited in connection with the study.

L-35 National Service Organization. Rapid Vocational Training Project. Beirut. Undated.

The major reasons for a drop in the supply of skilled manpower are:  
1) the competitive regional job market situation in the Gulf, 2) the low level of incentive resulting from societal attitudes, 3) the low level of awareness and information, and 4) the penury of training facilities, 5) the lack of placement facilities, and 6) negative conditions resulting from the security situation.

LEBANON

The objective of this project is to train manpower to the "skilled worker" level in accelerated programs of six to eight months duration. Solutions to attain this objective include: job counseling for successfully trained graduates of programs, and a detailed curriculum for proposed training.

L-36 Y.M.C.A. Learn A Building Trade and Share in the Building of Your Future and the Country's. Y.M.C.A. Beirut. Undated.

This booklet describes the basic techniques used in five trades associated with building: concrete/cement block/brick laying, smithing/metalwork, concrete woodworking, plastering, tiling, and ceramic/marble.

L-37 National Service Organization. Proposal for Crafts And/Or Trades. Beirut. February 20, 1980.

The objective of this proposal is the collection of complete relevant references and information regarding the nature of trade(s) and its characteristics, demand for the trade/craft in the marketplace, and its importance for the future, entry and training into trade/craft.

Elements of the documentary include a definition of trade/craft, qualifications and skills required, conditions necessary for the practice of trade/craft, cost of training and specialization, conditions of job-market pertaining to particular trade/craft, both present and anticipated, and the problems specific to the practice of trade/craft.

L-38 National Center for Vocational Training/Ministry of Labor and Social Affairs. Preliminary Report on Accelerated Development of Vocational Education Training: Programs to be established at the governorate level. Dec. 12, 1980. Beirut. 1981.

Events since 1975 have resulted in the emigration to the Gulf of skilled manpower, both foreign and domestic. Circumstances have not allowed for detailed studies, but a study conducted by the General Directorate of Vocational Education in February 1975 determined the need per year for 800 cadres holding technical degrees, 4,500 technical baccalaureate holders, and 21,700 skilled workers. The existing technical training center at Dekwaneh cannot meet these needs, therefore, other centers must be established in the different governorates according to need.

TUNISIA

TUNISIA

T-1 Hamand, Jeremy. "A Focus for Progress at the End of the Road." People. March 1981.

This article concentrates on Bhiret Zitouna, a rural area with only few benefits of independent Tunisia. The "trickle down" theory does not work effectively considering the nearest proper health care is in Ain Draham, 25 Km. away and the primary school, 6 Km away. Two years ago they opened a centre for local women to meet and work, along with a nursery class for their children. It is now a part of an unsuccessful rural settlement project with a staff of six, a first-aid room, nursery school, blanket weaving, spinning and knitting classes and kitchen garden where girls grow beans, peas, garlic, chard, and potatoes.

The centre is assured some level of success due to its uniqueness in the community. Its most important characteristic is the deep involvement of the local people running it.

The two nursery classes have 30 children each as well as talks on nutrition for mothers. Mrs. Fatma Yalaoui of the Jendouba branch of the UNFT states the need for fundamental social and economic changes in order to make an impact on the misery of these living conditions. Other attractions include the Ministry of Agriculture's advice and donation of colonies of bees, and a plan for the social worker running the centre to open a cafe in order to get more men involved with the centre. As well, the centre has attracted the attention of a German charity now planning to provide piping to bring clean water to the centre.

T-2 Blackburn, Peter M. "An Overview of Labor Requirements." Middle East Executive Reports. May 1981.

Tunisia is facing serious unemployment. The need exists for job creation in a labor-intensive manufacturing sector. This is their main priority in the 5-Year Development Plan 1982-1986.

Their labor is well-educated, flexible, and skillful. Due to social security and fringe benefits, Tunisian labor becomes more expensive than European labor.

A booklet published by Agence de Promotion des Investissements entitled "Social Legislation for Workers and Labor Costs in Tunisia" written in 1980 shows labor costs.

Training and recruitment of workers takes place through the Office des Travailleurs Tunisiens a l'Etranger, de l'Emploi et de la Formation Professionnelle. They are advised to employ Tunisiens of comparable competence and experience.

Foreigners desiring to work in Tunisia must obtain a work permit from the Ministry of Social Affairs.

T-3 Jones, Marie Thourson. "Education of Girls in Tunisia: Policy Implications of the Drive for Universal Enrollment." Comparative Education Review. June 1980.

The universal education of girls in Middle East nations as an official commitment is a dramatic innovation but an elusive goal due to gaps in the drive for universal enrollment and in the provision of job-related training.

## TUNISIA

The problem is one of supply and demand and the interaction between the two. Regarding supply, the Tunisian government is affected by costs, pressures, and incomplete information. Demand is similarly affected by cultural and socio-economic factors.

In 1958, the Educational Reform produced a time-table for enrollment of all 6 year olds by 1966-7 and full enrollment of all primary age by 1971-2. Literacy was projected as a basic requirement for social development.

By the 1960s, demand exceeded the capacity of schools. Planners were faced with how to stretch available resources to expand capacity. With the 1958 shortage of teachers, the result was 1) a lowering in the quality of schooling, 2) a lowering in the qualifications for instructors, 3) a shortening in the school day, and 4) the elimination of 1 year from the secondary school. By 1968, 35,000 children were on the waiting list to enter first grade with the proportion of boys to girls, 85-54% respectively. Further in 1968-9, 11,600 boys were out of school as compared to 32,400 girls.

Of the 1000 children who will start first grade, 370 will enter secondary school, 65 of the 370 will receive a high school baccalaureat and 38 of the 65 will receive a college degree. Girls are most likely to drop out of school during the primary level. In the early 1960s, 32% of the primary school enrollment was female while in 1974, the 32% decreased to 25% at the university level.

