Morocco

PN-AAX-501
ISN 30737

NON-FORMAL EDUCATION FOR WOMEN IN MOROCCO

WID/AID

I. RATIONALE FOR THE IMPLEMENTATION OF NON-FORMAL EDUCATION PROGRAMS FOR WOMEN

A. There is realization on part of developing nations in the Third World as to the unfeasibility of providing universal education for their population in the near future. Sole reliance on formal education as an accelerator of the changing position of women proves to be somewhat unrealistic, partly because economic development does not benefit every strate of the population evenly; it tends, in general, to benefit women the least.

B. The advantages of non-formal education are to be seen in terms of:

a) bridging the educational gap between different socio-economic groups in developing countries;

b) effective mechanisms for providing vocational training to produce semi-skilled labor to cater to those sectors in the labor market where there are shortages;

c) providing an effective vehicle for the integration of the underprivileged classes into the overall national economy for the purpose of their own self-identification with national objectives as they become increasingly not only participants, but also beneficiaries of the development process.

C. In Morocco the importance of non-formal education for women is particularly crucial for the following reasons:

(i) Demography. 50% of Morocco's female population are aged under 15. About 23% of the female population is in the 10-19 age categories;

(ii) Education. The young female in Morocco finds herself in a more disadvantaged position from the educational viewpoint, compared to her male counterpart. This is reflected in:

(a) higher female illiteracy rates in the young age groups;

(b) higher female drop-out rates from primary and secondary schooling than among males;

(c) thirty-seven percent of school-age males are in school as compared with only 19% of females.

(iii) Economics. The position of the Moroccan woman must also be viewed from the point of view of the increasing importance of the economic role she is being called upon to play. The emergent need to provide the Moroccan women with economic options which permit her to become effectively integrated as an independent income earner is substantiated by labor force statistics.

For example, the 1960-1971 intercensal period indicates an increase in the economic participation of Moroccan women aged 15-19 and 45-54 years of age, which suggests that an economic burden is clearly being thrust in large part upon the adolescent female, and the middle aged woman. (See Table 1)

The new economic role assumed recently by the Moroccan female adolescent and middle aged women is also evident from the unemployment statistics, particularly when examined by age. (See Table 2) The availability of vocational training to young adolescents would clearly help reduce the unemployment rates since we expect that this statistic is highly inflated by the number of young unskilled women searching for jobs.

The labor force statistics suggest that the transitional period in the modernization process in which Morocco finds itself is affecting the traditionally held status of women in this country. The idealized position still tends to see the Moroccan household intact and all women cared for financially by related or affinal males. However, empirically documented changes in family/household structure occuring between 1970-1971 as a result of male unemployment, internal migration, and the rapid process of urbanization as well as international emigration (on the part of males) have increasingly pressured the Moroccan women to assume the economic burden of supporting her progeny; and the adolescent female of helping her immediate family.

D. The census data show that between 1960 and 1971

(1) the number of households headed by women has increased 33%. The number of households headed by males has hardly increased.

(2) households headed by females are not restricted to divorced or widowed women, though these clearly form the majority:
- 14% of all female headed households are headed by women who are married (though it is not clear whether husband is actually <u>present</u> in the house);
- 83% of all female headed households are headed by women who are divorced or widowed.

(3) furthermore it also appears that households headed by women are of a much larger size as compared to those headed by males.

E. Achievements of the Government of Morocco in the implementation of non-formal educational programs for female adolescents.

The Government of Morocco has addressed itself to the problem of providing non-formal educational programs for adolescent females over a period of time.

The official position of the Moroccan Government as stated in the Constitution and all the by-laws provides for the equalization of the sexes in the educational and occupational process. Recognition of special efforts that need to be exerted on behalf of the young female population to permit tham to fully benefit from such egalitarian opportunities as are provided by the legal structure has led to the involvement of several Ministries in the implementation of non-formal educational projects for the adolescent female.

The following Ministries are (or have at one time or other been) involved in such projects. The Ministry of Interior, the Ministry of Commerce, the Secretariat of State of Social Service and Handicraft, the Ministry of Youth and Physical Education, the Ministry of Tourism, and the Ministry of Labor.

F. In its endeavours to promote the condition of the educationally disadvantaged female adolescent, the GOM has drawn upon the technical, and material assistance of various International Agencies such as UNESCO, UNICEF, ILO, UNDP, as well as AID.

Table 1

LABOR FORCE PARTICIPATION RATES OF WOMEN IN MOROCCO BY AGE (1960-1971)

Females	1960	1971
15-19	10.0	16.5
20-24	7.5	7.5
25-44	8.5	11.0
45-54	11.5	17.0
55-64	11.0	13.0
65 and more	6.5	3.5

Source: Current Economic Position & Prospects of Morocco, Table 1.6.

Table 2

UNEMPLOYMENT IN MOROCCO BY SEX AND AGE (1971)

		Total	V1	V2
15-19	M	31.0	49.5	10.6
	F	74.7	61.2	14.3
20-24	M	22.7	32.2	12.2
	F	20.2	26.6	9.4
25-29	M	10.0	11.1	8.7
	F	6.1	7.0	4.6
30-34	M	7.7	7.2	8.2
	F	4.9	5.2	4.8
35-44	M	13.3	-	27.9
	F	9.6	-	25.7
45 and	M	15.4	-	32.3
more	F	15.5	-	41.3
		100.0		100.0

V1 Unemployed who had worked before census date
V2 Unemployment who had not worked before census date

Source: Current Economic Position and Prospects of Morocco, Table 1.14.

II. EXISTING NON-FORMAL EDUCATION PROGRAMS FOR WOMEN IN MOROCCO

Established Non-Formal Educational Programs for Women are located in the following Ministries: The Ministry of Social Services which comprises Welfare and Handicrafts, and the Ministry of Youth and Sports.

The three programs cater to a similar socio-economic and educational group, i.e. the hard core poor female adolescent school drop-out. All programs agree in their objectives to provide adolescent females with an alternative option to inactivity and poverty. However, they differ in the kind and effectiveness of training offered.

A. Ministry of Jeunesse & Sports

The Ministry of Jeunesse & Sports operates a network of centers for the training of female adolescents and women under the auspices of the Promotion Féminine Administration.

Beneficiaries of the "Foyers Féminins"

A) The stated objective is to prepare a conscientious citizen, to awaken her consciousness, and bring awareness of her legal rights.

1. Girls between the ages of 10 and 20 in rural areas, 12 and 22 in cities, qualify for admission. Some centers also provide courses for married women.

2. All come from disadvantaged families. Some never attended school, others dropped out, for a variety of reasons of which the most important is probably the shortage of classrooms. Only 7% have gone as far as the first year of high school.

3. The program serves about 45,000 girls in 336 centers, of which 108 are in urban areas, 228 in rural areas. Almost all centers complain that there are more applicants than places.

B) The centers are administered by directrices, with the help of 1,042 "monitrices" or teachers, some assistant monitrices, and some volunteers.

1. The directrices are usually Baccalaureat graduates;

2. The monitrices must be at least 18 years old, have a Brevet level education and pass a competitive entrance exam to the "Institut Royal de la Formation". At the end of the year's training the girls sit for an examination which qualifies them for admission to a year's apprenticeship in a foyer, and full employment. A month of in-service training is required annually.

3. Monitrices are civil servants. Their beginning wage is 20% less than that of primary teachers, or 1,000 DH/month. They are assured social security, health and retirement benefits like all civil servants.

OPERATION OF THE FOYERS FEMININS

The foyers are organized nationally under the Promotion Féminine of the Ministry of Youth and Sports, but are managed from regional centers, each manned by a director, an accountant and a number of field representatives.

ORGANIZATION

The foyers are operated on a structured principle similar to the formal educational system.

1. Students are expected to keep strict hours;

2. They wear uniform smocks which provide a level of neatness and incentives for personal cleanliness;

3. They have designated seats and their movements are supervised by a monitrice.

4. Each class is provided with separate quarters.

CURRICULUM

The curriculum seemed to us mainly craft-oriented.

