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FINAL DRAFT REPORT

INTEGRATION OF WOMEN
INTO MOROCCO
TRAINING FOR DEVELOPMENT PROJECT

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GENESYS

PREFACE

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DEDICATION

This concept paper is dedicated to Amine.
May he grow up healthy, happy -- and sensitized
to gender concerns!

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I EXECUTIVE SUMMARY

Background: The Sector Support Training Project

Since 1983, the U.S. Agency for International Development has been providing Moroccans in the public sector with long and short-term training in the United States under a Sector Support Training Project. A total of 245 government employees have been targeted for long-term training and 800 for short-term training. In addition, 1055 individuals linked through their work to USAID projects are expected to be included in in-country training seminars and workshops in Morocco and another 1675 will have benefitted from English language training in Rabat before the end of the project in 1993.

The number of female participants in training has been limited: only 23% of the participants have been women. In 1987, a quota of 30% women for long-term participant training was negotiated with the government. In 1989, this quota was strengthened to a requirement of 2 for 1. This means that for every two male trainees selected for long-term US-based training, one qualified female candidate must also be proposed. This new quota has helped to redress the imbalance. Unfortunately it has not been able to correct the underlying problem, which is a serious lack of women at the cadre (professional) level of the public sector. In fact only 12% of professional public servants are women (according to the Direction de la Formation des Cadres (DFC)).

Constraints to the Participation of Women in Training

The participation of women in USAID-funded training has been limited to date by three major constraints. First of all, the pool of candidates is too small. For example, the long-term participant training scholarships have all been designated for graduate level students. Since only 35% of university graduates are women, the number of women eligible for training is limited. Furthermore, this training has been largely limited to the cadre level in the public sector, further limiting the pool of candidates.

Secondly, the marketing of training programs in the public as well as in the private sectors has been done entirely by the Direction de la Formation des Cadres. As information flow in Morocco is not very fluid, many women have not learned about training opportunities offered through USAID.

Thirdly, cultural and social obstacles impede women from participating equally.

As USAID plans a new Training for Development Project (a projected six year project to begin in 1991), it should seek mechanisms to counteract these obstacles and therefore make it possible to offer training to more women.

Strategies / Interventions for the Integration of Women in Training

Private Sector

One way of expanding the pool of potential female participants is training in the private sector. The private sector in Morocco is becoming increasingly vibrant in keeping with worldwide trends and, to date, its pool of potential private sector trainees has only been marginally tapped through short-term training and pilot MBA and MA programs (only 25% of the pilot of 20 MBA participants were female).

However, women make up only a small percentage of professional staff at the senior management level (12% to 23%, based on two studies made by USAID and Enjeux). USAID's current criteria for selection (the minimum being a BA degree) will continue to limit the number of women available for training from the private sector.

It is therefore recommended that USAID offer training to individuals in private sector administrative positions (where women constitute up to 97.8% of the target population). These women will not necessarily have university degrees. Professional training will encourage the movement of women into mid-level management jobs, where there is presently a demonstrated shortage of qualified personnel.

The demands and expectations on senior management in the private sector are quite different from those in government service. Private sector executives require training in management subjects yet cannot afford to be absent from their enterprises for more than one or two months. For these potential participants only short-term seminars and workshops are feasible. Some of these training events could be offered in the United States or third countries. Much of this training could be organized in Morocco through primarily private training institutes.

Public Sector

The same strategy can be applied to the public sector. Women need to be targeted for professional development seminars and skill enhancement workshops or courses. The outcome of this training would be to eliminate underemployment and more fully utilize available human resources during a period of financial restraint. Potential seminar topics would be: information management, work-place behavior, and time management.

Recruitment

As women who are qualified for USAID training seldom learn about the programs due to inadequate mechanisms for and attitudes toward information flow in Morocco, USAID should consider marketing its training programs more broadly. The marketing should be conducted in French and Arabic through traditional channels as well as through broad-based popular media: radio, television, and newspapers. Associations (traditional groups) could also be used as well as the cellules des femmes (women's organizations) in the public sector. A marketing firm could be hired to manage these publicity efforts, particularly those focused on the private sector.

Marketing for the purposes of consciousness raising should also take place at the policy and societal level. Moroccan male employers and the Moroccan society in general hold low expectations for women and unfortunately many women internalize this inaccurate perception. Therefore efforts should be made to sensitize and educate decision-makers as well as the members of society at large about the value of women's abilities, aspirations and special needs. Useful approaches for this intervention would be seminars for men and women in the work-place, media presentations highlighting positive role models, and comprehensive training for human resource development personnel.

In-Country Training through Private Training Institutes

Providing training events in-country would make training much more available to women for whom societal expectations limit their ability to be absent from home for prolonged periods of time. There are some women for whom this societal factor present little or no obstacle. Unfortunately other obstacles to the training of women are more fundamental, such as the lack of upward mobility in Morocco, limited financial resources, or insufficient time.

In order to provide local training, private training institutes could be asked to prepare appropriate training courses, workshops and seminars for the administrative staff from the public and private sectors. Institute trainers would work in conjunction with the training officers and personnel specialists in the government and private companies to ensure that human resource development becomes institutionalized.

To ensure that these relatively new private training institutes provide quality training, USAID may wish to evaluate each one before contracting for its participation. Included in the evaluation should be a gender-specific study which focuses on enrollment statistics, gender considerations in the curriculum, and personnel policies which are conducive to female employment.

Government officials at the cadre level should also be encouraged to take advantage of seminars and courses offered by local private institutes to promote cross-fertilization of ideas between the public and private sectors. This is particularly desirable in ministries such as tourism and commerce where there is a need for an effective interface between the public and private sectors.

Follow-Up

Career counseling and job placement assistance should be made available, especially to women, through a professional training firm, perhaps the same one which competes successfully to manage the project.

A network of returned participant trainees should be fostered through the Association of Moroccan Alumni (AMA) to support prospective U.S. trainees as well as local participants. Orientation sessions should be designed to include family members as recommended by the American Language Center.

Targets of Opportunity / Pilot Projects

Women can benefit from and contribute to entrepreneur training. As is planned, USAID's New Enterprise Development Project should target women directly.

It has also been recommended that USAID experiment on a pilot basis, with providing long-term training for students, particularly women, through private training institutions. Scholarships should be offered on a cost-shared basis to undergraduates, with women receiving at least 50% of the assistance for the first and second years. Loan assistance could be negotiated for subsequent years using commercial methods.

There is also a perceived need at the institutes for long-term training overseas, for both staff members and recent graduates.

USAID has also been encouraged to fund a pilot project in English language training to a wider audience, on a non-sponsored basis, especially for women, in order to increase their marketability for employment. Some of these women may be unemployed.

Conclusions

These interventions have been proposed to USAID as the new Training for Development Project is designed to ensure inclusion of women and therefore help Morocco meet its development objectives more successfully through full utilization of its human resources.

II LIST OF ACRONYMS AND TERMS

| <u>Acronyms</u> | <u>Title</u> |
|-----------------|--|
| AID | Agency for International Development |
| ALC | American Language Center |
| AMA | Association of Moroccan Alumni |
| BA | Bachelor of Arts |
| BAC | Baccalaureat (high school diploma) |
| DFC | Direction de la Formation des Cadres |
| DH | Dirham (Moroccan currency) |
| ELT | English Language Training |
| ENE | Europe / Near East Bureau of AID |
| GENESYS | Gender in Economic and Social Systems |
| IAV | Institut Agronomique et Veterinaire (Hassan II) |
| IIHE | International Institute of Higher Education |
| ISCAE | Institut Supérieur de Commerce et d'Administration des Entreprises |
| JSC | Joint Selection Committee |
| MA | Master of Arts |
| MBA | Master of Business Administration |
| NED | New Enterprise Development |
| OFPPT | Office de la Formation Professionnelle et de la Promotion du Travail |
| PID | Project Identification Document |
| PIET | Partners in International Education and Training |
| PP | Project Paper |
| RFP | Request for Proposal |
| RTM | Radio et Television du Maroc |
| SSTP | Sector Support Training Project |
| TA | Technical Assistance |
| TDP | Training for Development Project |
| TOEFL | Test of English as a Foreign Language |
| TOT | Training of Trainers |
| UN | United Nations |
| UNDP | United Nations Development Program |
| UNIFEM | United Nations Development Fund for Women |
| USAID | United States Agency for International Development |
| USIS | United States Information Service |
| WID | Women in Development |

Terms

| | |
|--------------------|---|
| Appel d'offre | Request for proposal |
| Association | Association, group |
| Cadre | Professional, with a BA degree |
| Cellule des femmes | Women's cell |
| Centre d'Accueil | Welcome and Information Center |
| Sous-cadre | Pre-professional, with a highschool diploma |
| Sup de Co | Ecole Supérieure de Commerce (Marrakech) |

III. INTRODUCTION

USAID/Morocco is designing a new training project to follow a Sector Support Training Project begun in 1983 to train Moroccans who participate directly in USAID's focal sectors on a counterpart basis. The training has been primarily U.S.-based and long term for professional-level public sector officials, requiring a B.A. degree to qualify, although some individuals in the private sector have benefitted from a pilot MBA/MA project which began after 1988. Additional short-term training opportunities in the U.S., as well as English language training in Morocco, have also been offered to counterparts under this project. Women have comprised only 23% of the Moroccans trained (short and long-term) in the United States since the beginning of the project.

The purpose of the SSTP has been "to upgrade the managerial, analytical and technical expertise of Moroccans, in both public and private sectors, involved in the planning, development and implementation of social and economic programs."

The new Training for Development Project will target a broader audience, as many more training opportunities will be offered to the private sector. The goal of the project will be to help Morocco's economic development through strengthening its human resources. The purposes of the project will be to assist in the provision of management and other skills training to mid and senior level (cadre) employees in the private sector and in related public institutions; to bolster local training institutes to enable them to provide ongoing training; and to integrate women more effectively into the training programs.

This concept paper has been prepared to assist the USAID Mission to respond to the recommendations of the 1988 Mid-Term Evaluation which highlighted four areas for consideration in the new project design:

- * Female participation;
- * Role of the private sector;
- * Additional project target groups; and
- * Distribution of training slots by region.

Specifically, it will outline areas where women may be targeted for inclusion in the training programs.

Methodology of the Study

Two consultants, one American and one Moroccan, were provided under the GENESYS (Gender in Economic and Social Systems) project to assist USAID/Morocco in developing strategies for incorporating gender-based differences into the training design to promote the training of more women.

The Statement of Work indicated a need for validating the WID targets from the Sector Support Training Project as well as verifying the recent Private Sector Training Needs Assessment as it pertains to women.

The methodology used by the consultants consisted of open-ended interviews following general interview schedules (see annexes) which were modified from Phase 1 to Phase 2. The respondents included development practitioners from donor agencies, researchers specializing in women's issues, directors of private training institutes, women business leaders, public sector officials, women in the potential new mid-management target group, former participant trainees, and members of Moroccan professional associations.

A series of recommendations was devised for use by the USAID Mission in designing both the Project Identification Document (PID) and the Project Paper (PP) for the new project.

In addition, other training activities in the Mission's portfolio were briefly reviewed from a WID perspective in preparation for a major portfolio review scheduled for January.

Finally, a WID Advisory Group consisting primarily of Moroccan women and men was convened. This group will be used as a sounding board as the USAID Mission endeavors to be ever more responsive to the needs of Moroccan women through its training project as well other development projects.

IV. BACKGROUND

Programming for Morocco in the 1990's

Morocco is ranked by the United Nations as a lower middle income country; yet, it lags behind other similarly ranked countries in social indicators. Adult literacy was only 22% for women in 1985; population growth is still at 2.5%. Maternal mortality is high at 400/100,000; and health status is poor with 60% of the rural population having no access to health services. (USAID/Morocco, Programming for the 1990's: A Concept Paper)

Morocco's per capita income of \$560 in 1985 represents a decline from \$631 in 1981 due to a drought, the Saharan war, increased oil prices, an inflexible economic structure, and high foreign debt. (Strickland, p. 51)

Women make up 20% of Morocco's full-time formal labor force (1982 census). Half are employed in the agricultural sector, 22% in manufacturing, an equal number in the services, and the rest in other areas (USAID, CDSS Update). Employed women in urban areas increased at an annual rate of 11.3% between 1971 and 1986 in comparison with an increase for men of 3.1% (World Bank).

Morocco is at a turning point, as it encourages private sector initiatives on the economic front and as it decentralizes politically. To accomplish these changes, it will need a healthier and more educated population.

In support of these trends, USAID/Morocco's program objectives have been defined as follows:

1. **Growth:** projects should contribute to stimulating economic growth and expanding employment through the private sector;
2. **Equal opportunity:** projects should contribute to leveling the economic playing field, increasing the number of avenues available for upward mobility in society and expanding choice. (USAID Concept Paper, 1990)

These program objectives are directly attuned to the AID/Washington Europe and Near East (ENE) Bureau's central strategy of an "open markets/open societies" programmatic framework. To support open markets, AID projects should encourage economic growth led by the private sector in order to ensure that goods and services are produced and allocated primarily by market forces. Toward an open society, the ENE Bureau's democratic pluralism initiative encourages support of activities which contribute to equal opportunity and expanding choice, voice and governance by all members of society.