In rural areas the enrollment of girls is depressed due to urbanization. Geographically in 1975-6, the South-central province of Sidi Bon Zid was 22.4% female of all pupils enrolled, and in Tunis nord, 47.2%. In the district, 15% of the primary school was female in the South Central Souassi (Mahdia province) as compared to Tunis with 48%.

In 1971-2, and 1975-6, the proportion of girls grew in the north and south but fell in the coastal Sahel region. In the rural areas, the drop of girls' enrollment doubled that of boys' enrollment. Reasons stated were 1) the distance of children from the school, 2) the low value of modern education, and 3) nomadism. As well, the disadvantages for girls included: 1) the inherent traditional mentality, 2) irrelevance of schooling for girls, 3) objections to co-education, 4) the need for child labor at home, and 5) the low quality of schools in the rural areas.

Solutions discussed include persuasion campaigns to alter traditional perceptions and special transport to reduce the distance problem.

There is a need for the evaluation of supply. Government action should impose information campaigns, school improvements, provision of transport, more financial aid, and social changes such as regrouping dispersed population. Most of all, literacy is crucial to social problems of family planning and hygiene.

Economically speaking, universal enrollment, (getting the unschooled into schools) would prove more expensive per pupil than the "original spurt in enrollment." Demand is dependent on the quality of supply, and most programs particularly those in rural areas are costly.

In 1958, programs were initiated to make all schools more "relevant to employment," and to expand technical and vocational training. This produced further claims on the budget, time and personnel.

In the selective school system, everyone has an equal chance at the beginning. The universal enrollment problem stems from the differences in demand in different parts of the population, varied attitudes, isolation, and dispersion in the population. A solution for full enrollment of girls is a) to manipulate the supply of schools, or b) to create alterations in the social conditions of the country.

TUNISIA

The demand for female employment is increasing resulting in an importance of training for girls. This is due to a) industrialization of textiles, b) tourism and c) expansion of schooling.

At present, the Government regulates or operates almost all vocational training. For girls with minimal schooling, employment means production at home or labor in textile factories and artisan centers. Because there is a definite link between job opportunities and training provided by the government, the goals of longer and better education are being given more priority than universal education.

T-4 Project Paper--Technology Transfer Project. Project # 664-0315

Tunisia has been under the French educational tradition: 6-year primary cycle, 7-year secondary school cycle with a specialized curriculum alternative, one of which is math/science. A baccalaureate is granted upon graduation which qualifies for entrance into the university. The National University System is free and offers 2, 3, or 4-year programs and graduate programs.

All higher education with the exception of specialized programs such as agriculture, are under the auspices of the MHESR. In the year 1980-81, 32,000 students were enrolled in higher learning; 27,000 of them were under the MHESR and 30% of this number were studying engineering or related disciplines.

The number of projected technical graduates can't meet the needs of the society. Thus, the solution of training in the U.S. is sought because 1) the U.S. has a leading edge of technological advance, and 2) there is difficulty in access to W. European institutions.

The Government of Tunisia (GOT) is in their Sixth Development Plan (1982-1986) with priorities of education and employment. One-fourth of the budget goes to education, yet despite this large amount there is still chronic unemployment, underemployment and a shortage of manpower.

At the college level, the GOT sees the need to produce engineers and technicians. One of the questions they are facing is how to adapt U.S. technology to meet its own education and employment needs.

1. Train engineering students overseas for a short-term, 2) with a long-term result in the technical training capability between the U.S. technical community and Tunisian educational institutions.
3. 1000 Tunisian students will be placed in U.S. universities at the graduate and undergraduate levels.
4. The creation of a manpower planning system in fields of science and technology appropriate to needs.
5. Tunisian institutions of technological training will be assisted in enhancing curriculum and teaching methodology through visiting U.S. professors and short-term consultants.
6. Implementation will be through the Office of International Cooperation (DCI) of the Ministry of Higher Education and Scientific Research (MHESR). The role of the ministries is to focus on inputs to manpower planning in technical fields and on placement of students.
7. The project will be a Host-Country Contract with a U.S. university, firm, organization, or consortium of organizations and one additional AID personal services contract with a U.S. expert.

## TUNISIA

### COMPONENTS OF PROJECT includes

1. Manpower planning will be under the Directorate of Manpower Planning of the MPF. Their responsibility will be to determine the demand by academic fields for higher education determined on manpower requests from each ministry. They will also serve as a starting point for faculty and facilities.
2. Student Placement: 220 students will be placed in the U.S. for the year '81-82 to be followed by 260 students per year during each of the three years of the project. English language training will take place at Sousse English Language Center.
3. AID financing has given technical assistance to the GOT in their placement of students. This will include a six month advisor in Tunis to train the MHESR in design of placing students. A GOT Academic Affairs Office in D.C., and AID consultant in D.C. in liaison with the AAO (these last two will begin in Spring '82 and continue through December 1984.

The GOT is responsible for all costs including the annual return to keep contact with families and the rate of return after completion of studies.

The Peace Corps is attempting to secure 2 volunteers with graduate degrees in engineering, science, math or related fields to teach college level physics, chemistry, and math in English at Sousse Center, and Amideast is placing 55 grad students in the U.S. for Fall '81.

In the next five years technical schools will produce at a maximum 3500 engineers but there will be a need for twice that many in the country.

The Directorate of Industry within the Ministry of National Economy did a survey of 5000 small, medium, and large scale industries and determined that by '86 there will be need for 2000 engineers (1600 trained to undergrad level and 400 to the graduate level) in the private sector.

The World Bank is currently negotiating with the MOE for a multi-million dollar project to assist the Tunisian primary and secondary school system, and the UNDP has an on-going project in Tunisia dealing with employment generation and vocational training.

T-5 Nassif, Hind Ph.D. Barriers to the Integration of Rural Women in the Development Process. The Case of Tunisia. Department of Psychology, Sociology-Anthropology Bowie State College, March 14-17, 1979.