1. First year handicrafts are embroidery, knitting, crochet, simple sewing. Illiterates are taught to read and write in Arabic, while cooking and physical education classes meet twice a week.

2. Second year students are introduced to more intricate embroidery patterns. Embroidery continues, with more complicated patterns. They are introduced to the use of machines for embroidery ai knitting. More scholastic courses - like nutrition and child care - ar introduced.

3. A detailed example of kind of program offered by the Foyer is offered by the weekly schedule of classes in the third year. The weekly schedule (30 hours) is divided as follows:

Cooking	3 hours	Family planning & sex	1 hour
Mending	3 hours	Child care	1 hour
Pattern-making	3 hours	Recreation	3 hours
Dress-making	6 hours	"Practical life"	1 hour
Embroidery	1 hour	Civics	1 hour
Optional handicrafts	2 hours	Religion	1 hour
		Physical education	2 hours
		Nutrition	1 hour
		Hygiene	1 hour

4. Informal classes are also organized for married women. In some centers (the team saw this in Fez) the women themselves request the subject matter. We were told that Promotion Féminine is strongly committed to family planning, and uses every occasion to spread birth control information.

SECTION MODERNE

There is a two-year course for girls who have completed the Foyer, and wish to specialize. The subsequent diplomas qualify them for entrance to the labor market.

1. Child care. Only those with 4 years of secondary education are eligible. They can become pre-school teachers, or governesses in private homes (no housework);

2. Cooking. This includes pastries. It has been found, however, that employment in this field is not practical, as it is usually night work;

3. Dress-making. Both traditional and modern;

4. Housekeeping. Employment in hotels or other institutions as housekeeper (not maid).

MONITRICES

Monitrices are trained in the Institut Royal de la Formation which is housed in a former palace on the outskirts of Rabat.

1. Only a small number of graduates are needed, as the civil service status of monitrices leads to small turnover. The number of current trainees is 30 while last year there were 50.

2. The girls must have completed high school, though not the Baccalaureat, and are admitted to the training program on the basis of a competitive entrance examination.

CURRICULUM

The instruction program is covered in one year and the subjects covered extremely varied. The following is a breakdown of the year's schedule by classroom hour.

Psychology	20 hours	"Promotion féminine"	20 hours
Pedagogy	20 hours	Child centers and coops	5 hours
Sociology	20 hours	Practical life and behavious	30 hours
Civics	14 hours	Correspondence	16 hours
The status of woman	20 hours	Games and songs	30 hours
Woman and labor legislation	10 hours	Dance	15 hours
Home-making	132 hours	"Technique d'animation"	90 hours
Cooking	100 hours	Protection of infants and mothers	20 hours
Dress-making	187 hours	Nutrition	20 hours
Knitting & crochet	50 hours	Family planning and sex education	20 hours
Embroidery	93 hours	Physical education	70 hours
Esthetics	40 hours	Summer Camp	66 hours
Decoration	20 hours		

At the end of the program the trainees are assured of a place in the Foyers

EVALUATION OF FOYERS FEMININS TRAINING PROGRAMS

OVERALL OBJECTIVES

1. Any evaluation of the Foyers Féminins has to be based on stated objectives which have been expressed to members of the team in very general terms: "Prepare the Moroccan woman to be a responsible citizen, a conscientious citizen, a productive citizen - fully aware of her familial, social and national responsibility".

In another context, we were told that Foyer Féminin is a mechanism to get the Moroccan woman out of her secluded world.

2. At no point was there any indication that the objective of the program is to prepare women for economic self-sufficiency or to fulfil specific functions in the public sector. This is clearly reflected in the curriculum which although it claims to emphasize crafts and literacy (general education) is in fact directed to training illiterate female adolescents and female drop-outs from primary and intermediate and secondary schools with skills that are consonant with the traditional role of wife and mother.

The administration sees the program within the framework of its utility for the home (i.e. in purely non-marketable terms) as well as (and this was clearly of secondary importance) providing opportunities for women to earn some income.

Furthermore they are quite emphatic in stating that they do not provide occupational placement for their graduates; nor do they conceive it to be their function to do so.

3. The Foyer Féminin administration has made attempts to introduce specialized training to follow the basic three-year training program in several fields which are clearly oriented towards income earning activities. These provide a limited opportunity for girls with exceptional pre-Foyer educational background who are either highly motivated or in dire economic need (or both) to enter into the tertiary sectors of the labor market. These opportunities for specialization cover the following fields.

MODERN ECONOMIC SECTOR

(a) Female adolescents with four years secondary level education who have completed the three-year course are eligible for the annual examination held by the Ministry of Tourism; for admission to a two-year Training Program in hostelrie. The course ensures the placement of the graduates (as receptionists, switchboard operators and housekeepers).

(b) Female adolescents with sufficient training are offered the opportunity to become bilingual typists. In most cases this is done under a cooperative arrangement requiring a minimal subsidy on the part of the young woman.

(c) Haute Couture

(d) Gouvernante

TRADITIONAL SECTOR

(a) Cooking and Pastry Baking. This has not been very successful. Restaurants hesitate to hire girls and young women are constrained by the late-hour working schedule such type occupations require.

(b) For ambitious girls who have completed the 3-year training course, the Foyer offers the possibility to form production cooperatives for the marketing of traditional handicrafts work.

4. Unfortunately, our observations lead us to believe that the actual availability of such specialized training programs - particularly those in the modern sector - are relatively few. If and when such additional vocational programs are offered they have been introduced on the individual initiative of an official. We do not in any way feel that there has been a basic re-orientation, or re-structuring in the general objectives of the Foyer Féminin Programs in the direction of emphasizing the employability component, particularly in the modern sector.

In our visits, for example we came across only one Foyer Féminin which had a typing class (6 women students) and one instance in which we saw a section for coiffeuses. Although the bulk of our visits were in the major urban areas, we did not see training programs implemented in any of the other areas.

As for the hostelerie program provided to Foyer graduates by the Tourism Dept. - the yearly intake does not exceed twenty females.

5. The Production Cooperatives founded by the Foyers to provide an outlet for traditional handicrafts appear to exist in only very few centers. Our impression is that such outlet as may exist is exclusively in the local market.

From what we have observed the impact on the earning power of Foyer trained women is minimal - despite the feeling conveyed by the Foyer administration that they are thereby providing an income earning opportunity.

Given that these Cooperatives do not produce in advance - the length of time necessary to complete an article is considerable - it appears that such cooperative production as exists caters to the marriage market - for the trousseau of the bride - and most probably to those segments of the population of lower income.

6. The ability of two members of the team who are fluent in Arabic to talk to some of the young girls in the classrooms was constrained by the presence of the Monitrice and accompanying officials. Those in the first year, when asked what they intended to do after finishing their training initially responded vaguely about wanting to "work". When probed further, however, they did indicate they wanted (or would!) marry and prefer to work in the home.

Among older, more advanced trainees, the major reaction was that they would have liked to specialize in other handicrafts. Of the few interviewed, to become a gouvernante, aide-médicale and work in a hospital, in a hotel, etc. seemed particularly attractive - their scholastic background, however, was not up to par.

7. Our limited observations and interviews lead us to conclude that there is a definite proportion of young girls who are in this training program for occupational purposes.

This would seem to be confirmed by the results obtained from the UNICEF Evaluation Survey conducted in 1976 and which indicated that some of the major complaints expressed were that girls attending the Foyers wanted only that portion of the program which was relevant to teaching them a marketable skill; that they would like to see the expansion of the Foyer specialization program in the modern training sections. It was also noted in this survey that some girls wanted the Foyers to provide occupational placement for them after completion of training.

EVALUATION OF MONITRICES

1. Based on our observations of the Center for the Training of Monitrices, we feel that the training provided is solid for the purposes that the instructional objectives of the Foyers serve.

2. Young adolescent women are recruited at a fairly high level of secondary education - under competitive conditions - which means that the ultimate group selected is almost of comparable caliber to the teaching staff at the formal educational level.

3. Despite the educational background potential that the Monitrices bring to the Foyers system, the preparatory training provided by the Center is definitely geared (skewed) towards the teaching of handicrafts. Our visit to the classroom exposed us to nothing else but lessons in embroidery, an art at which some future Monitrices were clearly beginners.