The Training for Development Project can address these objectives directly, as it seeks to produce individuals better suited for employment in the private sector, thereby increasing Morocco's productive capacity, and to equalize opportunity for upward mobility, by specifically targeting women.

Women and the Sector Support Training Project (SSTP)

The Moroccan Sector Support Training Project, launched in 1983, intended to benefit a total of 245 government employees with long-term training and 800 with short-term training. In addition, 1055 individuals are expected to be invited to participate in in-country training seminars and workshops and another 1675 will have studied English before the end of the project in 1993.

From its inception women have been targeted at 25% in keeping with USAID's Participant Training Policy which stated that "all training programs are expected to give attention to means of ensuring substantial participation of women." (Elmer, p. 89)

When the target was not being met by 1987, USAID Morocco responded by increasing its SSTP target quota for women's participation in training to 30% and successfully negotiated this new target with the government. This too coincided with a 1986 AID/Washington initiative by the Intra-Agency Committee on Participant Training which established five criteria intended to foster the participation of more female trainees, including:

- * encouraging a strategy which would engender appropriate patterns of institutional development and leadership rather than reinforcing sexist approaches;
- * opening new fields for training with upward mobility potential rather than restricting training to fields traditionally dominated by females;
- * encouraging flexibility rather than limiting training exclusively to Morocco project-related activities;
- * promoting entrepreneurship in the private sector; and
- * requiring a quota of 30-40% by 1990.

One year later, there still had been little improvement toward this target. USAID/Morocco then unilaterally imposed a strict 2:1 rule, insisting that one qualified female candidate be produced for every two male candidates for long-term training in the United States. (The Mission has been very strict about this quota, refusing to send the males for training without their matching female. This has prompted some frustration and at least one allegation from a male public official that USAID is trying to impede Morocco's development by imposing arbitrary and impossible sex quotas.)

The 1988 Mid-Term Evaluation of the project noted that only 19% of the short-term candidates and 21% of the long-term candidates had been women, despite these efforts. The evaluation team identified the following obstacles to the integration of women into the SSTP:

- * Poor information distribution;
- * Limited motivation;

- * Complex administrative procedures;
- * Employer preference for males;
- * Lack of English training institutes outside Morocco's major cities;
- * Duration of training incompatible with family responsibilities; and
- * Fields of training not of priority interest.

The 1989-90 USAID/Morocco WID Action Agenda reflected the impact of these constraints as it indicated that steps would be taken "to increase the training of women and their involvement in higher levels of public administration and the private sector." One step taken was to sponsor a seminar jointly with the Direction de la Formation des Cadres (DFC), USAID's counterpart agency, in February 1989 entitled "Women and Training in the United States." Forty-four women attended, including 12 from ministries, four from parastatals, four from women's associations, three from training institutes, and two from private sector organizations, to discuss measures to improve access for women.

Statistics have improved, as indicated by a September 1990 Status Report, in which 22.5% of long-term candidates in the regular program (51/226) and 23.5% of the short-term candidates (128/543) have been women. Among the non-sponsored long-term selectees, 40% (4/10) have been women and 31% (43/137) of the FY 90 selectees for short-term training were female. This still is below AID's ideal as proposed by the U.S. Congress in 1988 when it encouraged USAID Missions to design projects so that "the percentage of women participants will be in approximate proportion to their traditional participation in the targeted activities or their proportion of the population, whichever is greater." (PPC/WID Cable, November 1990)

Training for Development Project

In 1991, according to the new Training for Development Project design, the USAID Mission intends to continue exploring methods of involving both the private sector and women more fully in participant training programs in response to recommendations from the Mid-Term Evaluation of the SSTP project. If the new training project for development is well designed and executed, at the end of the six-year life of the project it is anticipated that:

- 1) the Moroccan private sector will have begun to become more vibrant due to enhanced capacity;
- 2) the Moroccan government will have begun to learn to support the private sector more positively;
- 3) Moroccan private training institutes will be strengthened and be able to provide training responsive to the ever-changing needs of the private sector; and

4) Moroccan women will have received training in order to benefit society through human resource development and expanded opportunities for employment.

The USAID Mission commissioned a training needs assessment of the private sector in 1990 to identify areas where training might be beneficial. In the study, Moroccan businesses were characterized as follows:

- * They have a very thin layer of employees at the professional (cadre) level;
- * Women are largely in administrative positions;
- * Firms cannot afford to spare cadre employees for long-term training; and
- * Most firms provide training to their employees.

The main training needs identified were in the areas of management, marketing, human resource development, and sector-specific skills.

The recommended USAID strategy for meeting the training needs of the private sector included five major objectives:

- * Maintain an ongoing dialogue with the private sector regarding training needs;
- * Invest in the development of managerial and technical skills of cadre-level employees;
- * Strengthen in-country training institutions;
- * Develop advanced technical and managerial expertise in select fields through training in the U.S.; and
- * Provide training for key public sector officials to create an environment conducive to private sector growth.;

Similarly, USAID/Morocco commissioned this study to define an explicit strategy for meeting the training needs of women. It has been well documented that women play a critical role in the development process. Rae Lesser Blumberg, in a recent study entitled Making the Case for The Gender Variable: Women and the Wealth and Well-Being of Nations, concludes that "what is good for women is also good for society at large" and that "women do, indeed, make major economic and social welfare contributions to both the micro level of family and the macro level of national development." (p. 91) The formal labor force participation of women adds to national per capita income and women give more of their income than men to family subsistence, rather than personal consumption. (pp. 8-10)

The rest of this study is therefore devoted to understanding gender-based constraints to training and opportunities for increasing female participation in the new Training for Development Project.

VI CONSTRAINTS TO THE PARTICIPATION OF MOROCCAN WOMEN IN TRAINING

In 1989, a study, entitled The Participation of Asian Women in AID's Participant Training Program, was completed to identify constraints which impede women in North Africa, the Near East and Asia from participating in USAID training programs. (Elmer, 1989) These constraints include:

- * Lack of qualified female candidates in selected development priority fields;
- * Limited number of women in mid-level government services (small pool of eligible candidates);
- * Female civil servants clustered in few ministries;
- * Duration of training incompatible with females' family responsibilities;
- * Lack of adequate English language skills;
- * Reluctance to leave country due to cultural restraints;
- * In-country training sites and training schedules incompatible with females' needs and responsibilities;
- * Sectoral training not of priority interest to women;
- * Social-cultural constraints prevent full participation by women;
- * Access to information about training opportunities limited for women;
- * Preference of selection committee for males;
- * Complex administrative procedures;
- * Lack of support from employers and families;
- * Apprehension about experience; and
- * Unique re-adjustment problems.

The consultants began this Moroccan study with these preconceived notions. Many of the obstacles were corroborated.

There certainly is literature supporting a limited world for Moroccan women. Note, for example, well-known author Fatima Mernissi's observations about change and power:

"... the social fabric seems to have trouble absorbing anything having to do with changing authority thresholds, as with freely competing unveiled women... Whenever an innovation has

to do with free choice of the partners involved, the social fabric seems to suffer some terrible tear." (Mernissi, Beyond the Veil, p. xvii)

"Everyone is afraid of change, but Muslims more so, because what is at stake are their fantasies about power. And women all over the world know very well how important power fantasies are to one's self-empowerment." (Mernissi, Beyond the Veil, p. x)

Women in Morocco are expected to concern themselves with domestic matters. Their "space" is internal to the house while men take charge of the "street." Women are expected to dedicate themselves to caring for their families while their husbands earn the financial support for the family by working at jobs outside the home. (Hessini) Change, which has come to Morocco as economic necessity, has forced many women to work to help support their families. Yet, the ideal continues to exist in society's expectations.

The Koran both "liberates and confines", "uplifts and degrades" women by imposing rules for women to curb the worst abuses of society while protecting them as valued possessions. While women are expected to serve men, men in turn are expected to treat women with kindness and respect. (Lippman, pp. 94-100) Article 115 of the Muduwana, family law, dictates that the wife should be supported by her husband, and that he should feel shame if he cannot fulfill his duties. (Dye, p. 2)

On the other hand, it has been argued that Westerners' perceptions of Moroccan women have impeded their participation in personal and national development as much as the reality of their situation.

"Westerners see Moroccan women as 'other' in two ways: as Muslims and as women...Viewing them as Muslims, Westerners expect them to be secluded in their homes, male-dominated and unable to act on their own...(yet) these were lively, intelligent women who liked ribald jokes and sometimes had physical fights to defend their assertions, not timid passive homebodies." (Davis, p.3)

"Moroccan women do have power, over their own lives, and the lives of others, even though these roles are often unrecognized..." (Davis, p.5)

In fact, when opportunities do become available, women have proven that they will take advantage of them. To prove the point, in the 1960 census, only 27% of primary-school-aged girls were enrolled; this percentage rose to 61% in 1982 (UN Statistical Yearbook). Economically active females between the ages of 40 and 44 rose from 9.7% of women in 1960 to 43.9% in 1986-87 (Royaume du Maroc 1989).

It is the conclusion of the consultants, based on the interviews with the respondents for this concept paper, that not all of the constraints identified in the Mid-Term Evaluation of the SSTP and in the Elmer study on AID's participant training programs are relevant in the Moroccan context for the urban educated women which the Training for Development Project targets.

Some of the constraints identified have already been surmounted. For example, the suggestion that complex administrative procedures are a deterrent to women should not be relevant

as the DFC and USAID have been very helpful in facilitating the process for public sector women, in conjunction with Partners in International Education and Training (PIET) in the U.S. The concern about the selection committee's preference for male candidates should not be relevant when 50% of the Joint Selection Committee is female. Regarding English language skills, USAID has been offering training to public officials for the duration of the project and has recently lowered its cutoff point for English ability with the American Language Center to admit otherwise qualified candidates, mostly women, to become eligible.

If these accommodations, already made for the SSTEP to address gender-related differences, are continued as the project is designed, the remaining obstacles should continue to be surmounted. As the project is designed, an in-depth baseline study of the recommended new target group will help clarify the issues (see Research Studies). Continual monitoring will help to identify whether these constraints are becoming obstacles to the integration of women.

The fact that the Sector Support Training Project has not been able to easily meet its quota for women may simply reflect the lack of interested and qualified females in the targeted ministries, particularly in the eighth year of the project. The limited pool of female candidates has been identified as the single greatest constraint for the training project and serves to justify a search for a larger pool of candidates from both the public and private sectors.

Constraint 1. Pool of Candidates Too Small

Women do not form a large enough percentage of the pool traditionally used by USAID/Morocco for its participant training program in the United States as USAID requires a B.A. degree for long-term training and draws candidates almost entirely from the public sector. Only 12% of public sector officials at this cadre level are women. (DFC in Mid-Term Evaluation).

To begin with, many fewer women than men have access to higher educational opportunities because fewer girls graduate from primary school. In a country which made education universal for all children from the age of 7 at independence, it is remarkable to note that in 1982 only 50% of all eligible children attended school. In the urban areas, 82% of all boys age 7 were in school compared to 76% of girls. In the rural areas, 49% of boys were enrolled but less than 20% of the eligible female population attended school. (Barakllil, p. 14)

The percentage of female students in secondary schools in 1987 to 1988 was 40% and in the universities 36%. (Barakllil, pp. 17 & 20)

Women generally are not trained in the sectors which USAID supports, for example, agriculture. The largest numbers of females enrolled in post-secondary institutions are in the humanities, education and fine arts (44.5%), whereas they make up 21.7% of law and social sciences students and 27.2% of the enrollment in the natural sciences, medical sciences, engineering and agriculture. (Strickland, pp. 51-52)

In the ministries targeted for USAID assistance, the greatest numbers of training slots were allocated up to 1989 to Agriculture (34), Public Works (23), Plan (17) and Finance (13). Yet, those ministries have only 11.36%, N.A., 30.14 % and 19.29% female employees respectively, at

all levels. Other ministries have greater percentages of women, e.g. Post and Telecommunications (46.52%), Economic Affairs (44.8%), Public Health (42.4%), Civil Defense (42.7%), Youth and Sports (41.07%), and Tourism (37.7%).

In the private sector, women already make up a large proportion of the employees but usually in unskilled and semi-skilled positions. According to the Lewis study, on private sector needs, one of Morocco's largest and most sophisticated firms had only 12% women at the cadre level. This figure is higher in the Enjeux study where women are perceived to hold 36% of the Chef de Service and 23% of cadre positions. In contrast, 97.8% of secretarial/administrative assistant positions are held by women.

Constraint 2. Lack of Information about Training Programs

The second biggest constraint is poor publicity for the programs. There is a generally poor flow of information in Morocco, with the result that women often do not learn about training programs. Publicity for the Sector Support Training Project has been limited to notices distributed by the DFC throughout the public sector. Numerous interviewees commented that they had no idea USAID was offering training to public sector employees. For example, a young woman, eager to train in the U.S. on a long-term scholarship, applied for a short-term Fulbright grant because she had never heard of USAID's Participant Training Program despite the fact that USAID cannot fill its quota for female participants.

Supervisors are not always eager to promote their subordinates for skill upgrading. Hence, supervisors protect themselves by neglecting to notify their employees of training opportunities. "Information is power: when you get it, you keep it for yourself," to quote an employee of USAID who described information flow in the Moroccan context.