This paper discusses the hindrances of female integration into development projects due to male-centered culture restricting female mobility, which stifles females into submissiveness.

Dr. Hind Nassif discusses Tunisia's goal of using The World Plan of Action for the Decade for Women 1978 which states "the recognition of the economic value of women's work in the home, in domestic food production and marketing and voluntary activities not traditionally remunerated."

This goal aids in raising recognition among Tunisians of need to integrate women and make them accessible to vocational training centres, as well as providing them with the same opportunities at all levels of education as are available to boys.

## TUNISIA

This goal aids in raising recognition among Tunisians of need to integrate women and make them accessible to vocational training centres, as well as providing them with the same opportunities at all levels of education as are available to boys.

In the opinion of Dr. Nassif these goals have in the past centered on creating jobs for only a small portion of women, most of whom are urban, elite and already educated, integrated, and employed. Thus, the goals have exceeded their bounds of reason, have appeared too vague and have lacked sharp definition.

Dr. Nassif's field work evidenced the eagerness of Tunisia's government to make women "a factor of progress." The main purpose of the government and PSD (Parti Socialiste Destounen) was to cater to rural development and to the promotion of women. Each governorate contained a Regional Center for Social Development.

The center at Tunisia's second most populated city, Sousse, did provide some vocational training and day care facilities to women, limited to those living in Sousse because village women outside of the city could not afford bus fare.

The other center visited was the Center de Jeunes Filles Rurales of which only 3 existed in the whole country.

In 1975, a Union des Ateliers Mecaniques du Sahel was erected in Qsibet, to employ females from three villages. Two recruited from Thrayet had a mid-secondary school level education with a knowledge of French.

Dr. Nassif's findings show that less than one-half (40%) of Thrayet's female population are economically active of which three-fourths (72%) are traditionally village-based on jobs of olive gathering, wool carding, spinning, weeding, harvesting crops, sewing, animal care, pottery making, knitting and crocheting.

The other one-fourth (28%) are mainly teenagers and unmarrieds who had dropped out of the last class of primary school. This category shows those contributing most to the rural development of rural Tunisia. Thus, one might conclude that integration and training lies with teenage dropouts and unmarrieds.

The position of women in this role is evident as the totality of their earnings go directly to the male authority in the family as compared to Lebanon where the woman assumes responsibility for family budget matters.

In conclusion, Dr. Nassif found that opposition still deprived a woman of completing her formal education, as only 20% of the age group 15-20 were enrolled in all secondary schools, all located in cities. In higher education, 4% of the age group 20-24 were enrolled. In rural Tunisia, one-half (50%) of the fathers surveyed declared 15 (age at which they graduated from primary school) to be the age at which they withdrew their daughters from school. Further, the potential for aid by women's organizations is hindered due to the almost non-existence of such institutions in the rural areas.

Dr. Nassif summarizes in suggesting two areas of concentration by international development donors in collaboration with the Tunisian government: 1) redesigning the formal education program of girls and boys to transform and modernize attitudes, and 2) funding more projects to include re-writing of local textbooks and reform of whole educational curriculum to emphasize women's importance and enhance status and roles in the community.

TUNISIA

T-6 Loan Agreement (Fourth Education Project) between Republic of Tunisia and International Bank for Reconstruction and Development. May 18, 1981.

The Project is designed to support the Office in (a) expanding and upgrading the vocational and apprentice training facilities, (b) broadening the range of training opportunities and (c) improving the quality of vocational and apprentice training.

The Project consists of the following Parts:

Part A: Vocational and Apprentice Training Centers

1. Construction and equipping of seven new vocational training centers and one new apprentice training center.
2. Upgrading and expanding of about thirteen existing vocational training centers and two apprentice training centers and introduction of about thirty new courses, through the construction of workshops and other additional facilities and the provision of equipment.
3. Re-equipping of four vocational training centers and one apprentice training center.

Part B: Development of the Office's Activities and Training of its Staff

1. Development and strengthening of the Office's operations including, inter alia, the planning, organization and management, as well as the evaluation, of its training operations (including strengthening of its services in charge of procurement and civil works supervision).
2. Fellowships consisting of short- and long-term training courses and internships, for selected staff of the Office.

The Project is expected to be completed by June 30, 1986.

T-7 International Bank for Reconstruction and Development. Tunisia: Fourth Education Project. March 9, 1981.

The beneficiary of this project will be the Office of Training and Employment, the OTTEFP, an agency under the Ministry of Social Affairs. The project in brief will concern the following plans:

- a) 7 vocational centers,
  - b) 1 apprentice center as well as extensions to 15 existing centers. The goal is to create 3600 new places for training skilled manpower with an annual output of 5400 workers,
  - c) re-equipping of 5 existing centers to improve the quality of training, and,
  - d) technical assistance to assist in the establishment of a long-term strategy for the development of vocational and apprentice training.
- The resulting benefits will be meeting the manpower needs for skilled workers, craftsmen and supervisors, as well as an improvement of administrators and the technical capacity of authority implementing the project. There will be no special risks involved with the project.

## TUNISIA

**BACKGROUND:** Tunisia's economy is dependent upon rural activities to provide employment and upon petroleum and phosphate exports to provide foreign exchange earnings. The largest social problem Tunisia is facing is that of unemployment.

Tunisia's Sixth Development Plan (1982-86) emphasizes employment generation, food self-sufficiency, and more rapid growth in the three most backward regions of the country, (the North-west, the Center-west and the South). At present 17% of the population is still living in absolute poverty which affects 1 out of every 6 individuals.

Education expenditures rank first among the budgetary outlays for improving basic needs. The hope is to provide free access for all students. The gross enrollment rate at present is 100% at the primary level and 22% at the secondary level.

Improvement needs include:

- a) expanding vocational training programs,
- b) improving their relevance and coordination with labor demand, and
- c) catering more to poor and rural groups.