4. The official teaching schedule provides the following breakdown by subject matter. Unfortunately we did not witness any classes except embroidery. (see page 11)

5. If such a teaching schedule is in fact implemented, we would conclude that the curriculum of the training program for instructors is clearly more balanced between the scholastic and handicraft sections than that which is actually applied in the teaching system at the Foyers. The Monitrices, it seems quite clear, are definitely capable of teaching more diversified subjects in an effective manner, than they are actually assigned to teach, which suggests that the actual training program at the Foyers could be considerably expanded within the existent womanpower structure.

6. The Monitrices at the Foyers, when compared to their counterparts in the formal educational system are at a clear disadvantage. Their working hours are longer, their task in the classroom situation more difficult - despite which their salaries are 20% lower than their comparable counterparts in the Ministry of Education. Also, although they are functioning in the capacity of civil servants with all the accompanying benefits, they have only one month of yearly vacation, as compared to three months for teachers in the regular system. Despite this obvious inegality, the Jeunesse et Sports Administration find no difficulty in recruitment. This year, in Rabat alone, they received 300 job applications and could only select 30. This job is particularly attractive to young Moroccan women because it presents no conflict with marriage. Some Monitrices in fact continue to work after they marry.

C. SECRETARY OF STATE OF SOCIAL SERVICES - ENTRAIDE NATIONALE

THE "OUVROIR" CENTERS

BACKGROUND

The Ouvroirs or Centers for Education and Work have grown out of an informal charity system based on training and marketing of traditional crafts. Although no definite statistics or dates have been kept, distinct stages in the development of the institution are discernable.

1. The ouvroir program consisted of a putting-out system established by the French occupation to aid widows.

    a. They were provided with basic materials.

    b. Practiced traditional feminine crafts - embroidery, knitting, crochet, etc. - in their homes.

    c. Marketing was informally encouraged through charities and individual patronage.

2. After independence, the system was continued as a Royal charity.

    a. Basic support was provided with taxes from slaughter houses.

    b. Royal patronage was withdrawn in 1967. There are indications that a number of ouvroirs continued to operate although no statistics have been kept and we know of no general survey of the origin of operating ouvroirs.

3. The present program was first envisaged in 1972 when the Entraide Nationale decided to draw on the "ouvroir" experience as a model for a new social welfare system directed towards the alarming number of adolescent girls excluded from the formal educational system or forced, for one reason

or another, to drop out of primary or secondary school.

a. An initial grant of $100,000 was provided by AID to study the feasibility of the program.

b. In March 1972 a national survey was made of working structures which could house a more structured program.

c. The first 7 ouvroirs opened their doors in January 1973. They were located in deserted churches and army barracks, or in old homes contributed by private sources.

d. The swift growth of the program is reflected in the number of ouvroirs in operation - from the initial 7 in 1973 to 70 in 1974 and 264 in 1975.

e. They are located primarily in rural and urban slum areas.

BENEFICIARIES OF THE "OUVROIRS"

The main objective of the ouvroirs, as envisaged by the GOM, is to provide vocational training in traditional crafts to underpriviledged girls bypassed by the formal educational system.

1. All girls between the ages of 8 and 22, legally classified as "poor", qualify for admission to the ouvroir, as well as orphans and in some instances girls from extremely large families.[1/]

2. The present programs serve 55,000 girls. In order to cope with increasing numbers, various ouvroirs operate a morning and an afternoon shift, doubling the number of trainees.

3. Entraide reports high demand from provincial governors and community leaders for new centers as well as a 5:1 ratio between applicants and openings in operating ouvroirs.

1/ Legal poverty is determined by the GOM on the basis of family income and all citizens falling within that category are provided with a "carte d'indigence" which qualifies them for free medical and social services.

TEACHING PERSONNEL

A cadre of 2,308 teachers, or "Monitrices", are employed in the present system. The rapid mushrooming of the ouvroirs and the need to utilize all available assistance seems to have precluded the development of standardized selection criteria.

1. The Monitrices are generally literate in Arabic, occasionally in French.
2. A number of Directrices we encountered were women from the immediate neighborhood who volunteered their services.
3. Others were recent graduates of the Artisanat Centers.
4. Some were recent graduates from the local ouvroirs.

OPERATION OF THE OUVROIRS

The ouvroirs are organized nationally under Entraide Nationale but are managed from regional centers, each manned by a director, an accountant and a number of supervisory field representatives.

This decentralization allows the centers to meet the specific demands of the region and to draw on local material and traditional resources.

1. FOOD AID

The ouvroirs program, in its present form, has been associated from the outset with food aid.

a. Each girl is provided with 100 lbs. of flour and 1 gallon of oil per month

b. The monitrices receive a supplementary food allotment (50 lbs. of flour and one gallon of oil) in addition to their monthly salary of 250 DH

c. The food component associated with the program has definately played a major role in its rapid expansion and represents a significant contribution to the well-being of the families of the students

d. It is the opinion of Entraide Officials that the future success of the program is dependent on the continued supply of this form of assistance

e. AID's recent decision to reduce the food allotment of the monitrices by half has been interpreted as a grave detriment to the expansion of the program

f. The inclusion of the Entraide ouvroirs program in the Official Budget of the GOM in 1976 is one indicator of the growing significance of theprogram and represents an argument for continued support.

2. STRUCTURE

The ouvroirs are operated on a structured principle similar to the classroom situation in the formal educational system.

a. Students are expected to keep strict hours

b. They wear uniforms which provide a standard level of neatness and incentives (from our observation) for personal cleanliness

c. They have designated seats and their movements are supervised by a monitrice

d. The classroom are overcrowded by in almost all observed cases each class was provided with separate quarters.

3. CURRICULUM

The curriculum, mainly craft-oriented, follows a standardized form though there is room for local variation in the kinds of courses offered

(ex. some urban centers offered courses aimed at the modern economic sector) and in the content of some of the basic courses (ex. the use of local embroidery patterns).

The program is spread over a three-year period.

1. In the first year girls are introduced to various traditionally feminine crafts, with 3 months each devoted to basic training in embroidery by hand, knitting by hand, crochet and dressmaking

2. The second year more sophisticated patterns are introduced and girls are taught to use machines to embroider, knit and sew

3. During the third year they specialize in and perfect one craft which, in theory, will assist them economically in the form of a supplementary income or as a profession.

During the third year, the girls provide their own materials for the production of saleable items. These are marketed through the local artisanat and the money accrued is placed in a regional account for redistribution to needy regional centers. It is used to provide raw materials for needy girls

4. The basic craft curriculum is supplemented in almost all ouvroirs with a reading and writing course (in Arabic) aimed at achieving basic literacy. The efficiency and seriousness with which the course is generally applied is, however, undetermined.

5. Since the ouvroir is highly dependent on local talent and resources and is flexible in organization, a number of stratègically placed ouvroirs have added innovations of their own which have acted as a catalyst for changes now in the process of planning and/or implementation on the national level.

6. One such ouvroir, visited by the team, was located in Casablanca. The majority of girls were literate, due to the unusual opportunities offered by the formal educational system in a large commerical, urban center. This allowed the director - himself an innovative and highly motivated person - to draw on talented and available volunteers to:

a. introduce a course in contemporary Arabic music

b. establish a child-care center which catered to economically deprived pre-schoolers

c. organize informal and occasional meetings for mothers to listen to subjects of specific interest to them (family planning, nutrition, etc.)

7. A number of the older ouvroirs, in operation long enough to produce qualified graduates have encouraged the formation of informal production units attached to the ouvroir and operating on a quasi-cooperative basis. The ouvroir provides the use of space and/or machinery while the girls provide the raw materials. The product is then sold to private clients or through the local artisanat show-room.

8. So far these production units are found in few ouvroirs but they are being seriously considered as a production and marketing pilot model for the near future when the number of qualified graduates will accelerate dramatically.