To demonstrate more graphically, when a printed announcement for a training course arrives on a supervisor's desk, he slips it to the bottom of the pile. To quote a Moroccan government employee who has been a participant trainee in the United States. "L'homme voit se reduire son autorite, son pouvoir, son influence, son role, son prestige." (The man sees the reduction of his authority, his power, his influence, his role, his prestige.) (Moulay Rachid in Dye, p. 3)

Furthermore, Moroccan culture is an oral culture where information is often most effectively transferred "de bouche a l'oreille" (by word of mouth). USAID has not been marketing its programs effectively in this manner.

Constraint 3. Cultural and Social Obstacles

Cultural and social obstacles form the third major category of obstacles to the integration of women into USAID's training programs and must be considered carefully. As interventions are designed, these obstacles must be taken into account.

On the other hand, the often referred to social and cultural obstacles, so often referred to, do not seem to impact this level of participant trainees as much as those at other social levels.

Once a woman has reached the cadre level, she has already surmounted many of the traditional societal constraints. (91.9% of males accepted their spouse's desire to work, according to the article "La Femme Cadre" in Enjeux.)

Moreover, the role of women in Moroccan society has changed rapidly in recent years. Women have gained access to public space, education, birth control and employment. The GOM is becoming increasingly committed to the participation of women in the development process.

Many women are eager to change their social and economic status. A factory owner reports that he finds women workers more able, more flexible, and more interested in improving their skills than men. In one case study, a young woman was so eager to improve her situation that she spent 50% of her monthly salary on a computer training course.

Yet, many women may lack the disposable time, the financial resources, or the societal support to pursue further training. According to Atika Salahdine of RTM, lack of money, family structure, and bosses' attitudes represent the greatest obstacles to women.

In the Enjeux article, 38.9% of women indicated they had to fight more than men for their positions, 20% indicated they were discriminated against, 17.8% noted lower salaries than male counterparts, and 14.4% found themselves in lower posts than men with equivalent educational backgrounds. Still, 63.3% of the respondents, all at the cadre level, had no trouble finding work, and 34.4% said they were treated as equals.

Of the women in the survey, 87.8% always intended to work after completion of their studies, and 91.9% had the acceptance of their husbands. Nonetheless, 95.5% had to assume the responsibilities of the "double day," in charge of both "productive" and "reproductive" spheres!

Despite cultural constraints, some women work to express their independence. Even amongst lower class women, according to a study by Martha Dye, women work as a "matter of personal initiative," "to assert economic independence from their families." (p. 93) And "Morocco's feminist movement has been most feisty over issues relating to work opportunities." (Stannard, p. 72)

The strategies and interventions offered in this concept paper for the Training for Development Project acknowledge these three major constraints and reflect the realities of Morocco for women in the 1990's, as well as the lessons learned from the Sector Support Training Project.

V. STRATEGIES / INTERVENTIONS

According to a review of the participant training project by Samira Strickland in 1989, the "only way the Mission can meet its target of 30% is either by extending training, particularly in-country training, to women holding less professional jobs, offering training to women in rural areas with little or no literacy skills, or overcoming the English requirement by sending more females to France." (p. 57)

Many Moroccan women at the professional and semi-professional level are underemployed and under skilled. The Training for Development Project offers an opportunity to begin to change this situation for women.

The following strategies and interventions are offered as a means of addressing the constraints which impede participation by Moroccan women in USAID's training programs. They include interventions at the policy, institutional and implementation levels. The strategies are organized on a priority basis.

- A. **STRATEGY:** Lay the groundwork for a targeted training program, by defining the population and by encouraging equal opportunity and upward mobility through policy dialogue and consciousness-raising activities. These interventions will help to create a broader base of females who can benefit from upward mobility opportunities. They will also raise consciousness among senior managers, who are predominately men, and provide role models for women by opening a dialogue about impediments to job achievement for women and alternative work-place styles more conducive to women's engagement in professional activities.

Intervention 1: Generate baseline data for an effective understanding of the beneficiaries of the project, and to permit impact evaluation at a later stage, by conducting a study of specific target groups of women, especially women at the sous-cadre level, in both the public sector and the private. (See Research Studies, VIII)

Intervention 2: Encourage the World Bank to emphasize equal enrollment in primary schools to provide a base of educated females. Only 39% of primary school students were girls in 1987-88. (Barkallil) Upward mobility and equal opportunity for females will never be very possible unless girls begin equally. Since USAID is not directly involved with the education sector, it can only hope to influence trends through policy dialogue with the government and support from other donor agencies.

Intervention 3: Retain the 30% quota in the public sector and aim for an equal or higher one in the private sector, depending on the level of the employee. (As females make up over 50% of the semi-professional category of employee, it is not unrealistic to use that percentage to help meet the quota.) Using a quota to equalize training opportunities forces change at both the policy and implementation levels by promoting discussion and creating an entry wedge for women.

Intervention 4: Assist RTM to prepare a series of radio and television programs in French and Arabic on female role models for broadcast on programs geared for women. Atika Salahdine has already agreed to feature female successes on radio with USAID's assistance in identifying interviewees.

Intervention 5: Train personnel officers in private businesses and public sector training divisions in career development and counseling techniques with specific sessions devoted to gender concerns. Each ministry has a training division (Benimmas) responsible for human resource development; and 84% of private businesses already provide training to their employees (Lewis). Yet, much of this training is ineffective, as nearly all firms in the private sector study cited employee motivation, productivity and quality control as major problems.

Intervention 6: Organize seminars on work-place issues for senior managers, e.g. on women in cadres, alternative work styles, career development, and professionalism. ISCAE (Institut Supérieur de Commerce et de l'Administration des Entreprises) has already taken the lead in pioneering such seminars.

B. STRATEGY: Expand the pool of available female candidates, by targeting the private sector more boldly, offering training to the mid-management (semi-professional) level, and by broadening the target groups in the public sector.

Intervention 1: Provide training to the private sector, on a cost-shared basis, where women make up a large proportion of the mid-management staff and where there are urgent needs for training. The Moroccan private sector is insufficiently equipped to be the engine for development envisaged by both the GOM and USAID, in large part due to its structural composition, an outgrowth of inadequate attention to human resource development. Working in the private sector promotes supply and demand mechanisms; cost-sharing increases the sense of ownership of all parties and reduces the tendencies toward dependency creation; and women can have opportunities for upward mobility in the more flexible private sector impossible in government.

Intervention 2: Target the sous-cadre administrative level in both the public and the private sectors where there is a preponderance of women, often underemployed because they lack appropriate skills. The skills most needed by the private sector, according to the SIGMA TECH report, are computer training (58%), production technology (45%), quality control (35%), accounting (35%), inventory management (32%), financial management (25%), administrative management (23%), human resource development (20%), English (20%) and marketing (13-16%).

Intervention 3: Seek females working in ministries not already targeted by the Sector Support Training Project. Examples of ministries where there are proportionately more females are Public Health (42.4%), Youth and Sports (41.07), Tourism (37.7%), Post and Telecommunications (40.5%), and Economic Affairs (44.9%). (DFC) These public sector women can be sent for long-term or short-term study tours in the U.S. or can benefit from in-country training opportunities.

Intervention 4: Offer both short and long-term training to local government employees at the decentralized level, both in country and in the U.S., leveraging for women. By taking advantage of potential new hiring during the decentralization process, USAID may be able to use training as a reward for the government's commitment to women. According to one local USAID employee, who participated in early training for local ministry officials, this represents an excellent entry point for change. It also supports the ENE bureau's democratic pluralism initiative.

C. **STRATEGY:** Market the programs through a variety of avenues to reach women more effectively, e.g. through radio, television, newspapers, women's associations, and so on. These techniques may help to reach women who might otherwise remain ignorant of opportunities for advancement in a society where information exchange is carefully controlled.

Intervention 1: Encourage the DFC to recruit female candidates from other ministries.

Intervention 2: Use the media, including radio, television and newspapers, in French and Arabic. The Industrial and Commercial Job Training Project for Women, funded by USAID in the mid-1980's, used written announcements, French and Arabic newspapers, the state-owned radio and television, and recruitment through high schools effectively (Lycette). The marketing success in this project initiated an increase in the level of female enrollment in all OFPPT courses, not just the ones targeted by USAID.

Intervention 3: Hire a firm to prepare announcements for a targeted direct mail campaign to private businesses and to handle pre-selection. USAID should not attempt to undertake this major activity. A local firm, recruited on a competitive RFP basis, could target the audience more effectively and pre-screen applicants to keep USAID from being inundated. At least two training institutes, IIHE and ISCAE, and one firm, SIGMA TECH, have expressed an interest.

Intervention 4: Ensure that the courses designed are of interest by topic and quality. If the courses respond to market realities, they will be popular. Criticism of the SSTP indicated that many training offerings did not appeal to women because they were not in fields where women had their basic training. Furthermore, if women recognize the quality of the course offerings, they will become less cynical: many now disparagingly critique the private courses as leading only to dead ends. (One typing school claims its graduates will have good skills; yet, the unmotivated instruction and inferior equipment makes this impossible. Training there is a waste of money.)

Intervention 5: Support local associations. Although some associations are "clubby" and some are politicized, others are serious about outreach and membership services. They can be useful for information dissemination and may be strengthened by the process. (There is a cautionary note: women do not have much time for voluntary activities and may in fact not be very motivated to pursue them, according to Diane Fallon's report, Atika Salahdine, and most other respondents.)

Intervention 6: Publicize successful women trainees to help lower barriers to future female candidates and to raise expectations amongst women about their capabilities.

Intervention 7: Foster the Association of Moroccan Alumni (AMA) in coordination with Dar America and the American Language Center to assist with marketing to prospective trainees. The alumni association already exists.

D. **STRATEGY:** Offer short-term in-country training through private training institutes at both the cadre and the sous-cadre levels to facilitate the participation of women and private sector employees. Providing training in-country keeps training sites close to home, facilitating greater participation by women. It allows for short-term courses, conducive to the needs of the private sector. It allows for courses to be taught in French as well as English. And it is cost-effective, particularly by making available counterpart funds.

(Ironically, the SSTP statistics for female participation are the worst for in country training, where only 15% of 400 trainees have been women. The logical explanations are the choice of target ministries, such as fisheries, and schools, engineering and science, and the lag time for experiencing the benefit of setting a quota.)

Intervention 1: Strengthen local private training institutes/and use them for public and private sector in country training, providing cross-fertilization. In 1989-90, 24% of all enrollees in professional training geared to the private sector at all levels were in private institutes. Of these, 65% were women. (Boutata, p.3)

Intervention 1a: Hire a local training institute to manage the project. Doing this gives the institute a broader scope and new skills. It is therefore an institution-building strategy without direct financial assistance. Two private institutes, the International Institute for Higher Education (IIHE) in Rabat and the Ecole Supérieure de Commerce (Sup de Co) in Marrakech, (as well as ISCAE in Casablanca, a public institute) have expressed an interest in this undertaking.

Intervention 1b: Dialogue with the government on behalf of these institutes regarding the status of their degrees (there is currently no equivalency with public education) and their tax burden (they pay as fully profit-making institutions). Both the IIHE and the Sup de Co found these limitations inhibiting.

Intervention 1c: Evaluate the curricula of these institutes for their appropriateness and quality, including an assessment of how gender issues are incorporated into the curricula. The Sup de Co in Marrakech is already doing its own gender-oriented analysis.

Intervention 1d: Provide technical assistance to prepare the institutes to conduct training programs for USAID-selected trainees at the undergraduate and graduate levels. This TA could be provided by a U.S. consulting firm on a competitive RFP basis.

Intervention 1e: Conduct TOT (Training of Trainers) courses for professors in country or send the professors to the U.S. for short-term training to enhance or refresh their skills, as needed. All institutes interviewed reflected a desire for continuous skill upgrading, particularly in light of the American reputation for excellence in commercial and management subjects.

Intervention 1f: Design Women in Development (WID) courses to be taught regularly to all students enrolled in the institutes to sensitize them to gender issues.

Intervention 2: Design courses which are conducive to the participation of women by taking into consideration identified constraints for women.

Intervention 2a: Offer courses in French as well as English, responding to the Strickland recommendations.

Intervention 2b: Give courses in regional settings, in keeping with the GOM's plans to decentralize. Training firms already exist in regional centers, e.g. Sup de Co in Marrakech, American Language Center branches in Kenitra, Tanger, and elsewhere. Where there are no appropriate faculties, training teams can be dispatched.

Intervention 2c: Offer courses at a variety of times and at the work-place as well as at other centers. The USAID Moroccan female staff, a good microcosm of the new target group, reflects the variety of preferences probably existent in the population at large. Some women need to be trained during work hours due to family obligations; others prefer courses after work as long as they are not too late. The proposed target group study should provide further enlightenment.

Intervention 2d: Provide certificates as motivators so that women have tangible proof of their achievements, particularly if the monetary and status rewards may be minimal.

E. STRATEGY: Broaden the English Language Training Program, through the American Language Center or other institutions willing to provide this service; and provide improved orientation to trainees.

Intervention 1: Open the English language training program to a broader audience, on a scholarship basis, with at least 50% of the scholarship assistance allocated for females. Some of these beneficiaries may be unemployed female graduates, enrolled on a pilot basis. (See Targets of Opportunity, VIII). This will provide more women with at least one marketable skill.