Attention has been of late given to the need to train school leavers and unskilled in order to increase their productivity and employability. Under the Ministry of Education, formal education comprises 6 years of primary schooling, a secondary level of 7 years and under the Ministry of Higher Education, up to five years of higher education. On successful completion of primary schooling, students proceeding to the secondary level enter either the three-year lower secondary vocational program, or the three-year general program which leads to upper secondary technical schools or general secondary schools. Those who don't gain access to seventh and eight grade are able to get pre-vocational training also under the Ministry of Social Affairs in the OTTEFP. "Tunisification" of the teaching service has reached 95% at the secondary level. Private schooling is available at the primary and secondary levels but accounts for less than 1 percent and around 6 percent of total enrollments respectively.

### PROBLEMS AND POLICIES:

a) low internal efficiency evidence by high dropout and repeater rates mostly at the primary level.

b) Lack of relevant courses to the employment needs of the country thus an increased attention to the development of basic skills in number and in language.

In response to this problem, practical work is being introduced in 5th and 6th grades. The rate of admission from primary to secondary schooling is increasing with a greater attention being given to aptitude and motivation as a criteria for graduation rather than age.

c) Need to make secondary and higher education more relevant to the needs of the economy, thus there is effort to center education more towards lower secondary vocational courses. 37% of new entrants will enroll in the vocational cycle in 1981 as compared to 27% in 1974.

On-the-job training is being introduced for students for the purpose of exposing them and their teachers to work situations. A directorate of programs has been established in the Ministry of Education to ensure better information on the labor market to improve the relevancy of curriculum.

TUNISIA

d) High unemployment and underemployment, yet there is a shortage of skilled manpower too. Policies are being made to close the gap between supply and demand with increased linkages between training agencies and programs, a broadening of specializations in vocational centers, increased apprenticeship training and improved coordination between training system and employers. The OTTEFP plays a central role in these policies.

The project of the World Bank is outlined in the document.

T-8 The World Bank. Staff Appraisal Report Fourth Education Project Republic of Tunisia. February 25, 1981.

This Article was not abstracted.

T-9 \_\_\_\_\_ . The Tunisian National Family Planning Programme. October 1979.

Tunisia is one of the first African and Arab Countries to adopt a national family planning programme as a ground to meet the challenge of population growth. President Bourguiba is one of the 12 Heads of State to sign the United Nations "Declaration on Population" mainly asserting the importance of the population problem as a principle element in long range national planning to achieve economic goals and fulfill the aspirations of people.

The institution of the National Office for Family Planning and Population (ONPFP) on March 23, 1973, translates the political intentions of the government's population/family planning policy which is the adoption of a direct approach to the problem of population increase through concrete projects and activities as part of a comprehensive integrated population policy.

A vast programme of information, education and services has been launched by ONPFP, spelled out in two working plans, a triennial plan (1974-1976) and a five-year plan (1977-1981). The Office insists in the implementation of the programme policies and objectives upon the humanistic aspects of family planning which, as a component of basic preventive health services, aims at the promotion of family health and welfare. Family planning is not viewed as a simple means of births but for each person to enrich his life and reach his full potential.

The Office has been in touch with 64% of women of reproductive age within the framework of its motivation and educational action. The remaining women are either reluctant or living in remote rural areas.

A total of 182,362 births were prevented between 1975-1978 by the various acts performed by the Office. The natural increasing rate of the population has been brought down from 2.98% in 1966 to 2.5% in 1977. The net increasing rate was of 2% in 1977.

The future perspectives of the ONPFP programmes are to try and intensify the integration of family planning services within basic health services without prejudice to the other preventive and curative activities which normally are the responsibility of those services. The Office will try to expand educative and service delivery networks to previously untouched areas especially in rural zones; that is in order to reach the planned-for long-term objective of bringing down the population increasing rate to 1.4% by the year 2000.

TUNISIA

T-10 Union Nationale Des Femmes de Tunisie. Institut Industriel Ez-Zahra.  
Government de Tunis, Delegation de Sijoumi.

This is a technical institute for women training in skilled and unskilled labor. Founded in 1968, the Institute provides studies for one-year or three- or five-month periods at the end of which a diploma is granted. There are no requirements for age or educational background and at present the enrollment is 800 students.

T-11 Union Nationale Des Femmes de Tunisie. El Mar'a. January-April 1981.

The U.N.F.T. is for the purpose of promoting female conditions in the entire world underlining in particular the needs of women who are greatest disadvantaged. A Conference in Copenhagen promoting action for the second half of the U.N.'s decade for women made recommendations to governments, to the U.N., and to non-governmental organizations and individuals. Priorities were stated as nutrition, needs of children, rural women, migrant women, unemployed women, single women and those women alone and responsible for a family. The Conference gave priority to the access of women to training in economic, scientific and technological fields. They made recommendations to governments to take specialized measures to educate women desirous of pursuing a professional life.

T-11a Union Nationale Des Femmes de Tunisie. El Mar'a. May-August 1981.

This issue of El Mar'a discusses the Convention on the Elimination of Discrimination Against Women adopted in December 1979. It composes 30 articles to ensure the legality and rights of women in political and public life in access to teaching, in level of employment and salary, and in guarantee of security of employment in case of marriage or pregnancy. It also emphasizes the equality of responsibility between the man and woman in family planning and the creation of a committee in charge of supervising progress of these concerns.

T-12 UNESCO, Secretariat. Responses Au Questionnaire sur la Situation Socio-Economique de la Jeunesse En Millieu Urbain. UNESCO--Reunion Regionale Sur la Jeunesse Dans Les Etates Arabes. December 14-19, 1981.

This document was formed to respond to questions in certain Arab capitals on the socio-economic situation of youth in middle-class urban areas. Three countries, Egypt, Syria and Tunisia were surveyed. The following responses of Tunisia will be focused upon for our information:

1. What are the principle questions confronting municipalities with respect to youth in urban areas?

a) insufficiency of village to satisfy the problems of increase in growth, b) lack of cultural equipment and means to permit youth associations, c) lack of competent teachers, and d) increased idleness and unemployment.