ENTRAIDE PLANS FOR THE OUVROIRS

1. The remarkable growth in the number of ouvroirs over the last three years, largely unanticipated and clearly encouraged by the economic incentives inherent in the program, has led the Entraide to reconsider its

original limited objectives. Present achievements include:

a. A network of centers

b. A cadre of monitrices

c. Indications of strong interest on the part of the public.

Utilizing this established base, Entraide now proposes to activate what was originally conceived of as an essentially passive adjunct of food aid - "a program for relief and assistance" (Lahlou report to AID) - into an effective tool for development.

2. The Two Areas are:

a. the potential for production of goods in the ouvroir for local and international markets

b. the potential for the self-improvement of ouvroir trainees and consequent improvement in the standards of their families.

3. ENVISAGED ECONOMIC CHANGES

a. At this point the emphasis on crafts in the training of ouvroirs girls does not dramatically alter the earning power of the trainees. As the first group of trainees are just emerging on the job market, it is difficult to accurately ascertain their earning power. However, trainees who have completed similar well-established programs do not appear to be able to upgrade their living standards through work participation.

b. So far there has been no convincing evidence from official circles or from the participants we interviewed that economic self-sufficiency is an aim of the present program, much less a possibility. It is assumed that most girls will marry and use their training in the crafts as a source of supplementary income at the most. There is, however, a growing realization that girls not only want but need to be economically productive.

c. Training in marketable skills - such as typing, child-care, assistants in first aid programs, printing - is now under consideration.

4. Entraide has already planned to introduce a scholastic component into the ouvroir as of January 1977 which will comprise 50% of the entire program

a. Four subjects envisaged
   1. Arabic reading and writing
   2. Mathematics
   3. Religious studies
   4. Civics

b. Special books, designed for accelerated classes, are in preparation. It is the stated aim of Entraide to achieve primary school level in two years. When the viability of their plan was discussed with officials in the Ministry of Education we were told that a three year program would be more realistic but it was definately feasible.

5. Entraide is in the process of redefining its objectives. It was conceived mainly as a program to train underprivileged girls for the traditional role of homemaker. It is now considering assuming the dual function of providing hard-core poor girls with a remedial education and access to the modern economic sector. If this plan is actualized, it carries the potential for enhancing the dignity of the trainee and contribute to develop her self-concept as a useful citizen.

EVALUATION OF THE ENTRAIDE PROGRAMS

The Entraide Ouvroirs have, in our opinion, followed the model of the previously established Foyers Feminins. They differ primarily in emphasis, in quality, and in ability to deliver services to underprivileged girls.

To avoid unnecessary repetition we propose to evaluate the Ouvroirs by emphasizing those features that distinguish them from the Foyers Feminins program. Differences between both programs will be highlighted for the purpose of offering suggestions to improve the quality of both.

A. Ability to Meet a Rising Demand

The ouvroirs have shown much more growth flexibility and potential than have the foyers. Although the foyers have been in existance longer than the ouvroirs, the latter have by-passed the former in terms of number of structures as well as the number of girls served. As mentioned earlier there are currently 264 ouvroirs serving 55,000 girls as compared to 336 foyers serving 45,000 girls. The growth rate of the ouvroirs is much more revealing when one takes into consideration that they were opened in 1973, only three years ago.

The rapid growth of the ouvroirs can be attributed to many factors, some of which can be outlined as:

- strong demand by Moroccan girls for such programs;
- dependence on financial and non-financial support from non-government sources;

- recruitment of semi-trained and untrained monitrices;
- successful ability of the Ministry of Social Services to push this program.

Currently the ouvroirs are bombarded with applications from girls to attend the program. Entraide is only capable of accepting 20 percent of the girls who apply for admission. The Social Welfare Department seems very committed to bringing in as many girls as possible, given its limited means.

The Social Welfare Department depends primarily on non-government sources of funding of the ouvroir programs. Prior to last year, this department did not even have a GOM budget. Consequently, it depended on outside sources, in particular foreign assistance, to finance its program. As a result, its growth has not been restricted by the limitations of GOM funds.

The Department has been quite successful in recruiting voluntary manpower and material support from both the private and public sectors of Morocco. Many of the private individuals have donated both their personal services and financial support to strengthen the ouvroir programs. Buildings have been donated by both governmental and private sources to house the ouvroirs and to equip them. There appears to be a strong commitment (often an obsession) by all Moroccans to keep their young girls off the streets.

As discussed earlier, both ouvroir girls and their teachers (monitrices) receive food aid. Since ouvroirs cater only to the extremely poor sectors of the economy, the food which they receive provides an important incentive for participating in the program. As monitrices in ouvroirs are provided little or no structured or formal training and in many cases are very poor

themselves, the ouvroirs have been able to recruit a large teaching staff on a very low budget. Food donations are used to supplement their income of 250 DH per month. The ouvroirs have also been able to draw from graduates of their program.

Finally, the Department of Social Welfare has been very active and successful in pushing the ouvroir programs at all levels of concern - the general Moroccan public, Government officials, as well as foreign and international donor organizations.

B. Beneficiaries

Although both the foyers and ouvroirs cater to the poor segments of society, the girls in the ouvroirs appear to be more economically and socially deprived. Girls in the ouvroir programs come from three basic groups of the poor sector: (a) those who possess a carte d'indigence; (b) orphans; and (c) those from very large, poor families. All the girls receive food aid. In some respects, it can be said that ouvroirs cater to the "hard-core" poor whereas the foyers to the "upper poor" class.

However, the socio-economic distinction between the beneficiaries of the ouvroirs and foyers should not be over-emphasized. In many cases, girls falling the the three categories above can be found in the foyers. In many cases girls who apply for foyers often find themselves in ouvroirs because of the inavailability of space in the former. In some cases foyer girls would have few problems in passing the "poverty test" to meet ouvroir criteria.

When Entraide officers were questioned about the importance of the food aid component for the success of the program, they unanimously emphasized its importance. Some went so far as to say that the ouvroirs would be emptied if the food was cut off because the parents of these girls would withdraw them from the program to send them to work in the homes of Moroccans as maids and housekeepers to support the family's income.

Our general observations lead us to conclude that the food component is important to poor families of the girls because it does generate their active support of the program. In addition to this, the food aid raises the status and prestige of the girls within their families since they are considered as an economic asset rather than a financial burden. In spite of the above, it is doubtful that the ouvroirs "will be emptied" if food aid were cut off as some Entraide officials attest. Labor force data of this sector of the female population do not show large percentages working in homes.

In conclusion, it can be said that girls in the ouvroir programs are poorer than girls in the foyers and that the food component of the ouvroir program is important but not the decisive factor in the success of the program.

C. Physical Structures and Equipment

The physical structures and equipment of both the ouvroirs and foyers range from good to very poor. Nevertheless, on the average, the foyers were better housed in superior buildings and were much better equipped than the

ouvroirs. Many of the structures in both the foyer and ouvroir programs need renovating and strengthening. They are overcrowded with poor lighting, inadequate sanitary facilities and antiquated machinery. There appears to be a positive correlation between the support of concerned individuals with high social status and the quality of the buildings and other facilities.

D. Training of Monitrices

We have already mentioned that monitrices in the foyers are better trained and paid than those of the ouvroirs. They earn 1000 DH per month as opposed to the 250 earned by monitrices in the ouvroirs. The former are civil servants with all the fringe benefits (job security, tenureship, retirement benefits, social security, medical benefits, etc.) that all civil servants in Morocco receive. None of these benefits are accorded to the monitrices in the ouvroirs.

Officials in Entraide have expressed the intention to open up training programs for their monitrices as soon as resources permit. A number of Entraide delegates were concerned about the effectiveness of introducing the scholastic component into the existing curriculum as projected for January 1977, without the introduction of special programs to upgrade the teaching skills of the existing monitrices.

F. Curriculum Content

The curricula of ouvroirs are very similar to those of the foyers. The major difference is in orientation. The ouvroirs emphasize vocational training or training for employment in the labor market more so than the foyers. However, in terms of actual curricula, the major emphasis of both is biased in favor of traditional crafts.