Intervention 2: Contract with the ALC to provide orientation to spouses and other family members, and employers, of participant trainees designated for long-term U.S. training. Include a seminar on the roles and expectations of women. This intervention attempts to address the social and cultural obstacles to training brought out in the Mid-Term Evaluation and the Elmer Guidelines for Increasing Female Participation in AID Training Programs. (1990)

F. STRATEGY: Provide follow-up to training programs, both participant training in the U.S. and in-country programs.

Intervention 1: Conduct an impact evaluation, concentrating on the impact of training on women. The existing impact assessment in the 1990 SSTP Status Report simply lists the numbers of individuals trained and states hopefully that this "should make an impact on the management methods within the organization(s)."

Intervention 2: Provide job counseling and job placement services. Former participants may be able to assist through the Association of Moroccan Alumni by providing a support network for returned participant trainees, particularly women confronting a changing environment.

As the Training for Development Project is designed, with these interventions in mind, USAID should consider utilizing its own best resource, its female Moroccan staff, in the design process, particularly as the staff reflects the new target group so accurately. It should also continue to seek the assistance of the Moroccan WID Advisory Committee, both in project design and in monitoring the project for its relevance throughout its duration.

VII. IMPLEMENTATION PROCEDURES

A. LONG-TERM PARTICIPANT TRAINING IN THE U.S. FOR THE PUBLIC SECTOR (Cadre Level)

Long-term participant training in the U.S. should continue to be offered to the public sector at the cadre level as it was in the Sector Support Training Project, but it should constitute only a portion of the project. Government officials, especially females, can still benefit from training even though the Training for Development Project will expand to new target populations. Also, realistically, the Government of Morocco will not easily accept a training project which excludes government officials.

Recruitment

Recruiting for training in the public sector should continue to be done through the Direction de la Formation des Cadres (DFC) since the DFC has already been sensitized to USAID's desire to recruit women. For example, the DFC is aware that training announcements must include language encouraging for women and is familiar with the strictness of the 30% quota (one woman for two men). (It is interesting to note that the DFC now keeps data disaggregated by gender: this could have been a direct result of the SSTP project.)

Marketing of the opportunities should also be done through external media sources, such as the RTM (government-controlled radio and television company), and appropriate newspapers (La Vie Economique, L'Opinion, Le Matin) on a paid advertisement basis. These avenues of recruitment will help bypass the bias in GOM ministries against sharing information with women, reported on by many respondents. Radio and television spots featuring successful women as role models should also be used to help raise consciousness regarding opportunities for women.

To confirm that training announcements are reaching eligible women, the Cellule des Femmes at the Ministry of Foreign Affairs (Ministere des Affaires Etrangeres) should be asked to conduct periodic informal spot checks using the Cellules des Femmes in each ministry. Furthermore, a revitalized participant trainee alumni association could help spread the word "de bouche a l'oreille," known as the "telephone des Arabes." Professional associations, oriented toward women, may also be an avenue of recruitment, although many associations are reputed to be heavily dominated by a single woman who may be equally unwilling to share knowledge and hence power. (See list in Annex A)

Selection

The target group for this type of training should be cadre-level women in ministries with an abundance of women, such as the Ministries of Education and Health, particularly where women might be able to cross over into job assignments where there is a shortage of women; ministries which have failed to meet the 30% quota but where there are available women, such as Finance; and ministries which have considerable interface with the private sector and where women are relatively abundant, such as the Tourism and the Ministry of Industry and Commerce. The goal of the Training for Development Project is not sector specific but aims at general development in Morocco; there is a need to improve management in all government ministries.

Once candidates have been proposed, the Joint Selection Committee will meet as in the past to review applications and make selections. The Committee should continue to be comprised of 50% women.

The 30% quota should continue to be used, with the two for one matching scheme, as it is the minimum targeted in 1986 by the Intra-Agency Committee for Participant Training for 1990. This is below the 1988 Congressional mandate encouraging involvement of a percentage of women equivalent to at least the female percentage of the population (51% in Morocco). To back off now would allow the public sector to return to its old ways and would not continue to keep the issue of opportunities for women before government leaders.

Placement / Support in the U.S.

Long-term participants are currently placed in their schools by Partners in International Education and Training (PIET), a U.S. firm. This is particularly beneficial for women who may find the placement process more difficult than men, as evidenced by the pilot private sector training project, where all of the men accepted for training are currently enrolled but where some of the women have dropped out.

USAID should consider offering female trainees a return trip to Morocco on an annual basis to re-establish family ties. USAID should also consider short-term visits for spouses and children for orientation. The purpose of the visit would be to reinforce understanding of the social milieu to which the female trainee has been exposed and to facilitate her reintegration into the family and the society upon her return. The ideal would be to have the spouse qualify for a short-term training opportunity; if not, he should be linked into the USIS visitors' program. The couple could join together on a USIS-sponsored visitors' circuit.

English Language Training and Orientation

The American Language Center should continue to be used for intensive English language training and orientation. However, before a contract is signed with the ALC, the Center's program should be evaluated for its responsiveness to the needs of the trainees, through a questionnaire administered to returnees (or to trainees newly arrived in the U.S.) with particular emphasis on the special needs of female trainees. It is suggested, for example, that some orientation sessions be assigned for family members regarding the experience their spouses/mothers will be enjoying, and that the ALC be asked to take on a counseling role for family members during the female trainee's absence. This may even be extended to counseling after the return to Morocco.

If the ALC is unable to assume these additional tasks, or if the evaluation results indicate gaps, a sole-source contract should not be signed, as other institutions would welcome the opportunity to compete for the business, such as the International Institute for Higher Education.

If women candidates, who are otherwise qualified, fail to reach the required English level, USAID should continue to remain flexible, under the guidance of the director of the Center. For example, during the last training cycle, USAID agreed to lower the qualifying level from 50 to 45 to capture a large number of female applicants who made up 50% of the candidates in the 45-50 range, whereas women only constituted 20% of the 50-55 range.

Follow-Up

All female trainees should be required to provide an evaluation report on the experience. In addition, they should be encouraged to play an active role in the recruitment of future candidates following the criteria noted above, and to participate in an increasingly active network of returnees, under the auspices of the Association of Moroccan Alumni. (USIS' Dar America has just completed a computer listing of all former students including participant trainees in the U.S.; the American Language Center has offered to host events.) Selected returnees may be asked to join the WID Advisory Group at USAID to continue the dialogue on targeted assistance to women in Morocco.

Data should be maintained on all returnees, disaggregated by gender, to complement the baseline data gathered at the beginning of the project. It is further proposed that an impact study be undertaken immediately on all participant trainees who have returned to Morocco, with particular emphasis on the impact women have had and the positions they hold. (If a study of all returnees is too extensive, women only could comprise the study group.) This was recommended at the time of the 1988 Mid-Term Evaluation and the recommendation has not been followed to date.

B. LONG-TERM TRAINING IN THE U.S. FOR THE PRIVATE SECTOR (Cadre Level)

Many of the mechanisms and policies recommended for the public sector are equally relevant for the new initiatives in the private sector; however, there are some differences.

The private sector generally can ill afford to send its employees for one to two years of training. Women in particular will have more difficulty benefitting from long-term training if they are mid-career due to family and cultural restraints. Therefore, the long-term training assignments will be rare and on a case-by-case basis, in fields where there is a serious gap in the Moroccan private sector and where there is commitment on the part of a business to contract with the trainee for a future relationship with the firm.

It is also recommended that USAID explore the feasibility of providing long-term training for females at the entry level on a pilot basis, either with businesses willing to invest in recent graduates with a guarantee of employment on a matching basis upon return (one year for one year, two for two, etc.), or with qualified non-sponsored candidates. (See Targets of Opportunity, VIII)

Recruitment

The DFC is not the appropriate mechanism for marketing training opportunities to the private sector. Rather, mechanisms familiar to the private sector, which is accustomed to marketing techniques and used to a supply-demand environment, should be utilized. These include advertisements in French-language newspapers such as La Vie Economique, Le Matin and L'Opinion. The Arabic newspaper, Al Alam, should also be used.

In addition, for specific training seminars, direct marketing to companies, with a printed announcement, and personal contact, may be appropriate, and will allow more occasion to personally emphasize the recruitment of women. In fact, the private sector prefers direct mail to other methods. In the recent Private Sector Needs Assessment, private firms indicated a preference (61%) for direct mail marketing in comparison with 29% for announcements through the CGEM and the press, 26% via professional associations despite 87% membership, and only 16% through the Chambers of Commerce. Government channels were ranked least effective, at 13%. Cost elements will have to be considered as the various options are explored.

To ensure that women have access to information about training opportunities through the private sector, which may be withheld from them, targeted recruitment techniques should be employed. It is proposed here that more popular media be used, such as the radio, television, and journals (Enjeux, L'Opinion). Also, professional associations for women (Annex A) may serve as a conduit for information flow, although it is more apparent, as mentioned earlier, that many female professional associations are no more effective for communication than enterprises due to the dominance of a senior woman.

It is recommended that an appel d'offre (RFP) be made to locate a firm which could manage the marketing for the project. Two firms have expressed an interest in bidding on such a contract or demonstrated an ability to effectively accomplish the task (SIGMA Tech, which prepared the Private Sector Training Needs Assessment, and the International Institute for Higher Education which is preparing a major marketing campaign for its own purposes in 1991.) Delta Management Company, a woman-owned consulting firm in Casablanca which recruits women for professional employment, may also be interested. The contract would be let on a competitive basis. The RFP selection criteria should include the firm's ability to reach out to women, based on its past experience.

The contract could be managed out of the USAID Training Office and could include recruiting in the private sector for all USAID-sponsored training be long or short-term, in the United States, in Morocco or in a third country. The contract could be let on a provisional basis for one year with a thorough evaluation prior to extension. Through the contract, recruitment efforts for women could be handled by a specifically dedicated WID officer at the firm.

Selection

The Selection Committee should be constituted like the public sector committee comprised of 50% female committee members and should include representatives from the private sector. As the project is new and only a few Moroccans have received advanced MBA or MA training through the pilot under the Sector Support Training Project, most women proposed from the cadre level, assuming they have the appropriate qualifications, should be allowed training in order to redress the imbalance and improve the skills of women in senior positions in business. (There are only an estimated 12%-23% women at this level.)

Qualifications for long-term training should be a B.A. in an appropriate field, acceptable TOEFL English results, and sponsorship by a firm. Special attention should be given to applicants from firms which are already sensitized to gender issues. Similarly qualified women who present

themselves for MA or MBA training, even if non-sponsored, should be selected, unless extenuating circumstances indicate otherwise.

At the senior level, women who go to the U.S. will need to demonstrate the support of their enterprises. USAID should fund the training in the U.S. while the business should provide salary support during the woman's absence. The candidate herself should be asked to contribute the costs of travel or at least make a symbolic financial contribution to guarantee serious commitment, in this cost-sharing mode.

As it is unlikely that businesses will be able to send their senior employees for long-term U.S. training, the more possible target group for this type of training consists of the new graduates of the private training institutes. The IIHE will graduate its first class in 1992; 65% of its third year class is female. Likewise, the Sup de Co in Marrakech has 45% women in its fourth year class. USAID should make a commitment to those motivated women now, even without a full guarantee of employment or cost-sharing, on a pilot basis, on the assumption that they will be marketable upon their return, based on the Private Sector Training Needs Assessment. (See Targets of Opportunity, VIII).

The women should be selected for fields where there is the biggest demand, e.g., marketing, accounting, business strategy, human resource development, information management, and so on, (see Private Sector Training Needs Assessment) in order to guarantee as much as possible employment after training. To encourage their future placement, each candidate with the assistance of the institute, and perhaps the Jeune Promoteurs, should seek a placement for the summer between their first and second years of training. They should be encouraged to use their post-graduation summer for an internship in a U.S. firm before returning, using the resource of Entrepreneurs International, but this should not be required.

Placement / Support

It has been a requirement for the private sector candidates for the pilot MBA/MA program to complete the application process for American university programs on their own. Male applicants have managed successfully, but there is concern on the part of the USAID Mission that some female selectees have dropped out because of the burdensome nature of this process. It is complex, time-consuming and difficult to pursue from a long distance. It is therefore recommended that female applicants in the private sector be provided the same placement assistance accorded the public sector applicants, i.e. through PIET (Partners), in order to counter any potential impediments which might prove more daunting for women than men.

English Language Training and Orientation

The American Language Center orientation program used for public sector trainees is equally relevant to private sector candidates with the understanding that the pool of applicants will be small due to constraints for long-term training in the private sector. For those females who qualify, family member orientation should be offered also to enlist the support of the family for the experience. If the above-mentioned pilot program is adopted and young single females are sponsored, this orientation should be offered to parents or other responsible family members.

Follow-Up

The USAID training staff should keep in touch with female long-term trainees, whether at the cadre level or as part of a pilot project for entry-level graduates, both during their stays in the U.S. and upon their return.

Each returnee should be required to write an evaluation report of the training, including consideration of recruitment strategies, orientation mechanisms, support while in the U.S., and required follow-up. Females should be asked to recommend interventions which were or would be particularly beneficial to women.