## TUNISIA

2. Can you furnish a quantitative as well as qualitative judgement on youth in the urban population? What importance has it? Has it diminished or increased in the last decade? Has the city made any significant changes due to the numerical evolution of the young population?

Tunisia responded by saying that what is needed is more awareness of the level of qualifications of youth, thus more effort made to emphasize scholarization. Efforts must be undertaken to resolve the problems of delinquency, employment, lodging and lack of cultural and athletic activities.

Further questions in the survey relate to questions on underemployment, unemployment and problems of educating youth.

3. What specific problems confront women that are different from the problems of young people? Are there specific programs conceived for women?

Tunisian society still remains dominated by the man yet the young female population is more ambitious, more determined and more liberated to fight for employment, lodging and spare time. She must face specific problems inherent in her condition as a woman, and to work, she must have a specialized field.

T-13 Abdel-Kader Zghal. Situation de La Jeunesse Urbaine Dans le Monde Arabe. UNESCO at Reunion Regionale Sur La Jeunesse Dans les Etats Arabes. December 14-19, 1981.

This paper presents the socio-economic problems of youth in urban cities and the role that they can play in cultural development.

With respect to historical and social context of Arab youth, youth are in a sort of "death period" between infancy and adult age. In urban centers, youth face more and more difficulty in integrating themselves into the social and economic system. Youth are considered a product of the rural exodus and of urbanization.

As a socio-economic approach, the Arab youth are a product of extra-familial institutions wherein schools serve as an instrument of social promotion.

Thirdly, the psycho-sociologic approach discusses a collective identity crisis and identity crisis of fathers.

T-14 Reunion Regionale Sur La Jeunesse Dans les Etats Arabes. Les Problemes Socio-economiques de Jeunes en Milieu Urbain et le Role qu'ils Peuvent Jouer dans le Developpement Culturel. UNESCO. December 14-19, 1981.

The following is an outline of the material covered in this source:

- I. Actual State of Youth in Urban Environments in the Arab States: 1) definition of idea of youth, 2) rural exodus and demographic growth, 3) effects of industrialization, 4) urbanization and living, 5) problems of adaptation, and 6) urban youth and their participation in the culture of public life;
- II. Tendencies and Perspectives of Urban Youth in Arab States;
- III. Promotion, Development and Problems of Research on Youth in Arab States: 1) research themes, and 2) cooperation and documentation for research; and,
- IV. Structure and Coordination of Activities of Youth in Arab States.

## TUNISIA

T-15 Office des Travailleurs Tunisiens a L'Etranger, de l'Emploi et de la Formation Professionnelle. La Formation Professionnelle en Tunisie. Ministere des Affaires Sociales. March 1978.

This document discusses the Fifth Year Development Plan and the need to create employees necessitating vocational qualifications. The structures of training and education must adapt to this situation. Vocational training must fill two missions: 1) an economic mission for manpower with required qualifications (technicians, skilled and highly skilled) and 2) a social mission to facilitate vocational training into the active life for all ages, and all scholarly levels in all populated sectors. To fulfill this second mission, the benefits will include: a) bettering productivity of enterprises by bettering the competence of trainers and workers, and b) assuring vocational training and thereby social training of workers increasing their revenues and social status.

T-16 La Formation Professionnelle Au Cours de Ve Plan--Fascicule II, Programme d'Action. OTTEEFPP.

This document discusses the Fifth Plan for the Vocational Training programs of Office des Travailleurs Tunisiens a l'Etranger de l'Emploi et de la Formation Professionnelle (OTTEEFPP).

The most important objective is to make profitable the infrastructure of training existent and then to promote the actions for existing needs. Three sub-objectives exist under this main objective: to increase profits, to better the adequacy of employment training, and to stabilize the training for manual professions.

The profits of a training institution define themselves by certain ratios. These include the rate of filling-in, representing the rapport between the number of students in training and the theoretical capacity of production in the training unit; rate of result representing the rapport between the number of students passing the exam at the end of the program and number of completed students; and the rate of placement representing the rapport between employment places at the end of training and those trainees trained by the institution.

The first two definitions are significant in regard to their utilization of training potential and of the profits of teaching realized in the institution. The lowest rates are found in the auto-mechanics section and transport. New industries not having yet attained their optimal rates include welding and metal construction.

In the Fifth Plan, the Office proposed to attain a mean of 95% for all activities in 1981. To attain this objective, efforts will include the recycling of staff, bettering of teaching methods and the functioning of institutions, i.e., training.

Since 1976, the OTTEEFPP has been in the process of measuring and evaluating the characteristics and parameters of inserting employees into vocations. To do this, manpower must be observed. The following are objectives in order to reach needed placement: consolidating the climate of confidence that regulates the rapport between trainers and employers, reinforcement of the role of trainers in placing students after training, and the creation of a Committee of Directors of the Center for vocational training to create a liaison between the Center and the working environment, and the extension of existing centers rather

## TUNISIA

than the creation of new ones. The overall projection is a creation of an extra 910 workers.

To improve the adequacy of employment training, the existence of linkages in time and space between the potential production of training installed in the country and the needs of economic manpower quantitatively and qualitatively are being examined. There are certain policies involved with the education and training process by the Government. Adequacy is defined by the production of the number necessary to enter the labor market.

Economy needs call for 2,500 professions while the existing infrastructure of training covers only 300. To increase the number of professions, actions are being taken to modernize equipment.

In the past, manual professions have been perceived as degrading, thus students have commenced to be highly motivated, establishing a link between courses and institutions with specializations in the field.

Finally, development of initial training is occurring through development of apprenticeships.

T-17 L'Association Tunisienne d'Aide Aux Sourds-Muets. Les Enfants du Silence.