The concept of production and marketing is now being pushed in the ouvroirs (see below) whereas the foyers give it at most passive support. The ouvroirs emphasize the creation of marketing outlets and actual job placement but not the foyers. Artisanats and ouvroirs are placed under the same Ministry which has also under its jurisdiction the creation and management of national craft centers where items are sold, they have better outlets for selling their items. In at least one instance we saw embroidery made in ouvroirs displayed in an artisanat exhibition. In addition to this, there is an annual national craft display in the capital city where objects produced in the craft centers and ouvroirs are displayed. Merchants from all over the world come to see these displays and sometimes place orders. Such exposures provide export potentials for crafts made by girls in the ouvroirs.

G. Quality

The quality of craftmanship in both range from medium to good. There does not seem to be much difference in the quality of the work. It is on par with similar work done in the private sector but lower priced. Therefore the goods produced by the ouvroirs and foyers are highly competitive

in terms of quality and prices but much less ~~dynamic~~ elastic in supply than in the private sector.

There are attempts to introduce product standardization and quality control in both the foyers and ouvroirs. The same basic stitches, types, etc., of work is done in all of the centers. The major difference is in regional variations and patterns.

C. MINISTRY OF SOCIAL SERVICES AND HANDICRAFTS

The Ministry of Social Services and Handicrafts is divided into two divisions: Welfare and Handicrafts. Each of these divisions provide training for women but for different purposes and with different emphasis. The social Welfare Department under whose tutelage the Ouvroirs are found, provide training for only young female school drop-outs of the "hard-core poor" whereas Handicrafts caters equally to males and females of all socio-economic groups. Since most crafts in Morocco ~~are~~ both historically and traditionally follow specialization along the line of sex, most of the women tend to be concentrated in certain craft training courses in the Handicraft Division. Analytically, therefore, one can treat the female component of the Handicraft Program as a separate entity.

PURPOSE

The purpose of the handicraft training courses offered to females by the Handicraft Division of the Ministry of Welfare Services and Handicraft is:

- to provide professional training for female drop-outs of primary and secondary school;
- to assist them in finding employment in the labor market;
- to provide an employment outlet in the regional craft complexes;
- to encourage the formation of production and marketing cooperatives;
- to aid them by providing assistance in the form of low interest loans, professional and economic advice, marketing outlets, and quality control;
- to offer facilities for retraining of craftsmen on an on-going basis;

- to find new market outlets for craftsmen to sell their products.

In sum, the handicraft program is to provide training and all types of aid - economic, financial, production, and marketing, etc. - necessary to get the craftsman on his or her feet to make him or her economically self-sufficient.

TRAINING FOR WOMEN

The women in the handicraft program are concentrated in three main branches: tapistry, embroidery, and domestic crafts (lace work, crafts made with silk, wool, etc.). The Handicrafts Department services the third group mainly by offering production and marketing outlets for goods produced in the homes. This group of women is only provided advice and services but no training.

Tapistry and embroidery are taught in the 85 Regional Handicraft Complexes scattered throughout the nation. ~~Each~~ Each of these complexes contains a center of apprenticeship, a cooperative where production takes place, and a craft boutique in which the items produced in the complexes are sold over the coutner. Women admitted to the program are given scholarships ranging from 500 to 800 dirhams per month. The training period ranges from 2 to 3 years according to the trade.

STRUCTURE OF THE PROGRAM

Currently, there are 85 of such handicraft complexes in which about 250,000 males and females are trained and work. Of this total, there are about 150,000 females, mostly engaged in tapistry, the most important of all the crafts.

The handicraft training program is divided into three sectors:

(1) Artistic handicrafts;

(2) Industrial or utilitarian handicrafts; and

(3) Cooperatives.

The artistic handicrafts are centered around the production of those objects which are dependent on the craftsman's personal ingenuity and originality. In such a case, there is no uniformity in products produced. On the other hand, industrial crafts (or utilitarian) which consist of a large number of commodities ranging from tapistries to hand-made furniture are those crafts in which more standardized commodities which will be used in everyday life are produced.

Finally cooperatives are organized at the centers to produce and market all craft products.

MARKETING

The handicraft program has been very effective in aiding craftsmen to market their products. First administrative aid is accorded to them in the form of short-term, medium-term and long-term loans at low interest rates which are subsidized and guaranteed by the GOM. Short-term loans to buy working capital can be obtained at a 4% interest rate with 2 years to repay. Medium-term loans (5 years) can be obtained at 2% interest rates to buy equipment and long-term loans to construct buildings can be obtained at 4% and repaid over a period of 10 years.

To facilitate marketing, the Minister of Handicrafts has aided in the organization and financing of the Maison de l'Artisan Cooperative, CONARTEX (Cooperative Nationale de Textile), CONAPO (Cooperative Nationale des Peaux) and other cooperatives.

The purpose of these production associations and cooperatives are:

- to create and organize structures for the procurement of raw materials;

- to plan outlets for products;

- to promote appropriate vocational training;

- to promote both the prices and quality of handicrafts;

- to promote a credit policy for production and export.

Each year the Secretary of Handicrafts sponsors a national exposition of crafts in the capital city in which are displayed handicrafts made in its complexes. Merchants from all over the world are invited to attend these expositions in order to find new markets and expand existing ones for Moroccan crafts. As a result of these campaigns Moroccan handicraft exports valued 2 million dirhams in 1975, the largest share going to Germany.

BENEFICIARIES OF THE PROGRAM

Concentrating only on female participants, the largest percentage of the handicraft programs, here again the major share are young, unmarried school drop-outs (or those who have never been to school). The handicraft programs will accept girls at any age irrespective of their marital status.

EMPLOYMENT OUTLETS

Girls completing training in the handicraft centers may work in production cooperatives, production units, or independently in their homes. Some may work in the handicraft centers or in the private craft establishments.

Currently, there are no unemployed craftsmen. In fact, according to the Director, there is a shortage. Girls are reported to be able to make a living from the sale of craft objects.

RELATIONSHIP BETWEEN SOCIAL WELFARE AND HANDICRAFTS

Since there is a shortage of craft workers, the Director feels that the Ouvroir program is a blessing in that it will serve to raise the number of available craftsmen. He also feels that the Ouvroirs also provide a vital function of getting girls out of the street and providing them with a needed occupation.

Many of the monitrices working in the Ouvroirs are trained in the handicraft centers. Girls trained in the Ouvroirs are invited and encouraged to join handicraft cooperatives.

In the Handicraft Complex in Casablanca, objects produced by the ouvroir girls were on display in the handicraft boutique.

INSTITUT NATIONAL DE CUIR ET DE TEXTILE

The Handicraft Division of the Ministry of Social Services operates a leather and textile institute in Fez which trained females up to 2 years ago. The institute discontinued accepting girls because:

- textile and leather tanning work was considered too difficult for females;

- there was no industry in the private sector willing to hire females in management capacities in the factories. Women cannot be production advisors over men in an all-male occupation;

- the areas where women specialized in the Institute (laboratory technicians) are now overstocked and hence no employment outlet;

- since the institute could only admit a limited number of students, it opted to accept only males because of the employment preference given them in the private market to which they cater.

DIFFERENCE BETWEEN OUVROIRS AND HANDICRAFT COMPLEXES

The Ouvroirs and Handicraft Complexes differ in beneficiaries, curriculum content and emphasis, and overall objectives.

The Ouvroirs cater to the hard-core poor who qualify for food aid. The handicraft program is interested in this group as well but not exclusively so. Girls participating in the Ouvroirs receive food aid (100 lbs. of flour and 1 gallon of oil) whereas girls in the handicraft program receive scholarships ranging from 500 to 800 dirhams. In this sense, the girls in the handicraft complexes receive a greater economic incentive.

The Ouvroir program attempts to provide not only vocational training but some general basic education as well, whereas the handicraft centers' only interest is to provide training for a job to make one economically self-sufficient. Nevertheless, the Ouvroir programs are heavily biased toward the teaching of crafts in actuality.

Training in the Ouvroirs lasts for 3 years whereas that in the handicraft centers ranges from 2 to 3 years. According to the Director of Handicrafts, the quality of the work performed by Ouvroir girls is comparable to that done by girls in the handicraft centers who have spent comparable time in training. He attributes this to the fact that Ouvroir girls are trained by handicraft monitrices.