Returnees should be encouraged to join the Association of Moroccan Alumni and to support its activities. Women should be given publicity as role models for future applicants. Those in businesses should be urged to foster upward mobility among their subordinates while those in the pilot program should be asked to share their experiences at their training institute and even in secondary schools. Women should also be offered job counseling and placement advice as an integral part of the project.

C. SHORT-TERM TRAINING IN THE U.S FOR THE PUBLIC AND PRIVATE SECTORS (Cadre Level)

The advantages of training programs abroad include the infusion of new ideas and attitudes through direct exposure to different role models. Although it may be more difficult for women in Morocco to avail themselves of these opportunities than men, it is not impossible. The value of even a short stay abroad is recognized, and women will make arrangements to participate. The impact on women is worth the financial investment from the development rationale.

As only an estimated 12% of the current cadre levels are filled by women in the public sector and 12%-23% in the private sector, it will be difficult to reach even the 30% quota for training now in effect. Nonetheless, the quota should be maintained as a goal. To fill the gap of women at the cadre level, creative arrangements can be established on a sliding scale at the lower administrative level where there is a preponderance of women (data not available in government, 88%-98% in businesses).

For example, in Year 1 of the project, two men can be sent on short-term training if one woman is located for comparable training or if two women are offered in-country training with a goal to promote them into the cadre or an equivalent management level. By Year 3, this ratio should be increased to 2:1 abroad or 2:4 in-country and by Year 5, 2:2 abroad or 2:1 abroad plus two trained in-country for a 50% equivalency to aim for the minimum Congressional target.

Announcements of short-term training opportunities should be made in the same manner as for long-term training and include specific strategies for reaching women. Applications should be screened by the same gender-sensitive selection committee.

If needed, additional benefits may be offered to women on a case-by-case basis to facilitate their participation. These may include, but are not limited to, the following: a child-care allowance during the stay abroad; supplementary English training to help meet criteria; cross-cultural

orientation for family members; an opportunity for spousal accompaniment abroad; an orientation seminar for the employer; and compensatory salary to the firm for a replacement employee during the woman's absence.

Each returning trainee could be featured in a news article to publicize the program and strengthen role modeling for women in Morocco.

D. IN-COUNTRY TRAINING FOR PUBLIC AND PRIVATE SECTORS

In an effort to make training accessible for more women, it is recommended that USAID offer short-term in-country training options for public and private sector employees at the cadre and sous-cadre (superior and mid) levels. These should not replace overseas options as it is important for Moroccans, both men and women, to continue to be exposed to the training and cross-fertilization that occurs in the total immersion of American institutions.

Nonetheless, certain skills and attitudes can as successfully be transferred in the Moroccan milieu, particularly in management and or the "Anglo-Saxon" mentality found in the newly-formed private sector institutes such as the IIHE. This modality is more cost-effective and may be funded through locally available counterpart funds. It is also more conducive to female participation where women may feel constrained by social and family obligations from taking advantage of training opportunities.

Both women and men in the government will benefit from the exposure to private sector ideals in these institutes where gender is less relevant than productivity. Institutes giving the seminars will also already be aware of the need to present programs from a gender-sensitive perspective.

The marketing mechanisms, quota requirements and selection procedures for long and short-term U.S. training are equally relevant here. However, the 30% quota appropriate at the cadre level may not be appropriate for skills upgrading to support staff, where the quota could well be minimally 50% and may realistically be even higher given the preponderance of females in administrative positions.

It will be important for USAID to work with the ministerial human resource development/training divisions in each ministry to enlist their support and ensure that the training interventions are appropriate. Furthermore, it must be noted that training may not offer individuals any opportunities for promotion in the public sector, as the requirement for at least a B.A. for cadre-level positions limits true mobility. However salary improvement may be possible through enhanced skills. (Secretarial salaries range from DH 600/month to DH 1500/month depending on training.)

Furthermore, job satisfaction should increase and the resulting increase in employee efficiency will benefit government productivity. The employee's self-esteem may also be enhanced. The provision of professional consciousness-raising should improve men's perceptions of women and therefore indirectly enhance status.

In the private sector, it is possible to tie funding of training to promotion possibilities. Here

accomplishments can be directly rewarded given the private sector's more fluid, market-oriented environment. The transfer of the necessary concepts of human resource management for profitability can be achieved via business development seminars organized for employers and training-of-trainers courses designed for personnel officers.

Using local training formulas, whether short courses, seminars or workshops, will allow greater impact on more people and will facilitate inclusion of the new target groups of employees at the sous-cadre level where there is a preponderance of females.

E. INSTITUTION BUILDING FOR PRIVATE TRAINING INSTITUTES

USAID is no longer in the business of institution strengthening, in the sense of furnishing all trained faculty and/or employees, funding building construction, and supporting recurrent costs. The classic example in Morocco is the Institut Agronomique et Veterinaire (IAV) Hassan II, where 150 PhD graduates have been trained at USAID expense. Nonetheless, it should consider supporting at least some of the recently-created private training institutes through mechanisms appropriate to the market.

These training institutes have opened in an effort to meet a real need, where there is a true lack of accommodation between the theoretical training of most university graduates and the specific needs in Morocco of the 1990's for "hard" practical skills. Public education does not generally offer marketable skills. These institutes are meeting this real perceived need.

The private institutes are good vehicles for mobilizing women as they offer training in upwardly mobile fields and already are disposed toward equal opportunity considerations. As one training director indicated, rentabilite (productivity) is all that matters in business; gender is immaterial. And, he reiterated, women are apt in many instances to be better candidates for business and commercial training.

One mechanism for strengthening these institutes is to let contracts for specific tasks related to the management of the TDP, including marketing, delivery of seminars, contract management, providing career counseling, and establishing job placement services. Another mechanism is to bring in technical assistance to help with curriculum development to upgrade courses before they are offered to USAID-funded participants.

Staff, both administrative and teaching, could be offered short-term training in the U.S. based on their specialties. In particular, those charged with human resource development should be exposed to U.S. methodologies which have been more fully developed theoretically around gender issues.

As the courses are redefined, issues specific to women's needs must be incorporated. The institutes should also be required to include WID courses in their curricula to qualify for USAID assistance.

From a financial standpoint, the selected institutes will benefit from the new assignments of preparing short-term courses, seminars, and workshops for delivery in-house, in businesses and ministries, and centrally or regionally. They may also benefit from the infusion of new full-time

students, if USAID elects to experiment on a pilot basis with scholarship assistance to undergraduates. (See Targets of Opportunity, VIII).

With scholarship support on a needs basis for students from less affluent backgrounds, the school will benefit from the infusion of qualified students from varied backgrounds. It is anticipated that many of these students will be females, as women tend to have access to less familial financial support given general social attitudes toward fulfillment of male needs. (There are, of course, exceptions where families have elected to support their daughters' educations feeling that males can manage better without full support.)

At the policy level, USAID should encourage the government to establish an intermediate status for educational institutions, which is neither a "for profit" status nor a fully "non-profit" status. Institutes currently are classified "for profit" and are thus required to pay full government taxes like all other private businesses which have no development objectives and which have the opportunity to generate far greater profits and thus absorb the tax burdens. (As full non-profits, the institutes would apparently run the risk of a hindering government oversight for all their activities.)

The ideal is the status accorded to the American Language Center because of its perceived official affiliation with the U.S. Government, due to its historic ties to USIS as a Binational Commission. The ALC is a "not-for-profit, self-funding, binational cultural society."

USAID should attempt to intervene at the policy level also on behalf of the status of the diplomas awarded by the institutes. At present, their diplomas are not equivalent to university degrees and do not allow graduates to apply for government posts. The private sector is not as restrictive and will, it is hoped, hire graduates on the basis of their practical skills, responsive to the needs of their enterprises.

Equivalency should not be granted, however, without a thorough review of the institute to ensure quality. There is already a public assumption that a student can "buy" a diploma, thus devaluing it. A public education campaign must accompany the equivalency exercise to change attitudes toward public education. With public officials attending these institutes for short-term training under this project, the cross-fertilization may help to diminish the negative evaluation.

Each institute should nonetheless be required to conduct a study of its own students on a statistical basis to determine the number of women in each class and subject, the number of females on the staff at all levels, and the track record of any female graduates. The institute should also be required to develop a personnel policy for its own staff which provides career development paths for women and which considers alternative work options (e.g., flexi-time, part-time) and gender-specific benefits. (This recommendation arose when the director of the Sup de Co in Marrakech initiated his own study.)

F. ENGLISH LANGUAGE TRAINING

Under the Sector Support Training Project, English language training will have been offered to a target of 1,675 government employees in counterpart relationships with USAID projects by

1993. All are at the cadre level, i.e., with a B.A. or equivalent.

Under the , this English language training should be opened to candidates from the private sector as well. At least 50% of the training should be offered to women, perhaps more, depending on an analysis of needs. Women at the cadre level may be able to fund part of the training on a cost-shared basis with their companies, but women at lower administrative levels may need to have more complete funding, even including full scholarships.

It is recommended that funds also be allocated to other qualified candidates on a pilot basis who have no connection with either the public or the private sector and who may in fact be unemployed. In this pilot project, 100% of the scholarships should go to qualified female applicants at the initial stages to help provide women with equal opportunities in the employment market. Candidates should not need a B.A. degree to apply.

By providing English language training to a more global female population, it is hoped that women will be able to qualify for more niches in the marketplace where English is in great demand. (See Targets of Opportunity, VIII).

G. THIRD COUNTRY TRAINING

Third country training opportunities should be explored more fully in the future. However, it is realistic to assume, given Morocco's relatively sophisticated infrastructure of public and private educational and training institutions, that Morocco will more likely be a recipient country than a sending country.

For example, the director of Institut Supérieur de Commerce et d'Administration des Entreprises (ISCAE) has proposed inviting participants from other francophone African countries under USAID funding for a one-month course in Casablanca followed by a one-month seminar at the University of Pittsburgh in French for all African participants and Moroccans.

Similarly, the American Institute of Maghribi Studies is sponsoring a conference on "The Political Economy of Gender" in Tangiers in April 1991 for 50 participants from Maghreb countries and the U.S. USAID/Morocco should consider sponsoring the Moroccan participants and may also wish to consider a certain level of general support for the conference.

There may be appropriate institutes in third countries, particularly in the Maghreb, such as the Center for Maghreb Studies in Tunis, where Moroccan females could benefit from a training event. But USAID/Morocco should proceed cautiously to avoid introducing Moroccan women into a more conservative social environment where the orientation may even border on fundamentalism.

The purpose of using third-country training is particularly appropriate at lower economic levels where women benefit from group training in a familiar cultural milieu. The target groups of women for the Training for Development Project are more sophisticated and less apt to need such strong cultural support; in fact, one expressed purpose of the training is to expose women to Western role models and values which would not be accomplished by third country training.

VIII TARGETS OF OPPORTUNITY / PILOT PROJECTS

In addition to the project's main focus areas, the team identified four specific targets of opportunity where there is a demonstrated need and where USAID is encouraged to experiment with pilot projects. All four have been referred to in the body of this report.

1. Long-Term In-Country Training for Female Undergraduates at Private Training Institutes in Morocco

The private sector suffers from insufficient females at the cadre level (12-23%). One way to redress the imbalance is to train and promote women from within a company. Another way is to approach the problem from the outset and train women beginning at the undergraduate level, thereby creating a larger pool of qualified women for senior jobs in the private sector. This suggestion was made by the director of a training institute who indicated that he knew of qualified females who could not consider applying to his institute due to financial constraints. (The estimated cost for a full year at a private institute, including food, lodging, books and tuition, is DH 50,000.)

In most Moroccan families, it is the males who are given the educational opportunities (although in at least two cases among respondents for this study, fathers sent their daughters to school to give them skills for the future knowing that their sons could manage somehow.) For this reason, USAID could legitimately offer scholarship assistance to qualified female applicants. The institute could encourage applications from all interested candidates, even those who have inadequate financial support, and then screen them by ability. Once the best candidates had been selected, their financial needs could be evaluated.

The recommendation is to offer scholarship assistance for the first and second years. By the third and fourth years, banks may be willing to loan the students their fees if they have been performing well. There is even the possibility that specific companies would help some students financially: the Sup de Co in Marrakech has such an arrangement already with several students.

2. Long-Term Training in the U.S. for Female Entry-Level Candidates in the Private Sector

The recommendation here is to send female graduates of private institutes to the U.S. for MBA or MA training who are prospective employees in the private sector at the cadre level and thus begin to fill the gap. The director of the Sup de Co in Marrakech would happily have any of his top female graduates return to work at the institute if they had advanced training in marketing and/or business strategy, as he is desperately in search of professors in those subjects. He currently imports the skills at great expense from a counterpart institute in France.

The Canadians are currently experimenting with eight non-sponsored females in Canada on long-term training.

3. English Language and/or Skills Training for Unemployed Female Degree Holders

Limited skills training for unemployed graduates on a pilot basis will help fill the marketplace with appropriately trained personnel, bridging the gap between the current liberal arts

orientation of Moroccan education and the technical and managerial skills needed in Morocco in the 1990's. One marketable skill is English. A research study has been recommended to develop baseline data on the characteristics of females who have their BAC or BA degrees, yet remain employed. It is further suggested that the pool be limited to females who have pursued at least two years of additional training beyond their BAC diploma, known as "BAC +2" candidates.