L'Association Tunisienne d'Aide aux Sourds-Muets is a philanthropic non-profit organization for those with auditory deficiencies. Founded in 1970 under the Ministry of Social Affairs, the organization's objectives include vocational and social mainstreaming of individuals back into their families and society.

The organization assures youth a specialized education with modern methods adapted to the teaching of the deaf. It aims to socially protect adults and safeguard their interests by installing them into clubs and athletic activities, and increasing their leisure abilities. And finally, it assists in orienting parents and facilitating their medical consultations regarding their children.

In 1969-70 the first center of reeducation opened with a nursery for three- to four-year olds and two mixed classes of children aged 6 to 13. Since 1971, a vocational section for young deaf women, 14-20 years old, has been established and since 1972, a club for adults has been initiated.

Further dates are December 1974--the opening of two classes at Nabeul and four classes at Sfax; 1975--creation of four classes in the suburbs of Tunis; 1976--centers for 20 new classes; and 1975-8--new studies of verbal and tonal methods.

There are three cycles of education: a speech cycle for 3 years, a teaching cycle for 9 years and a vocational education cycle for 4 years.

T-18 \_\_\_\_\_ . "M. Ennaceur: Aider les Artisans A Realiser Leurs Projects." Le Temps. November 25, 1981.

This article announces that Fonds National de Promotion de l'Artisanat and Petits Metiers will be put as part of the OTTEFP. This action will permit numerous artisans, independent workers and emigrated workers to return to Tunisia in their respective traditional employment and they will be able to integrate themselves into their own projects.

TUNISIA

T-19 ASDEAR. ASDEAR-Association pour le developpement et l'animation rurale.

ASDEAR was created for the social and economic promotion of disadvantaged populations in rural environments. The organization has projects in the following governorates: Mahdia--small breeding, poultry farming, weaving and training in production for a residence for 20 women, factory for ready-made clothing, health facilities, canvassing of pumps and auto construction; Kasserine--poultry farming; Siliana--irrigation, utilization of materials for production and transport, creation of hen house and study of rural lodging and auto construction; as well as other projects in Zaghouan, Bizerte, and Sidi Bouzid. Specific projects include: 1) Centre d'Artisanat de Carthage in weaving and 2) reintegration of emigrated workers as case studies. This second project studies projects for small industry, makes preparation for their execution and follow-through for evolution of the project.

T-20 ASDEAR. ERRIF. Bulletin d'ASDEAR. Revue Trimestrielle No. 1, 1979; No. 2, 1979; No. 3-4, 1979; No. 1, 1980, No. II-3, 1980, No. II-4, 1980.

These documents were not abstracted.

T-21 ASDEAR. ERRIF. Bulletin d'ASDEAR. No. III, 1-2, 1981.

In a series of Quarterly Reports, this is the latest issue with a special on the General Assembly of ASDEAR. The first section is a Moral Report for 1980. It emphasizes the improved concreteness of ASDEAR with respect to its orientations with the beneficiaries of the organization. Through this improvement, ASDEAR will be better able to conduct projects in the future.

The objective of 1980 was to motivate beneficiaries to regroup so as to form cooperatives. By reevaluating past projects and studying the nature of future products, ASDEAR feels able to help individuals better their production already existing, rather than to introduce totally new projects.

Most projects have regional character for the purpose of ameliorating family resources.

At Mahdia, the focus is weaving. There are two centers--Centre de Carthage and Centre du Kram--where at both the efforts are designed to regroup young women into cooperatives. Meetings are held on site for information and awareness increase among the population. In 1980, there was one session of training in each of two centers. The greatest difficulties with the centers are those of outflow. This is being solved by the establishment of a contract with Transtours and new circuit of distribution on Sidi Bou Said.

At Siliana, the project specializes in auto-construction. In Zaghouan, the focus is in beekeeping and poultry farming. Projects exist in Sejnane as well.

In conclusion, an active review of the dimensions of projects is being taken on by ASDEAR to make them more profitable and to help those involved increase and better their production.

TUNISIA

T-22 E.N.S.E.T. L'Enseignement Technique Superieur et Secondaire. No. 3, February 1979.

The publication poses the problems of the profitability of technical teaching and that of the synchronizing of forces that animate the process of real production. So that teaching can respond to all these urgencies, it must evidently be equipped with a particular structure as much pedagogical as scientific.

T-22a E.N.S.E.T. Memoires Techniques. June 1981.

This brochure is a compilation and bibliography of technical abstracts on various subjects such as layout of a motor, mechanical and electric manufacturing and drilling tools.

T-22b Ministere de l'Education Nationale. Ecole Normale Superieure De l'Enseignement Technique. Universite de Tunis.

The mission of Ecole Normale Superieure de l'Enseignement Technique (E.N.S.E.T) is to assure training and perfection of professors of technical disciplines for teaching technical and vocational education, and to promote the research in masters of pedagogy of technical and vocational teaching. The school conducts fundamental teaching, theoretical and practical teaching in relation to the specialities of the professors, as well as general cultural education to students.

The organization of teaching is through the following sections: Mechanical Construction, Electrical Construction, Mechanical Manufacturing, Electrical Manufacturing, and Civil Engineering.

There are three cycles of study: 1) the first cycle is general and technical training which lasts for two years; 2) the second cycle is fundamental and pedagogical training, and 3) the third is elaborate training preparing for teaching exams and doctorates.

T-23 Office des Travailleurs Tunisiens a l'Etranger, de l'Emploi et de Formation Professionnelle. Le Systeme de Formation et D'Enseignement en Dehors de l'Education Nationale. Ministere des Affaires Sociales. 1978.

This document discusses the system of training and teaching outside of the National Education system in Tunisia. The document reports on information given in 1978.

There are 813 institutions of which, 694 offer specialized teaching or vocational education at all levels. One hundred and five of them are for general teaching at the primary and secondary level and 14 offer pre-professional/vocational education.