The Handicraft Centers provide much more marketing and employment service to their girls than do the Ouvroirs. The handicraft program is willing and ready to intervene at all levels of activity.

The handicraft complexes are much better housed and equipped than the Ouvroirs. In fact, new centers have been built (or are currently under construction) all over the country. They appear to be much more integrated with the regional, national, and international markets than are the Ouvroirs.

D. OTHER VOCATIONAL TRAINING PROGRAMS

1. The Office de la Formation Professionnelle et de la Promotion du Travail provides through its various training centers a higher level of vocational training for Moroccan men and women in industrial/technical and service sectors. These Centers cater to Moroccan men and women who have reached at least the IVéme année secondaire.

2. Currently there are 33 Centres de Formation and Qualifications Professionnelles in Morocco. Begun initially under the direction of the Chamber of Commerce, these training centers have now been coordinated by the Ministry of Labor. The Technical Training they have provided to men and women has been consonant with labor market demands and with the structure of production both in the public and private sector. Technical/vocational training has been accorded priority in all the Five Year Plans. It was again stated to occupy highest priority in the 1977-1983 third Five Year Plan currently being drafted. All trainees are granted scholarships. Out of town male trainees are provided with free housing. We were told that women trainees were not provided with dormitories. This limits the options of women trainees from outlying regions.

3. The occupational placement of graduates is considered part of the functions performed by the Centre de Formation et Qualifications Professionnelles. They do act in the capacity of an employment agency to the extent that requests for employees from both the public and private sector are continuously being received by their offices. Hence some trainees are assured eventual employment even before they graduate.

The relationship between the Centers and the private and public employment sectors extends even further. The latter request the Centers to arrange for specific training courses for their own employees - whether or not they are graduates of these Centers.

4. Specifically, technical training is provided in these Centers for the following sectors: Industry, Commerce and Trade, Construction, Clothing. In addition to the training of their own students, the Centre de Formation Professionnelle also provides a two-year training course for its own instructors.

During the 1975-76 period, the total number of enrolled students in these Centers totalled 3,570 distributed in the following sectors: Industrial (2,000), Commercial (470), Construction (250), Clothing (850).

5. Currently there are nineteen Centres de Formation for technical training in the industrial sector, ten Centres offer training in tayloring, seven in clerical skills (typing and accounting) and two in the field of construction.

a. In the industrial field specialized training is provided in 25 sectors. Admission is competitive and the minimum requirements is the equivalent of the 4th year of secondary level. The training period varies between 6 and 22 months.

b. In construction, the training period varies between 1 and 2 years according to the area of specialization. There are six different fields of specialization. Minimum requirement for admission is 4th year secondary education.

c. In the clothing section the training period is 2 years - the minimum educational requirement for admission is primary education.

d. Training in the commercial sector offers 4 different areas of specialization:

. Typing and Asst. Accountants - which require a one year training and a minimum of 4th year secondary education.

A higher level of specialization in the fields of Secrétaires de Direction (shorthand typists or Administrative Assistants) and Accounting require a two year training and as minimum requirement the 7th year secondary level.

6. The variety of technical training is highly diversified and the coordination between technical training and labor market demands in both the public and private sector seems to be well systemetized, it is essential to note that realistically the only training opportunities for women in these Centers are limited to the commercial sector. Typing, Assistant Accountant and shorthand typing specialization sections are strictly female. Accountant is mixed. However, the female component is minimal.

7. Officially, the Constitution upholds equalization of the sexes in the educational and occupational process. Thus the explanation for the limited training opportunities currently available for women in the Centres de Formation et Qualifications Professionnelle must not be viewed in terms of an actual "exclusion" principle. We were told that young women have simply not applied for training in any but the Tertiary sector of clerical and sub-professional (accounting) categories that if and when a sufficient number of female applicants appeared openings for industrial-type training for women would be considered.

8. One new occupational training project is envisaged by the central administration of the Centres de Formation et Qualifications Professionnelles which will - when implemented - have definite bearing upon expansion of opportunities for women, namely, the establishment on an experimental basis of a training center specializing in tailoring which will be available to both men and women.

9. Given our envisaged plan to recommend an alternative vocational training program for Moroccan women, we were advised by responsible officials in the Office de la Formation Professionnelle et de la Promotion du Travail to give regional diversification utmost priority.

The suggestion offered was towards the establishment of separate vocational training centers for young girls according to the economic (industrial) specialization of the region; rather than one central training center for women which would house all the various fields of training to be offered. The obvious advantages of such an arrangement would be to coordinate the specific demands of the labor market from both the public and private sectors with the training program. Occupational placement of female trainees could be facilitated. Furthermore, such an arrangement would mitigate against the displacement of girls from their immediate province or region in order to avail themselves of the training opportunities to be made available to them.

10. At this juncture, we only have a broad classification of regional diversification in terms of their intended areas of economic specialization. This can serve as an initial guideline to the various types of specialized areas of technical training that might be considered for women.

III. RECOMMENDATIONS

The recommendations submitted by the team pertain to the following areas:

A. The strengthening of existing vocational training programs for adolescent females in the non-formal educational sector;

B. The establishment of an alternative centre for vocational/technical training;

C. Suggested subject matters for future research.

The underlying theme in all these recommendations is the development of programs and projects which seek to ascertain that the Moroccan women will become not only the participant but also the beneficiary of the development process. Specifically the recommendations submitted aim at reaching out to that layer of the female population in Morocco which has been untouched by the development process.

The team has been struck by the deep concern shown by government officials, women's leaders and vocational trainers that although the Moroccan woman is accorded full social, economic and political equality before the law, she is restrained by custom, social pressure and, in most cases, ignorance from participating fully in the market economy. With this in mind, we have recommended, wherever possible, means of reducing the information gap which constrains her full participation in Moroccan society.

A. RECOMMENDATIONS FOR THE STRENGTHENING OF EXISTENT VOCATIONAL TRAINING PROGRAMS

From our brief observation, we conclude that both the Foyer Féminin and the Ouvroir are making a meaningful contribution to female

adolescents in Morocco. Although they have similar curricula, cater to essentially the same class of trainees and share many organizational features, there are sufficient differences between them to require separate treatment.

THE FOYERS FEMININS

The team recommends a number of changes in the curriculum in the training offered Foyers monitrices, and in physical structures.

1. Curriculum changes

a. The team recommends that the scholastic component in the Foyer be strengthened to ensure that every trainee attain a functional literacy and a basic knowledge of arithmetic;

b. That the existing crafts component be strengthened to produce exportable quality and that new skills pertinent to the modern sector (i.e. typing, accounting) be introduced to the curriculum;

c. The basic curriculum be revalued in line with the economic priorities of the next Five Year Plan, with specific attention paid to emerging needs resulting from the regional economic decentralization envisaged in the plan;

d. Special emphasis be set on making each girl aware of her rights before the law. This can be done by revamping existing civics courses or by introducing a new course on women in society. It is important to introduce success models from history, contemporary Moroccan society or other Islamic societies.

2. Training of Monitrices

a. We suggest that the training period for monitrices be expanded to 18 or 24 months, to ensure a deeper grasp of subject matter.

The team feels that one year is inadequate time to absorb the 25 scholastic and practical crafts courses offered by the present program;

b. In line with the above-mentioned need to reduce the information gap between legal opportunities for women and the pervasive lack of awareness, we recommend that already scheduled courses on the "status of women" and "women, labor and legislation" be expanded;

c. Maximizing the contact and emphasis of courses already offered monitrices in order to create new occupational possibilities for Foyer trainees in the modern sector. For example, courses on esthetics, decoration and art could be combined or redesigned to promote marketable skills in graphics, textile design, interior decoration;

d. A new post be created in the Foyer for a "monitrice" who can act as vocational advisor and placement promotor.

3. Structures

a. Improvement of physical structures - lighting, sanitary facilities, seating arrangements;

b. Increase the number of Foyers;

c. Introduce visual aids to facilitate instruction in both crafts and scholastic components;

d. Provide manual equipment for crafts and new technical training.