4. Entrepreneur Training

Women need alternatives to mainstream employment to accommodate the demands of the household. Repeatedly respondents praised entrepreneurial activities as the route for women, if they had the proper training.

Diane Fallon's report on the Chambers of Commerce (see Summary, "Women in Business") indicates that women do not find major constraints related to gender in enterprise development. "Women in business are respected and admired, but often forgotten...By recognizing the existence of female entrepreneurs and making efforts to contact them, project personnel may discover new sources of energy for the expansion of Morocco's business community."

Rather, women cited problems generic to any entrepreneurs. Women are not, however, found in medinas but rather in the new areas of cities such as Rabat, Marrakech and Casablanca. They tend to be concentrated in the medical field, in textiles and in services. Women also work in the informal sector.

Some legal constraints hinder women, but "traditional attitudes, widespread illiteracy and limited educational opportunities" have been more limiting. Repeatedly, the report cites the lack of training as an obstacle to launching an enterprise.

"...there are probably many talented female entrepreneurs in Morocco operating small informal businesses who might have created larger enterprises, if they had received more opportunities for education and training."

"Women need education and training that prepares them for business...and they need encouragement...other women and girls need to see that women have succeeded in creating businesses."

These were not unskilled women making these remarks as all respondents in the study had at least a high school education (most had received their BACs), and many had post secondary degrees as well. Many had even held jobs as teachers or civil servants before launching their own businesses.

As the New Enterprise Development Project is designed, opportunities for women should be explored. USAID should definitely liaise with the main Moroccan organization responsible for vocational training, the Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT), where 30.4% of its 1990 enrollees are women (Boutata, p.3). (Note, however, that the attitude of the private sector toward the OFPPT is mixed due to the tax of 1.6% of employees' salaries levied on all firms to finance the OFPPT.)

**BESOINS DE FORMATION DU SECTEUR
PRIVE AU MAROC**

**Tableaux par secteur
des pourcentages des femmes**

Tableau Q32 : Pourcentage des femmes par rapport au total des cadres de direction

| | Pourcentage | | | | | |
|--------------------|-------------|-----|------|----|-----|-----|
| | AG | BTP | EM | T | TXC | AU |
| 0% | 86,7 | 60 | 85,7 | 40 | 80 | 100 |
| [1% - 25%[| 16,7 | 0 | 0 | 0 | 0 | 0 |
| [25% - 50%[| 16,7 | 40 | 14,3 | 20 | 20 | 0 |
| [50% - 100%[| 0 | 0 | 0 | 0 | 0 | 0 |
| 100% | 0 | 0 | 0 | 20 | 0 | 0 |
| Aucune information | 0 | 0 | 0 | 20 | 0 | 0 |

Tableau Q34 : Pourcentage des femmes par rapport au total des cadres techniques (par secteur)

| | Pourcentage | | | | | |
|--------------------|-------------|-----|------|----|-----|------|
| | AG | BTP | EM | T | TXC | AU |
| 0% | 83,3 | 60 | 71,4 | 40 | 80 | 33,3 |
| [1% - 25%[| 16,7 | 0 | 28,6 | 0 | 0 | 33,3 |
| [25% - 50%[| 0 | 20 | 0 | 20 | 20 | 33,3 |
| [50% - 100%[| 0 | 0 | 0 | 20 | 0 | 0 |
| 100% | 0 | 20 | 0 | 0 | 0 | 0 |
| Aucune information | 0 | 0 | 0 | 20 | 0 | 0 |

Tableau Q36 : Pourcentage des femmes par rapport au total des cadres administratifs

| | Pourcentage | | | | | |
|--------------------|-------------|-----|------|----|-----|-----|
| | AG | BTP | EM | T | TXC | AU |
| 0% | 0 | 0 | 0 | 0 | 20 | 0 |
| [1% - 25%[| 66,7 | 0 | 0 | 20 | 20 | 0 |
| [25% - 50%[| 0 | 40 | 28,6 | 20 | 20 | 0 |
| [50% - 100%[| 33,3 | 40 | 14,3 | 60 | 20 | 100 |
| 100% | 0 | 0 | 28,6 | 0 | 0 | 0 |
| Aucune information | 0 | 20 | 28,6 | 0 | 20 | 0 |

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Tableau Q38 : Pourcentage des techniciennes par rapport au total des agents techniques

| | Pourcentage | | | | | |
|--------------------|-------------|-----|------|-----|-----|------|
| | AG | BTP | EM | T | TXC | AU |
| 0% | 66,7 | 100 | 57,1 | 100 | 80 | 66,7 |
| [1% - 25%[| 16,7 | 0 | 28,6 | 0 | 0 | 33,3 |
| [25% -50%[| 0 | 0 | 14,3 | 0 | 0 | 0 |
| [50% - 100%[| 0 | 0 | 0 | 0 | 0 | 0 |
| 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| Aucune information | 16,7 | 0 | 0 | 0 | 20 | 0 |

Tableau Q40 : Pourcentage des ouvrières par rapport au total des ouvriers

| | Pourcentage | | | | | |
|--------------------|-------------|-----|------|----|-----|------|
| | AG | BTP | EM | T | TXC | AU |
| 0% | 33,3 | 100 | 28,6 | 40 | 0 | 33,3 |
| [1% - 25%[| 33,3 | 0 | 14,3 | 20 | 20 | 33,3 |
| [25% -50%[| 0 | 0 | 14,3 | 40 | 20 | 0 |
| [50% - 100%[| 0 | 0 | 14,3 | 0 | 60 | 0 |
| 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| Aucune information | 33,3 | 0 | 28,6 | 0 | 0 | 33,3 |

// LISTE DES ASSOCIATIONS ET ORGANISATIONS
FEMININES

| DENOMINATION | PRESIDENTE | ADRESSE ET TELEPHONE |
|---|--|--|
| UNION NATIONALE DES FEMMES MAROCAINES | SON ALTESSE ROYALE LA PRINCESSE LALLA FATIMA-ZOHRA | ROUTE DE ZAIER KM 5,5 RUE AL AFGHANI RABAT TEL. : 279.37 |
| CROISSANT ROUGE MAROCAIN | SON ALTESSE ROYALE LA PRINCESSE LALLA MALIKA | PALAIS MAKRI AVENUE YOUSOUFIA RABAT. TEL. : 532.80 |
| ASSOCIATION DE LA PROTECTION DE LA FAMILLE | PROFESSEUR ZHOR LAZRAK | B.P 5046 SOUISSI - RABAT TEL. : 528.54 |
| ASSOCIATION MAROCAINE D'AIDE A LA FAMILLE | MME ZHOR DOUKKALI | 3 RUE IBN KADI RABAT TEL. : 203.62 |
| ASSOCIATION DE LA RENAISSANCE FEMININE | MME BATOUL BEN ABDELALI | RUE OUHOUD N° 10 BETTANA SALE TEL. : 801.37 |
| LIGUE NATIONALE DES FEMMES FONCTIONNAIRES DU SECTEUR PUBLIC ET SEMI-PUBLIC. | MME ZAHIA DADI ESSAKALLI | 17 AVENUE ABDELOUAHED MARRAKCHI HAY LAYMOUNE RABAT TEL. : 664.18 / 685.88 |
| ASSOCIATION MAROCAINE DES FEMMES DE PROFESSIONS LIBERALES | MME RAFIKA AL KHATIB | LOTISSEMENT LA CHAUMIERE N° 2 AVENUE BENI SNASEN SOUISSI TEL. : 505.84 / 772.27 |
| ASSOCIATION MAROCAINE DES FEMMES A CARRIERE JURIDIQUE | MME AMINA MESSAOUDI | RUE ZAHLA N° 2 RABAT TEL. : 267.27 |
| ASSOCIATION AL MOUASSAT | MME MALIKA FASSI | RUE SIDI BOURZOUK RABAT TEL. : 258.94 |
| ASSOCIATION RISSALAT AL MOUATINA | MME JAMELA ROCHD | AVENUE D'ALGER N° 24 RABAT TEL. : 661.92 / 307.86 |
| ASSOCIATION DEMOCRATIQUE DES FEMMES DU MAROC | MME AMINA MRINI | B.P. 1603 HAY SALAM SALE TEL. : 274.06 |
| UNION DE L'ACTION FEMININE | MME LATIFA JBARDI | BOULEVARD LALLA YACOUT N° 45 CASABLANCA TEL. : 27.84.42 ou 730.05 |

IX. RESEARCH STUDIES

Four project-specific research studies should be conducted at the Project Paper stage:

1. Study of Sous-Cadre Target Group of Females

The new target group of mid-management females was sampled briefly in this study. But it was not scientifically surveyed in terms of real needs, resources and aspirations. It is the recommendation of this report that a local firm be hired to do such a study, through an RFP mechanism, on a competitive basis. In addition to establishing baseline data for the project and helping to define the specific seminars, workshops and training courses to be offered during the project, such a study would be a means for testing a firm which might potentially manage the training project. (See annexes for sample "appels d'offre," questionnaire, and contract).

2. Study of Private Training Institutes

In the Private Sector Training Needs Assessment, the training institutions in Morocco were studied. They were further investigated for this concept paper. Hence, a study per se may not be necessary. Perhaps a better mechanism for testing the abilities of the training institutes would be task based, like the research study proposed above.

Another similar test would be to contract with a training institute to conduct the marketing campaign for a course to see their outreach ability, especially for women. One firm, the IIHE, indicated that it could easily undertake such a task as it was planning its own marketing campaign for 1991 and had the brochures, the contacts, and the techniques.

Alternatively, USAID could contract with a U.S. training firm to manage the project, requiring that it initially investigate the capabilities of local firms.

3. Follow-up Study of Returned Female Participant Trainees

During the Mid-Term Evaluation of the Sector Support Training Project, it was recommended that USAID conduct a follow-up study of the participant trainees who have returned to Morocco to work in their ministries. This has not been done. This evaluation should be completed in order to assess the impact of the program on the Moroccan public sector.

In a number of interviews, it became clear that many trainees return with their new skills to the same jobs or to similar ones in which their talents and energies are wasted. Two professors teach only a few hours a week, for example, and are bored; both have taken on additional teaching and/or consulting assignments. Two private institute directors work at both public sector jobs and at their institutes.

The study would be particularly interesting from the perspective of women. It would help in the design of the new project to know what the positive and negative aspects of the experience were, what obstacles the women found (both abroad and in Morocco), what counseling might have helped, what promotions they have had upon returning, if their salaries have increased, and how they use their increased earnings.

Some of these questions were asked and answered already during this study, but only in a preliminary manner. It is clear, for example, that studying in the U.S. opens cultural vistas and exposes women to a new lifestyle. It is also clear that their greatest frustrations upon returning are professional, not personal; their families and friends do not reject them; they are not ostracized by Moroccan society which has liberalized considerably. But they are frustrated at work. Often they are in the same jobs. They will probably be working with women who have not had the same benefits and who perceive work differently.

4. Study of Unemployed Females

Many young female graduates of both high school (BAC) and university (BA) are unemployed. Men too face difficulties finding work. But women remain unemployed longer than men. According to the World Bank, 64% of unemployed urban women remain jobless more than one year in comparison to 55% of men.

Although USAID was counseled by the DFC to avoid targeting the unemployed female population, because of its vast and amorphous nature, it is a true potential target group for USAID where a little training might make a great deal of difference. As it is now, these unemployed graduates, with the standard Moroccan liberal education, have no marketable skills. With just a short training course, many of them might be able to join the work force, especially in the private sector. For example, five young women in Fes with university degrees were unable to find work because they had no secretarial, accounting or computer skills. A short course would have rendered them employable.

It would be worth USAID's time and money to do at least a limited study to learn more about this potential target group. If the private sector is indeed growing, yet lacking trained personnel, the potential for employment could be great if the right training were offered.

X. OPTIONAL INITIATIVES

In addition to the pilot projects and research studies mentioned already, USAID may wish to consider exploring the following studies and projects unrelated to the Training for Development Project. The majority of these initiatives could be funded locally, through counterpart funds, and could be achieved with the use of local researchers and training firms.

1. Study of Positive Deviants

In the annexes, there are listed several case studies of females who have pursued unusual career paths in apparent defiance of all cultural obstacles presented in this paper. It might be worth a brief study of these individuals to see what motivated them and how they overcame existing constraints. A local consultant could do the work.

2. WID Portfolio Reviews of Ministry Programs

In conjunction with the Cellule des Femmes at each ministry, USAID may wish to initiate portfolio reviews with an eye to suggesting ways for the ministries to include more women in projects. It is apparent that WID concerns have achieved a certain degree of credibility, as evidenced by the November 20-23 WID conference funded by the UNDP for senior government officials ("La Formation des Femmes dans le Developpement", Cellule des Femmes, Ministere des Affaires Etrangeres).

3. Study of Decentralization's Impact on Women

As the government decentralizes, it will need to change the structure of its ministries. New public officials may be hired at the local level. USAID may be able to exert some pressure by offering training to women (but not men) who will then be hired.

With services more accessible, women may have greater options to take advantage of them. USAID is already involved in an integrated development project in Tetouan. The Mission Director himself suggested looking for receptive local leadership and development needs in a region where an integrated project could focus on reaching women.

4. Development of a WID Course for Government & Business

As part of the process of sensitizing public and business officials, USAID may wish to consider holding a WID training workshop which outlines some of the issues important to women in Morocco. A consultant from PPC/WID could be provided for this purpose.