PRIMARY AND SECONDARY TEACHING: There are 105 establishments providing education for 25,150 youth. The Organization Tunisienne de l'Education et de la Famille controls 25 establishments with 2,230 youth, 8.9% of the total youth educated; L'Ambassade de France has 21 establishments teaching 6,210 youth, 24.7% of the total; Private teaching controls 56 establishments, 15,750 students and 62.5% of the total; and the other institutions have 3 establishments with 970 youth and 3.9% of the total number.

205

TUNISIA

PRE-VOCATIONAL TEACHING: At this level there are 14 establishments for 1,650 youth of which the majority are feminine. With respect to age, 33% of the students are under 15 while 67% are 15-16 years old. Ninety-percent of the locations are in Tunis. Skills taught are embroidery and crochet for girls, and electricity and carpentry for boys. The girls are recruited at ages younger than boys as those under 20 years old are 77% feminine while only 52% masculine.

The OTTEEFP trains on four levels of qualification: semi-skilled worker, skilled worker, highly skilled worker, and technical and superior technical skilled. The fourth level is the most recent to be implemented.

SUPERIOR TRAINING: Most of the ministries do training at this level. They are: Ministry of Social Affairs which supervises OTTEEFP; Ministry of Youth and Sports training professors and monitors of physical education; Ministry of Transport and Telecommunications training pilots, aerial engineers and telecommunicators; Ministry of Public Health training in specialized personnel in medicine, nutrition, and nutritional technology; and the Ministry of Agriculture training agronomical engineers in hydraulics and rural engineering.

SPECIALIZED TEACHING TO PRIMARY AND SECONDARY: At this level, 54% of students are men and 46% of students are women. There are three types of training: 1) artisan training with a social focus, geared to drop-outs and those who cannot finish the formal education system, (this training is almost exclusively to girls--99.4%), 2) on-job or apprentice training, and 3) "modern" training.

ON-JOB TRAINING: This level favors males as it is two-thirds male.

MODERN TRAINING: This level provides teaching and advanced methods appropriate to technology of the country and its national economy. Training is assured by various ministries. On page 33 of the document, there is a table tracing the evolution since 1975 by training organization and the number of individuals they served and trained.

Building activities is the sector that had made the greatest effort in training. From 1975-8, the number of trainees doubled. This sector is exclusively assured by OTTEEFP in building electricity, framing, carpentry, masonry, heating, plumbing, and tiling.

CONCLUSION: The effort for vocational training has progressed considerably. The average growth in vocational training since 1975 has been 16%. Every training organization that is private has contributed to the effort. Yet there are insufficiencies in existing structures. These insufficiencies are affected as much by level of content (production) as by diversities and disequilibrium heightened by this document's inquiries: diversities between capacity of trainees of infrastructure of organism and the demands of training at levels of sex, degree of instruction and capacity of volume; and disequilibrium between regions, vocational sections, and degrees of training.

## TUNISIA

T-24 Ministere de l'Education Nationale. Note de Synthese Sur l'Enseignement Secondaire, Technique et Professionnel. Annee Scolaire 1980-81.

The objective of this document is two-fold: to show the structure of teaching in second-degree education and to show the principal statistics relative to secondary teaching to date (Nov. 1, 1980) in Tunisia.

**END OF PRIMARY SCHOOLING:** At the end of the sixth primary year, those students admitted to the first year of Secondary School go into either Long Secondary Teaching or Vocational Secondary School. Long Secondary School is a three-year system at the end of which students are oriented in one of four cycles. The first is a second cycle of general education for four years of Mathematical Sciences or Mathematical/Techniques and Letters. The student receives a Baccalaureat diploma. The second option is a second cycle of Technical Economics for three years in Secretarial and Accounting courses. The third option is a second cycle of Industrial Technician training for three years with 19 specializations such as mechanics, auto mechanics, engineering, hairdressing, electronics, hydraulics and construction. The fourth option is a second cycle in technical trades in establishments relevant to the Ministry of Agriculture. These last three options all grant the Diplome de Technicien.

The best students with diplomas in Technical, Industrial and Economic schooling are admitted to take a seventh year in preparation for superior (higher) education in the following fields--Civil Engineering, Topography, Mechanic/Electro Techniques, Administration, and Press and Information Services.

The Vocational Secondary School is a three-year cycle in the following sections--electricity, general mechanics, auto mechanics, carpentry and cabinet-making, masonry, morocco-leather tanning, graphic arts, bookbinding, ceramics, painting, weaving, ready-to-wear, hairdressing, and photography. The best students with this diploma are authorized to continue with Secondary Technical studies in a field corresponding to their original speciality.

**ORGANIZATION OF STUDIES IN TERMINAL CLASSES:** There are four sections in terminal programs: Mathematics/Sciences, Letters, Mathematics/Technical, and Choice of specialization. The first section, Mathematics/Sciences has a seventh year containing four obligatory sections: Math, Physical Sciences, Natural Sciences, and Philosophy. There are also two option groups in addition to the required courses: Scientific (math, physics and technical design) and Human Sciences (geography and second language).

The Letters section has a seventh year containing four obligatory sections: Philosophy, Literature and Arab civilization, Second Language and History/Geography). The Letters section, as well, offers two groups of options in Scientific (math, natural sciences and chemistry) and in Human Sciences (French, Islamic sciences, Introduction to Economics, and Theology).

The Mathematical/Technical Section has four obligatory courses in math, physical sciences, mechanical construction, and practical and technological techniques. In addition there are two option groups in Scientific (math and physics) and in Human Sciences (philosophy and second languages).

TUNISIA

T-28 \_\_\_\_\_ . "NABEUL: 350 familles beneficieront des programmes de la famille productive." La Presse. December 1, 1981.

This articles reports on a seminar given for the training of cadres for social action in subjects of nutrition and the protection of handicapped. The seminar included courses and practical work in family education and in the safeguarding and officering of the handicapped. 350 families will benefit from these programs in the Cap Bon area.