OUVROIRS

1. Curriculum

a. As stated above, the Ouvroirs are expected to introduce a scholastic component into the program in January 1977. The projected scholastic component is sufficiently extensive in time and scope (requiring 50% of the trainees' time and covering reading, writing,

arithmetic, religious studies and civics) it is possible to consider granting an equivalency primary school certificate at the end of three years. We recommend that this possibility be carefully investigated and the program modified accordingly;

b. We recommend that a vocational training component in line with the labor demands of the modern sector be introduced, especially in urban Ouvroirs. Typing and nursery school teachers are obvious examples;

c. We recommend that a similar vocational training component be introduced to meet the specific needs of rural areas, example training in first aid or semi-skilled jobs in agro-industry;

d. Special emphasis should be set on making the trainees aware of their rights before the law. This can be done by the introduction of a course on women in society. It is important to introduce success models from history, contemporary Moroccan society or other Islamic societies.

2. The Monitrices

a. Deep concern has been expressed by various Ouvroirs directors and representatives that the present cadre of monitrice are not qualified to successfully introduce the new scholastic component projected for January 1977;

b. As far as we have been able to ascertain no strict criteria have been developed for the selection of monitrice for the Ouvroirs due to rapid expansion and the low salaries offered;

c. There are, however, plans to establish a monitrice training center in the near future.

We recommend, therefore, that each Ouvroir be provided with at least one "monitrice" with at least the Brevet certificate to supervise and implement the scholastic component. As we anticipate that this level of monitrice are scarce, if at all available, in the present system, we suggest that they be offered the incentives of a salary, equivalent to that paid by the Foyer (1,000 DH/month) and be accorded civil service status with all the privileges of that status;

d. We suggest that the graduates of the recommended monitrice school also be offered civil service status;

e. Also, that the new monitrice training center offer subsidised remedial training programs for the existing monitrice providing the more ambitious among them with the opportunity to reach civil service status;

f. A new post be created in the Cuvroir for a "monitrice" who can act as vocational advisor and placement promotor.

3. Structure

a. Improvement of physical structures - lighting, sanitary facilities, seating arrangements;

b. Increase the number of Ouvroirs;

c. Introduce visual aids to facilitate instruction in both crafts and scholastic components;

d. Provide manual equipment for crafts and new technical training.

4. Marketing

Since the Ouvroirs and artisanat programs are both market-oriented programs and are parts of the same ministry, we suggest that strong coordination of their research and marketing policies would be to mutual advantage.

B. RECOMMENDATIONS FOR THE ESTABLISHMENT OF AN ALTERNATIVE VOCATIONAL TRAINING PROGRAM FOR MOROCCAN WOMEN IN THE NON-FORMAL EDUCATIONAL SECTOR

BACKGROUND

1. There are positive indications that the Moroccan woman is receptive towards becoming involved in alternative vocational training programs and income earning activities than the current options available to her through governmental non-formal vocational training programs.

2. A specific breakdown of the economically active population by sex and specific industry type and occupation, as well as a survey of existent on-the-job training provided for women by the private sector are necessary to assess the actual labor force behavior of the Moroccan women with a view to examining the extent to which actual labor force behavior in its totality is consonant with the types of training provided to women in the existent non-formal educational structure.

3. In the existent programs, cultural definitions of what are the appropriate types of jobs for women to pursue tend to outweigh the urgency that Moroccans feel for raising the status and position of women.

4. The impact of such cultural definitions are reflected in:

   a. the continued (if not semi-exclusive) channelling of poorly educated women into traditional handicrafts and lower level service jobs.

   b. the channelling of educated girls into lower level clerical positions.

5. Given the constraints from which women suffer and the above-mentioned concern to actualize the potential of women by making them aware of their established rights and obligations, we suggest the inclusion in all programs of a course on women in Society. The object of this course would not be to replace the traditional role of the woman as wife and mother but to supplement it by broadening the scope of her understanding and activity to the community, the region, the nation which is more in keeping with the realities of contemporary Morocco. It is important, we feel, that the course not challenge the existing cultural milieu and must, therefore, offer successful female models from Moroccan history, contemporary Moroccan society and other Islamic societies.

6. The particular type of training program to be envisaged for women must be consonant with the outline of the fourth Five Year Plan and the priorities to be delineated therein with respect to the national structure of economic production, in general, and regional diversification, in particular.

7. The broad economic sectors that will be pushed are: light scale assembly type manufactures; tourism; middle level occupational and technical training.

RECOMMENDATIONS

1. On the basis of our evaluation of existent non-formal educational vocational training programs available to Moroccan women and within the combined context of national priorities and the need to reach out to that layer of the female population untouched by development efforts, we recommend the establishment of an Alternative Vocational Training Program.

2. We recommend that this program be placed directly under the supervision of the Office de Formation et Qualification Professionelle to ensure coordination with existing vocational training programs.

3. The envisaged training program can be seen in terms of providing a "specialized" training to women in selected areas related to the modern urban and rural economy. The type of training envisaged must keep regional and rural-urban differentials in mind and within those differential contexts offer a type of training which will place graduates in the category of a qualified, skilled and semi-skilled labor force.

4. In our discussion with GOM officials in diverse Ministries and in our conversations with few Moroccan women representing different layers of the socio-economic structure we probed the subject matter of training areas that are consonant with both the country's economic growth policy and acceptable for females to pursue.

5. The following recommendations for female training in technical/service areas of specialization are merely tentative. At this juncture, to the best of our knowledge, these areas satisfy the labor demand factor and the social acceptance factor which will ensure supply.

PROPOSED FIELDS OF TRAINING IN THE SECONDARY SECTOR

1. Textiles and Weaving - This is a growing market both on the local and international scene. For the fiscal year 1973, production of textiles increased by 341%, based on production of 1958.

As a result of the rapidly growing population and rising per capita income, the local demand for textile products is rising rapidly.

2. Watchmaking Industry - Several sources in Morocco have indicated this type of industry as favorable for female employment. We were told that Morocco is interested in becoming involved in this industry. Contacts with Siemens in Germany have been made to explore the possibilities.

In Fez we learnt that 50 young girls had been sent to Germany for a 6-month training course with Siemens. The manual dexterity, precision and patience required for this field should prove particularly favorable for allocating employment in this area to women.

The Formations Prefessionelle Center envisages offering training in this field in the future to both men and women.

3. Ready-Made Clothing - The Centre de Formations et Qualifications Professionelle in Casablanca proposes to launch in January 1977 an experimental training section in this area for both men and women. Five hundred openings will be available for both sexes. The ground work will thus be laid for future training of women in this area.

4. Leather Manufacture - Morocco is supplementing its leather handicraft production with modern-standardized leather products for the international market. Meetings with the Director of Artisanat indicated that there is a great demand for such modern-type products abroad. Recent policy to restrict the export of crude leather will boost local production of goods previously manufactured by European countries, such as shoes, handbags, belts, etc.

From the training viewpoint, it will be easy to integrate women into this area of production because the machinery utilized is very similar to that used in ready-made clothing.

5. Cosmetics - Apparently women are already being employed in this area. They are offered a short on-the-job-training course by the private employers which is rudimentary, and thus permits them to remain employed only at low-skilled levels. Recent requests by the private sector to the Centre of Formations Professionelle in Casablanca to offer their female employees a recycling program proved quite successful. A systemetically organized training for women in this field would seem to be highly indicated.

6. Assembly-Industries - In the overall line of assembly industries there is the possibility of training women in several fields: Electronics; Electrical Applicances; etc.

N. PROPOSED FIELDS OF TRAINING IN THE TERTIARY SECTOR

The following fields of proposed training would require a higher educational background than those which have been proposed for the Primary and Secondary sectors.

The fields of training proposed in this section would be almost complementary to the training opportunities already provided to Moroccan women by the Centre des Formations Professionelle and the Ministry of Tourism. It may be necessary to consult with these two organizations to coordinate training efforts.

1. Computer Programming

2. Key Punching

3. Clerical and Middle and Lower Level Managerial Training for Jobs Related to the Tourism Industry

It was noted that the government intends to play a greater role in the vocational training of personnel related to tourist sector. Apparently, during 1973-1976 the supply of trained personnel was below demand, the result being the untrained personnel was being hired. The demand was particularly high for qualified personnel in medium and lower level positions.