5. Special Support for the Cellules des Femmes

UNIFEM and the UNDP have elected to support the cellule at the Ministry of Foreign Affairs. USAID may wish to consider ways to provide support as well, to this cellule and others, perhaps through a grant for the documentation center, or provision of one part-time employee to assist with the work. (See Summary of Interviews, Annex B).

6. Support for DFC's Proposed Centre d'Accueil

The DFC has taken an innovative approach to outreach to the community. USAID should be flexible in considering support to this proposed Welcome and Information Center, which will provide information on training and employment opportunities. USAID could offer, at a minimum, U.S. training to its counseling staff. (See Summary of Interviews, Annex B).

XI. CONCLUSIONS

If USAID follows this report's recommendations for interventions it is hoped that:

1. The public sector will have tapped its female professionals more effectively and will have improved the efficiency and effectiveness of its female employees under the cadre level.
2. The private sector will have benefitted from exposure for its senior female executives to short-term training opportunities in the U.S. and will have begun to reduce its mid-management gap by training administrative level females to assume more sophisticated roles on a promotion basis.
3. Private training institutes will have become sensitized to gender issues by producing gender disaggregated data on enrollment, graduation and placement and by including women-in-development courses in their curricula.
4. If the pilot projects are adopted, women will have been trained on a long-term basis at the undergraduate and graduate levels, in country and in the U.S. They will be able to move directly into private sector employment on a professional level, thus increasing the numbers of women at the cadre level in the future.
5. By documenting all stages of the process, a data base on women will have been created which will allow USAID to track the impact of training on women and on the economy.
6. Both public and private leaders will have been sensitized to the importance of women to economic development.

In the process USAID will have come closer to meeting its quota of 30% for females for long-term training in the United States and will have begun to reach its target of 50% within the country by providing training to new groups of women on an affirmative action basis.

ANNEX A

TABLES

**BESOINS DE FORMATION DU SECTEUR
PRIVE AU MAROC**

**Tableaux simples
des pourcentages des femmes**

Tableau Q32 : Pourcentage des femmes par rapport au total des cadres de direction

| | Effectif | Pourcentage |
|--------------------|-----------|-------------|
| 0% | 22 | 71 |
| [1% - 25%[| 1 | 3,2 |
| [25% - 50%[| 6 | 19,3 |
| [50% - 100%[| 0 | 0 |
| 100% | 1 | 3,2 |
| Aucune information | 1 | 3,2 |
| TOTAL | 31 | 100 |

Tableau Q33 : Pourcentage des femmes par rapport au total des cadres techniques

| | Effectif | Pourcentage |
|--------------------|-----------|-------------|
| 0% | 22 | 64,5 |
| [1% - 25% [| 4 | 12,9 |
| [25% - 50%[| 4 | 12,9 |
| [50% - 100%[| 1 | 3,2 |
| 100% | 1 | 3,2 |
| Aucune information | 1 | 3,2 |
| TOTAL | 31 | 100 |

Tableau Q36 : Pourcentage des femmes par rapport au total des cadres administratifs

| | Effectif | Pourcentage |
|--------------------|-----------|-------------|
| 0% | 1 | 3,2 |
| [1% - 25% [| 6 | 19,3 |
| [25% - 50%[| 6 | 19,3 |
| [50% - 100%[| 12 | 38,7 |
| 100% | 2 | 6,4 |
| Aucune information | 4 | 12,9 |
| TOTAL | 31 | 100 |

Tableau Q38 : Pourcentage des techniciennes par rapport au total des agents techniques

| | Effectif | Pourcentage |
|--------------------|-----------|-------------|
| 0% | 24 | 77,4 |
| [1% - 25%[| 4 | 12,9 |
| [25% - 50%[| 1 | 3,2 |
| [50% - 100%[| 0 | 0 |
| 100% | 0 | 0 |
| Aucune information | 2 | 6,4 |
| TOTAL | 31 | 100 |

Tableau Q40 : Pourcentage des ouvrières par rapport au total des ouvriers

| | Effectif | Pourcentage |
|--------------------|-----------|-------------|
| 0% | 12 | 38,7 |
| [1% - 25%[| 6 | 19,3 |
| [25% - 50%[| 4 | 12,9 |
| [50% - 100%[| 4 | 12,9 |
| 100% | 0 | 0 |
| Aucune information | 5 | 16,1 |
| TOTAL | 31 | 100 |

| DENOMINATION | PRESIDENTE | ADRESSE ET TELEPHONE |
|---|-----------------------|---|
| ASSOCIATION DE LA FEMME ET DE LA SOCIETE | MME LAAKIK YAHDIHA | DELEGATION DE L'ENTRAIDE NATIC ET DES AFFAIRES SOCIALES AL AYOUN. TEL. : 37.28 |

REPARTITION DU TAUX DE PARTICIPATION DE LA FEMME
DANS LA FONCTION PUBLIQUE SELON LES MINISTERES

| CODE | DEPARTEMENT MINISTERIEL | TX DE PARTICIPATION DE LA FEMME (%) |
|------|--|-------------------------------------|
| A | M. de l'Education nationale: | |
| A1 | - Enseignement primaire et secondaire | 30.13 |
| A2 | - Enseignement supérieur | 31.24 |
| B | M. de la Santé Publique | 42.4 |
| C | La Direction générale de la Sûreté Nationale | 1.71 |
| D | M. de l'Intérieur et de l'Information: | |
| D1 | - Intérieur | 25.60 |
| D2 | - L'Information | 20.14 |
| E | M. des Finances | |
| F | M. de l'Agriculture et de la Réforme Agraire | 19.29 11.36 |
| G | M. de l'Équipement | 13.54 |
| H | M. de la Justice | 23.50 |
| I | M. de la Jeunesse et des Sports | 41.07 |
| J | M. des Transports | 17.00 |
| K | M. des Affaires Étrangères | 12.57 |
| L | M. chargé du Plan | 30.14 |
| M | M. de l'Emploi | 30.38 |
| N | M. de l'Artisanat et des Af. Sociales | 22.43 |
| O | M. de l'Habitat | 21.85 |
| P | M. de l'Énergie et des Mines | 23.56 |
| Q | M. des Affaires Culturelles | 24.15 |
| R | M. du Commerce et de l'Industrie | 28.75 |
| S | M. des Habous et Affaires Islamiques | 17.58 |
| T | M. de Tourisme | 37.78 |
| U | Admi. centrale de la défense national et civils | 42.70 |
| V | M. des Pêches Maritimes et de la Marine Marchande | 21.90 |
| W | Haut Commissariat des Anciens Résistants et Membres de L'armée de libération | 38.20 |
| X | M. chargé des Affaires Administratives | 37.74 |
| Y | Secrétariat générale du gouvernement | 29.30 |
| Z | M. des Postes et télécommunication | 40.50 |
| AA | M. chargé des Affaires Economiques | 44.90 |
| BB | M. chargé des Affaires Sahariennes | 20.40 |
| CC | M. chargé des Relations avec le Parlement | 32.60 |

Source: Direction de la Formation des Cadres (DFC), 1990.

AMERICAN LANGUAGE CENTER

Enrollment Statistics

1980-1990

F/M (7.)

| <u>Session</u> | <u>Center</u> | |
|----------------|---------------|---------|
| | Rabat | Kenitra |
| Fall 80 | 38/62 | |
| Fall 84 | 45/55 | |
| Fall 85 | 45/55 | |
| Fall 86 | 43/57 | |
| Fall 87 | 41/59 | |
| Fall 88 | 40/60 | 30/70 |
| Win 89 | 40/60 | 36/64 |
| Spr 89 | 42/58 | 42/58 |
| Jul 89 | 42/51 | 43/57 |
| Sep 89 | 44/56 | 39/61 |
| Fall 89 | 41/59 | 38/62 |
| Win 90 | 42/58 | 40/60 |
| Jan 90 | 43/57 | 43/57 |
| Spr 90 | 44/56 | 40/60 |
| Jul 90 | 50/50 | 56/44 |
| Sep 90 | 46/54 | 45/55 |

AMERICAN LANGUAGE CENTER MOROCCO

Female vs Male enrollment in evening classes

Overview, countrywide, Winter 89

| City | % female | % male |
|------------|----------|--------|
| Casablanca | 46 | 54 |
| Fès | 37 | 63 |
| Kénitra | 36 | 64 |
| Marrakech | 39 | 61 |
| Rabat | 42 | 58 |
| Tanger | 38 | 64 |

In the Rabat/Kénitra operation (% female / % male)

Present total enrollment - 2,200

| Session | Rabat | Kénitra |
|---------|-------|------------------------|
| Sep 90 | 46/54 | 45/55 |
| Jul 90 | 50/50 | 55/44 |
| Spr 90 | 44/56 | 40/60 |
| Ram 90 | 43/57 | 43/57 |
| Win 90 | 42/58 | 40/60 |
| Fal 89 | 41/59 | 36/62 |
| Sep 89 | 44/56 | 39/61 |
| Jul 89 | 49/51 | 43/57 |
| Spr 89 | 42/58 | 42/58 |
| Win 89 | 40/60 | 36/64 |
| Fal 88 | 40/60 | 33/67 |
| Fal 87 | 41/59 | |
| Fal 86 | 43/57 | |
| Fal 85 | 45/55 | |
| Fal 84 | 45/55 | |
| Fal 80 | 38/62 | Total enrollment - 700 |

ANNEX B

RESOURCE CONTACTS

Abbadi, Mme. A., Journaliste

Le Touriste

51, Rue Abdellah El Mediouni

B. P. 11-180

Casablanca, Morocco

Tel: 30-48-95/ 30-49-94

Aboufirass, Mme. Amina, Directeur

Laboratoire d'Analyses Biomedicales et Scientifiques

Immeuble des Hobous

Ave. Hassan II, Bab Doukkala

Marrakech, Morocco

Tel: 43-47-05

Alaoui, Mme. El Mdaghri Cherifa, Administrateur de Programme de

UNICEF

8 Rue de Marrakech

Rabat, Morocco

Promotion Feminine

Tel: 76-00-83/99

Belghiti, M. Mohamed, Secretaire Generale

Association des Professionelles Sucreries

29, Avenue Al Abtal

Agdal-Rabat, Morocco

Tel: 77-46-75

Benabdejlil, Mlle. Leila, Administratrice

MOUSSEM S.A.

International Trade/Import-Export Distribution

Residence El Mansour

Rue Abou Inane

Rabat, Morocco

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Benallou, M. Abdelhanine, Directeur

SIGMA TECH

5 Rue Midelt

Rabat, Morocco

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Benimmas, Mlle. Malika, Charge d'Etudes, Cabinet du Ministre

Ministere des Travaux Publics

Formation Professionnelle et Formation des Cadres

Quartier Administratif

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Bourqia, Rahma, Maitre de Conference

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Faculte des Lettres et des Sciences Humaines

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American Language Center

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Direction de la Formation des Cadres (DFC)
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Moroccan-American Commission
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Ministere des Affaires Etrangeres et de la Cooperation
Quartier Administratif
Rabat, Morocco

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Radio Television du Maroc (R.T.M.)
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95, Bd. Al Massira Al Khadra
Casablanca, Morocco Tel: 25-40-11/12

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Neill, Ms. Darcy, Director
U.S. Peace Corps
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USAID Female Moroccan Staff

Askari, Ms. Zakia, AGR

Ben Said, Ms. Afifa, C&R

El Omari, Ms. Bouchra, PHR

El Guaradia, Ms. Khadija, DIR

Farahi, Ms. Aicha, DIR

Mokrani, Ms. Aicha, PDPE

Rochdi, Ms. Saida, DIR

Rouichek, Ms. Nadia, AGR

Tourougui, Ms. Wajia, PHR

ANNEX C

SUMMARY OF INTERVIEWS

The following pages summarize the interviews conducted during the research for this concept paper. The interviews were held in an informal atmosphere, guided by general interview schedules. (See Annex B)

M. Abdelhanine BENALLOU, SIGMA TECH, Rabat - 10/30/90

Mr. Benallou had been the project manager of the research portion of the Private Sector Training Needs Assessment conducted on a subcontract basis for Ernst & Young for the USAID Mission between July and September. SIGMA TECH had responded to an "appel d'offre" in the newspaper and succeeded in winning the contract.

Mr. Benallou was asked for any supplementary data on women which had emerged from the Private Sector Training Needs Assessment. He provided the specific data generated by Question 11 on the survey, the only question which asked for gender disaggregated data. He gave two specific contacts as well, Mme. Rabha Touil, President of the Carpet Makers Cooperative at Sale, and Mme. Laila Elofir Directrice of the Hotel Tarik at Casablanca.

He shared his thoughts on our proposed methodology for the WID strategy, including using the results from Question 11 to assist with the definition of further questions to be used to verify the results of the survey. By interviewing women leaders, for example, from businesses (as listed in the KOMPASS), he felt that one could develop sufficient case study material to verify the training needs assessment, as it applied to women.

He discouraged visiting the same enterprises a second time and asked specifically for a copy of the report to be sent to each responding firm. He also encouraged publication of the general findings in a local newspaper or magazine to disseminate knowledge. USAID has indicated it intends to follow his suggestions.