T-29 \_\_\_\_\_ . "Don Americain de 200.000 dollars a la Municipalite de Tunis." December 5, 1981.

David L. Mack, charge d'affairs from the United States to Tunisia presented a check of \$200,000 to Zakaria Ben Mustapha, mayor of Tunis. The gift was from USAID to be utilized for the granting of small loans to small qualified enterprises in the Mellassine quarter. Mack hoped the gift would contribute to encouraging the promotion of the small enterprise and would create new jobs in Tunis. In response, Ben Mustapha indicated that this aid would help to reinforce the rehabilitation of the Mellassine zone and help to integrate the families of this region into the economic circuit. This program will complement the program of la Famille Productive.

T-30 \_\_\_\_\_ . "Formation Professionnelle." December 6, 1981.

The Office of Employment and Training (OTTEFP) is proposing to construct in Sousse a national center of training for technicians in electronics. Calls of offer concerning this project have already begun.

T-31 \_\_\_\_\_ . "Interet americain pour le programme de la famille productive." November 17, 1981.

American diplomats have manifested a particular interest in programs of La Famille Productive in the Third World and a fundamental element in the politics of social development. The two parties have equally evoked the possibility of integrating this program in the offering of a project of development in Central Tunisia benefiting from American assistance.

T-32 \_\_\_\_\_ . "Directives de President pour Accelerer et Generaliser le Programme de Famille Productive." October 27, 1981.

The Tunisian Government is committed to elaborate on a strategy for attaining rural development and accelerating the program of La Famille Productive. In a meeting between Bourguiba and Mzali, the Prime Minister, Mr. Mzali's visits in certain regions were discussed. These visits are for the purpose of placing the first stone in a series of projects. Projects include workshops for barrage construction in Bizerte and a school for engineers in Gafsa. A third project entails the beginning of asphaltting the route Al-Aradh in Kairouan.

TUNISIA

T-33 \_\_\_\_\_ . Accorder dans le VI<sup>e</sup> Plan, la Priorite aux Programmes d'Aide aux Familles Pauvres. October 2, 1981.

In a meeting with Guiga, Minister of the Interior, Moalla, Minister of Plan and Finances, and Ennaceur, Minister of Social Affairs, President Bourguiba reiterated his interest in rural development and the extension of programs that would aid families needing to ameliorate the level of their lives. Recommendations were made for the Sixth Development Plan to have as a priority, programs for aiding the poor and families with weak incomes.

T-34 \_\_\_\_\_ . "15 Handicapes S'Initieront a la Petite Horlogerie."

This article discusses the problems Tunisia faces in assisting the handicapped. At present, the country is incapable of solving the problems of the handicapped due to the lack of financial and human means. In accord with the RDS (Center for Regional and Social Development) there are two centers of La Famille Productive. The first center handles 15 handicapped individuals and has initiated a small clock-making factory. The ages of the students are 15-25 years. With manual motorization the students will be able to work for small businesses within the environs of their own homes. The second center is located in the rural areas. Its biggest problem is lack of income-generating jobs coupled with the difficulty of obtaining housing. Authorities in Tunisia believe the situation is unsolvable. The handicapped, on the other hand, feel this attitude is a broad generalization which must be replaced by a new mentality.

T-35 Union Nationale Des Femmes Tunisiennes. Girl's Center for Vocational and Industrial Education in Zahour. 1978.

This pamphlet commemorates the 10th Anniversary of the establishment of the Zahour center. The Center was founded in 1968 with 60 students in three skill areas. In 1978, there were 600 students in 39 skill areas. The program of study consists of 30 hours of practical per week and 6 hours of general studies. The Center accepts girls from 12- to 25-years old, from illiterates to girls in the 6th year of secondary school. A cost schedule is shown on page three. Page four shows a chronological development schedule of the school.

T-36 \_\_\_\_\_ . Celebration of Establishment of Tunisian Organization for Aid to the Deaf. 1981.

This group works under supervision of the Ministry of Social Affairs, and was founded in 1970.

Goals of the organization are: 1) mainstreaming the deaf: in family, society, and vocationally; 2) vocational education and participation in general activities; and 3) guidance of the deaf.

The pamphlet lists centers and schools belonging to the organization, and other basic facts about curriculum and equipment.

109

TUNISIA

T-37 ALESCO (Arab Organization for Education, Culture and Science). International Year of the Handicapped: Participation and Equality. 1981.

This pamphlet outlines a broad policy for helping the handicapped throughout the Arab World, and discusses the problem of raising consciousness about problems which the handicapped face.

The organization lists the following goals: 1) Broad planning among Arab countries to lessen barriers to open communication about the handicapped; 2) early discovery of handicaps among children so they can be effectively treated; 3) developing training centers locally and/or inter-Arab for formation of teachers and experts specialized in helping handicapped, as well as the dispatching of study and training groups abroad to increase expertise in this area; 4) Developing official programs in all Arab countries designed to aid and support handicapped; 5) facilitate their mainstreaming into education systems and especially professional (vocational education) training and development of necessary legal incentives; 6) literary education among handicapped; 7) encourage appropriate research about handicapped and their problems; 8) participation of handicapped in sports clubs; 9) encourage Arab industrial sector to produce necessary educational aids for handicapped; 10) gather literature for national libraries and special materials such as braille for the handicapped; 11) facilitation of exchange and transfer of special educational materials between Arab countries; 12) incorporate planning for handicapped into basic engineering and architectural and transport plans and designs; and 13) construction and building renovation designed for handicapped.

Activities of the organization in this field include: publication of research about handicapped issues in the Arab world; publication of a book about problems handicapped face in the Arab World (edited selections by experts); publication of special issues of organization's magazine dealing with appropriate issues in this area; organization of conferences in the Arab World and outside it handling specific problems and broader policy issues; recording and distribution of special media programs; and participation in preparation and publishing special essays and papers about these issues from Arab organizations and the UN.