We were unable for lack of time to visit les Ecoles de Hotelerie administered by the Department of Tourism. We were informed however that with respect to the sex ratio of trainees, the female component is minimal.

PROPOSED FIELDS OF TRAINING IN THE PRIMARY SECTOR

There are two broad areas in which females can be trained in the agricultural sector: (a) food raising and (b) agro-business. With respect to food raising, this would require an agricultural extension technician who must be trained formally. Currently in Morocco there is a need for female agricultural extension technicians to be able to train rural women how to more effectively grow food crops, since traditionally male extension workers do not train rural women.

As for training of females in agro-business the following areas are recommended:

1. Poultry Raising and Marketing - Training young women to raise fowl, marketing of this product (including eggs), management of the fowl chicken industry. Emphasis should be on the practical aspect of poultry raising, marketing and management rather than on the theoretical and scientific approach as would be taught in formal agricultural programs.

2. Dairying - Training young women to produce dairy products (milk, butter, cheese, yoghurt, cream, etc.). This course would train women to work in a modern dairy and to produce dairy products; it may also include the creation and management of dairying cooperatives to jointly produce and market their products.

3. Food Processing - This includes training to process and can, fruits, meats, fish and vegetables.

We were sensitized to the importance of some type of training programs specifically designed to offer training to females in the rural sector. This is especially important considering that:

- 60% of the population is in the agricultural sector
- there is a much higher school drop-out rate and lower school attendance among rural females as compared to the urban
- currently there is a strong need to increase agricultural output, to offset the rising trend of food imports from abroad.

PROPOSED LOCATION OF TRAINING CENTERS

1. The suggestion mentioned earlier regarding the advisability of locating these proposed training centers separately by area of specialization according to the specific labor market needs of each province economic region is fully endorsed. For example, it was suggested to us that training in textiles be located in Casablanca and Fez, training in food canning in Safi; electronics in Tangiers; etc.

2. We see distinct advantages, not only from the emphasis on regionalization, but also insofar as this might appeal to women themselves.

a. If female recruitment is regional, the geographical proximity factor would mitigate agains possible resistance that might be built up if the young women had to be displaced far away from home.

b. Under these conditions, occupational placement would be facilitated, since areas of specialized training could be specifically coordinated with local labor market demands.

3. It is essential to establish dormitories in separate training centers for all female trainees. To open up possibilities for girls from rural, outlying areas the training centers will be established on a regional basis. The girls would have to travel long distances to reach the training centers.

We conceive that the proposed training centers would be performing the same functions currently performed by the Centres des Formations et Qualifications Professionelle, i.e.

a. providing job placement for its female trainees

b. providing intermittent training courses for its graduates and other female workers, so as to ensure the upgrading and upward mobility of women in the labor force

c. We also suggest that female counselors be provided to assist the girls with their personal problems and to advise them of their rights and obligations under Moroccan law.

BENEFICIARIES OF PROPOSED TRAINING

1. It is possible to conceive of this proposed specialized training program as fulfilling the needs of two categories of young women.

a. those already skilled in traditional handicrafts, but anxious to go beyond the traditional feminin economic role.

b. those who have not had any training in traditional handicrafts and who are clearly motivated to seek vocational training in alternative areas.

2. In either case the target aimed at as beneficiaries of this training program is the female segment of the deprived socio-economic layer who have not had the opportunity to be integrated into the formal educational system.

PREAMBLE

We view non-formal education as a means of:

. Providing functional literacy (basic reading, writing and arithmetic);

. Providing vocational training for jobs for both the modern and traditional employment;

. Developing the female population.

The objective of non-formal education should serve two basic objectives:

(1) Prepare women to be a loyal citizen, mother and wife, capable of uplifting the social and economic conditions of herself and family;

(2) Prepare her to be an active participant in the labor market.

The program should be broad enough in its curriculum to provide each female with the necessary background so as to be able to decide for herself which of the two directions she will take upon completion of her training. The three general directions should be self-development, training for work and region flexibility.

The recommendations that we shall propose to AID, therefore, are made with the above general objectives in mind.

Our strategy will be to:

(1) Strengthen existing non-formal programs, or

(2) Offer alternative programs.

With these objectives in mind, we recommend that AID finances the following:

We recommend that the Ouvroirs and Foyers programs not be combined at this stage as:

a) There seems to be a distinct need for both programs;

b) The government and the beneficiaries have expressed support for both programs;

c) A combination of the Ouvroirs and Foyers programs at this point may stiple the dynamic growth evident in the Ouvroir programs.

Recommended Financing by AID to

I. Existing Non-Formal Educational Programs for Adolescent Females

II. Alternative Vocational Training Centers for Young Women.

I. A.1. Equipment and Supplies for the Foyer and Ouvroir Programs

a) Furniture - desks, tables, chairs, playpens;

b) Equipment - typewriters, sewing machines, knitting machines, accounting machines, hair-dressing equipment, audio-visual equipment, educational toys (for nurseries);

c) Supplies - paper, books, blackboards, chalk, thread and cloth for trainees, wool, canvas cloth, knitting and crochet needles.

A.2. Technical Assistance

a) Printing of books already developed for the Ouvroir scholastic program;

b) Printing of new educational materials for expanded programs recommended for the Ouvroir and Foyer programs;

c) Financing of specialists to help develop a non-formal training program in line with our recommendations. This group will advise in developing curriculum and the writing of textbooks.

I. B.1. We recommend that AID finance a Training School for the Monitrices of the Ouvroir program.

Such financing as is recommended includes:

a) Building;

b) Equipment necessary for the implementation of such a training program;

c) Supplies needed.

B.2. Finance technical assistance needed for curriculum development and training methods for the Training Center for monitrices.

II. A.1. We recommend that AID finance the establishment, development and organization of Regional Vocational Training Centers for young women.

B.2. We recommend that AID finance a team to explore, in coordination with the GOM, the following aspects of such a program.

a. Appropriate location according to regional economic needs and potential;

b. Development of appropriate curriculum;

c. Technical assistance needed for the implementation of such a program;

d. Cost estimates.

Project Criteria

SUGGESTED SUBJECT MATTERS FOR FUTURE RESEARCH

1. Evaluation Study of the Ouvroir and the Foyer Programs in terms of the following:

a. The impact of each separate training on the target population in terms of their occupational placement, employability, mobility within jobs, and income earning capacity;

b. Graduates evaluation of the impact of each program in terms of their attitudinal changes, motivational structure; changing expectations; self-image, self concept;

c. Impact of training programs upon graduates attitudes/behavior towards age at marriage and fertility aspirations.

2. Sociological study of the attitudes of Moroccan women and men towards the changing role of women, with particular emphasis on the participation of women in the labor force.

3. Market survey to determine those actual and potential areas which can absorb women for the production of commodities for both national and international demand.

4. Economic and social study of the benefits that accrue to women in the crafts (artisanat)

Bob Keller, Rey, possible contractor to embroider initials (Bisher)

GLOSSARY

Artisanat	Handicrafts
Centre d'Education et de Travail	Center of Education and Labor
Centre de Formation et Qualification Professionnelle	Vocational and technical Center
Confection	Ready-made clothing
Cuir	Leather
Foyer Féminin	Training Center for girls
Institut Royal de Formation	Training Center for Foyer Teachers
Monitrices	Teachers in non-formal educational and vocational centers
Ouvroir	(workshop) Training center for economically disadvantaged girls who have had little or no formal schooling
Peaux	Skins = leather
Promotion Féminine	Development and upgrading of the status of women
Promotion et Qualification Professionnelle	Vocational development and speicalization
Promotion du travail	Development of the labor force
Secrétariat d'Etat chargé de l'Entraide Nationale et de l'Artisanat	Department of Welfare (not as we know it) and Handicrafts
Secrétariat d'Etat chargé de la Jeunesse et des Sports	Department of Youth and Physical Education
Section moderne	Vocational training related to the modern sector
Tailleur	Tailoring, dress-making