Mme. Atika SALAHDINE, Radio Television Maroc (RTM), Rabat - 10/30/90

Mme. Salahdine delivers a weekly radio program in French on the government station (Saturday, 12:30-1:00, #88) directed at women. She is very supportive of the Training for Development Project and of USAID's interest in reaching more women. She is very willing to cooperate to raise consciousness about upward mobility, although she cannot make public service announcements.

She is very aware of the need to raise the consciousness of Moroccan women regarding their potential. She feels that Moroccan women are not competitive but rather seek security. They do not have self-confidence and usually attribute any success to their fathers or husbands: ("C'est grace a mon pere." "C'est grace a mon mari.")

At the same time Moroccan men expect women to work a "double day." Hence, it is equally important to educate them, perhaps through counseling for couples.

Regarding constraints to training women, she argued that local training courses should be conducted during working hours, not on weekends or after hours, due to family pressures. On the other hand, if a woman is offered a stage in France or Canada, she feels she will "never fail to go," as she will seek an opportunity to liberate herself from a constraining environment.

In Atika's opinion, women should be requested to share the costs of their training, even if only symbolically, to commit them philosophically. Since everyone in Morocco expects to be given opportunities free of charge, and though women cannot afford to pay much, they must be asked to share if they are going to take the training seriously.

She recommended a workshop on computers and training in English. Other courses could be designed in marketing, management, public relations, arts, and flower arranging. Courses should be practical, not theoretical, as there is an incredible need for practical training in Morocco.

The constraints for women are lack of money, family obligations, transport difficulties and costs, social attitudes, and employers' reactions. Some of these can be overcome by providing sufficient scholarship assistance and by offering the courses during working hours or arranging for transport. But, to prevent the jealousy of bosses who will not accept to have their subordinate employees rise above them, these employers will need to be persuaded of the necessity of providing women with real skills.

Mme. Salahdine was insistent that opportunities should be offered to women in regional cities as well as in Rabat and Casablanca.

She could offer no real assistance regarding women's organizations. She herself belongs to a bourgeois group of women called "Le The Culturel", organized for charitable and cultural purposes.

Mme. Rahma BOURQUIA, Universite de Rabat, Rabat - 10/31/90

Rahma Bourquia is a researcher and lecturer on women's issues in the sociology department at the University of Rabat. She has published three books in connection with a research group, which includes the well-known but controversial Fatmia Mernissi. The three books include Portraits des Femmes, Femmes Partages, and Femmes et Pouvoir.

Rahma was not very enthusiastic about Morocco's current educational system, saying it is "going in reverse" and needs revision. "Bridges" need to be built from the universities to the "real world."

The status of women is mixed in Morocco. The training project USAID envisages would be more successful in the cities where women have already had some opportunities to move ahead.

The content of any training should be realistic and flexible. Skills training should be linked to work. It is not useful to train women for nonexistent jobs.

Entrepreneurial initiatives do not readily sprout in Morocco, where "there is no self-reliance with respect to job creation."

Rahma felt strongly that any training courses should be rewarded by certificates to give women incentives. The notion of "rentabilite" (accountability, profitability) is still relatively new. Not all employers, or women themselves, recognize that "the better the women work, the better off the company and the person."

One recommended target group is the unemployed BAC/BA graduates.

M. Saad KABAAJ, International Institute of Higher Education (IIHE), Rabat - 11/1/90

Mr. Kabbaj directs a new private training institute in Agdal-Rabat which conducts its courses largely in English to convey "Anglo-Saxon" values and approaches. He feels that Moroccans need to break out of the French/Spanish milieu in order to begin to pierce the U.S., English and Middle East markets. Yet, it is important to keep the students rooted in Morocco by training them in country.

The major subjects at the institute are management, information, and English. The teachers are all U.S.-trained. The IIHE has a tie-in with a consortium of 28 universities in Texas to permit students to earn a U.S. degree, by completing 1-3 years in Morocco and the last year in Texas, or to go to Texas for graduate work. The IIHE can also call upon the consortium for assistance if needed.

The Institute was founded to combat the crisis in Moroccan public education which produces graduates who have only a general abstract information. In Kabbaj's words, the university has become a "garderie pour les gens, pour la grande masse." IIHE is only one of 20-30 such private schools which have been created in the last 5-10 years, mostly in Casablanca.

The institute started as a non-profit association until the government became so involved in oversight that Kabbaj altered to a fully profit status. Unfortunately, educational institutions must pay as high taxes as all other profit-making businesses, even though their revenues are not as substantial.

Kabbaj is investigating a credit system with Rabat banks to allow for scholarships, acknowledging that the costs of private education are considerable for Moroccans who are accustomed to free education. USAID could assist with encouraging the banks.

The IIHE's student body is small, as it is only three years old. The institute plans a major marketing campaign in 1991, for both full time and continuing education students. The current student enrollment is 65% female, most not married and not yet working. Some of the students come from other North African and Middle Eastern countries.

The IIME would be very interested in competing to manage the training program in response to an RFP, contending that it has access to numerous professors through both the public and private sectors and the appropriate strengths for the undertaking.

M. EL ALAMI, Institut Supérieur de Commerce et d'Administration des Entreprises (ISCAE), Casablanca - 11/2/90

Mr. El Alami is the director of the Institut Supérieur de Commerce et d'Administration des Entreprises, the premier public training institute for commercial and managerial training. His school is in such demand that he has thousands of applicants annually for only a few hundred positions; no graduate ever remains unemployed. He is very proud of ISCAE and skeptical about the new private training institutes, because they are costly, have no accountability, are too new to judge, have unrecognized degrees, and do not offer much more than the BAC + 2 years, in his opinion.

He shared with us a very exciting move for ISCAE: ISCAE will decentralize soon, opening 3-4 regional centers. In addition, ISCAE will also adopt a partially private sector modality by offering no lodging, and no automatic "bourses" but rather scholarships based on need. The regional schools will also focus on the "promotion des jeunes" and the "perfectionnement des adultes." He felt that regional centers would also reach more women who could remain at home while studying.

Mr. El Alami combined an overt pro-feminist perspective, labeling himself "plus féministe que les femmes," with a subconscious traditionalist view. For example, while boldly arguing that 50% of USAID's training candidates should be women, not 30%, he nonetheless argued that one must accept nature, that one cannot change the system, and that one cannot interchange biological man and woman. Woman is biologically "femme mere"; culturally, she is the "femme au foyer."

Any woman must make a decision early on to pursue a career or just have a job, in his view. Anyone above the "chef de service" level must be willing and able to work long hours. For example, professors and pharmacists have careers which match family responsibilities. When he has a task which necessitates long hours, he usually turns to a man who can give it his all. Women usually are constrained by family demands and regular hours. They are not free for "reunions" after work.

He was nonetheless supportive of alternative work styles for women, such as part-time, flexi-time and at home work. With computers, for example, one can be linked to the workplace. He has already made some innovative moves at ISCAE, such as keeping the reception and the library open from 8-8 daily and on Saturday by staggering his employee hours. He has offered a colloquium on "La Femme Cadre." And he recommends seminars on the subject. But he is unwilling to move too quickly, fearing anarchy.

M. El Alami mentioned a USAID/CRS funded micro-enterprise development project over three years in which ISCAE was involved. Three of the 40 beneficiaries were Arabic-speaking women. He was disappointed that the project had ended and asked for assistance to write up the project from the detailed files.

ISCAE is ready to do the training for USAID on a cost-shared basis. Students would pay, professors would return from the private sector if able to get more money, and the ISCAE would be able to provide space for the classes. He felt the ISCAE could compete successfully both professionally and financially for the contract due to its government funding.

At ISCAE 5 of 10 in the professional (cadre) staff are women and 8 of the 50 professors are female. A woman heads its 20th anniversary committee with festivities scheduled for the spring.

Mme. Najibi EL QUADILI, Registre de Commerce, Casablanca - 11/2/90

We selected Najibi because we thought she was linked to the Casablanca Chamber of Commerce. Alas - her office was located next door but she works instead for the Central Commercial Registry, as Chef de Service. But we interviewed her anyway and found her comments useful.

In the Central Registry, all commercial businesses are recorded and given their names. Unfortunately, the data is not yet computerized. That is about to happen. We suggested that the Registry disaggregate by gender. Now it would be impossible to pull out women-headed businesses as all information is filed in manual files.

Mme. El Quadili has been at the Registry for 15 years, promoted up through the ranks to become Chef de Service. She is now at the maximum salary (Echelle 11, 8000 DH/mo). To be promoted further within the government, she would have to move to Rabat. With three children (12, 8, 8) and a husband employed by IBM in Casa, she is unwilling to move. She is tempted to become a self-employed entrepreneur but lacks the motivation.

She works diligently within the prescribed hours of 8:30-12:00 and 2:30-6:30 to set a good example, but she would much prefer continual hours in order to go home earlier to her family. But that would mean changing the government's hours!

On her staff she has 12 women and 4 men. They are low paid workers with very little chance for upward mobility. But they are motivated. When she offered anyone willing to earn a small extra sum for working over the lunch hour to pore through dusty files to make them ready for the computerization, she found eager volunteers. Money is a real motivator.

Hajibi's comments about women-owned businesses was that many businesses in women's names are in name only. However, she did suggest that women tend to be strong in the following fields: hairdressing, boutiques, insurance, florist shops, banking and exports.

She encouraged training for women and did not foresee major problems.

M. HALOUI, Ecole Supérieur de Commerce, Marrakech - 11/5/90

M. Haloui, one of two pedagogical directors at the Sup' de Co, reflects a true private sector mentality. He is energetic, enthusiastic, and supportive of private sector initiatives. M. Haloui studied in Morocco and France (8 years) but claims to have learned his commercial style from his background as a member of a commercially oriented family in Fes.

He was very critical of government bureaucracy and blamed government regulations for slowing private sector initiatives in Morocco. For example, educational institutions pay the same taxes as fully profit-making enterprises when their purpose is quite different and their revenue base much weaker.

He is very sensitive to both student needs and market demands. He described a situation where he has 2000 applicants with 600 selected to take the entrance exam for 200 places. He cannot yet speak for job placement rates as the school's first class will graduate this year but he is optimistic for his students, he feels, are very competitive.

Mr. Haloui is a full-time faculty member at the university in Marrakech as well as managing the Sup de Co. His mentality is fully private sector. Even when asked how USAID could be of assistance, he did not ask for any financial aid directly, but encouraged student scholarships. His one request: a marketing professor and a business strategy professor.

We asked him about his women students, his female faculty members, and his policies toward women. He was very interested and immediately sent a staff member to get some statistics. When he discovered that the percentage of females was greater in the fourth year (42%) than in the first year (33%), he immediately attributed the fact to the 50% attrition rate at the school over the four years, inferring that his female students are more capable! It was his own idea to do a thorough analysis of his entire institution from a WID standpoint and send the information to USAID.

On his staff, he has four female secretaries, 5 of 10 female administrative staff members (50%), 2 in 6 full-time professors (33%) and 25% female part-time professors. Surprised at the last statistic, we inquired and he explained that not enough women have a PhD in the subjects taught at the institute. Most women still get married before they complete higher studies.

His student body has 550 students, mostly ages 17-24, recruited nationally and from overseas (France and Africa). He has a relationship with an institute in Toulouse for student and teacher exchanges.

The institute has no resources to offer scholarships, although one student is being supported on a loan basis with backing from a private company. But the institute is in the process of negotiating with a private bank for future clients. It is assisted by a "comite d'entreprises." The full cost of one year of schooling is 17,000 DH for registration and tuition. It is one of the least expensive private institutes in Morocco.

The institute's finances suffer from heavy taxation which taxes educational institutions as heavily as speculative businesses. A new Code d'Investissement is in Parliament but it will not affect existing institutions, only new ones.

Mr. Haloui supported a quota for women, but urged that it be raised to 50%. Females succeed well in management and commercial subjects, in his experience. Businesses still prefer male employees, as they are "plus disponible pour le travail" - they can stay late, have no family obligations and do not become pregnant. He would like to force the system to recognize the worth of women. He has found flexible options for women at his institute and encourages other businesses to do likewise.

In his words, the young entrepreneurs do not think about gender, race, age. "Rentabilité" is all that matter. If someone can help a business make a profit, great. Women in his view were better than men in teaching, services and accounting. They are more patient, honest, and personable.

When asked how USAID could help, he had several suggestions. First, he encouraged scholarship assistance at the undergraduate level in the first and second years and at the graduate level for training abroad. Secondly, he urged conferences and seminars for his professors and students in Morocco. Third, he pleaded for a cost-sharing arrangement for continuing education abroad for his professors. Finally, he requested assistance in identifying professors who could teach marketing and business strategy, topics best handled by Americans. He would be willing to send his own students for training and sign five-year contracts with them in advance, his need is so great. (At the moment he is paying 800 DH/hour for French profs from Toulouse.)

Mr. Maloui was proud of the Sup de Co, excited about the future ("Development is now just a question of time."), but frustrated about Moroccan bureaucracy, a greater enemy to progress than economic realities. He welcomed the opportunity to engage in the intellectual process of planning the Training for Development Project as he saw much hope in it.

Mme. Amina ABOUFIRASS, Laboratoire Aboufirass, Marrakech - 11/5/90

Mme. Aboufirass was chosen totally at random from the KOMPASS as a woman entrepreneur in Marrakech. She has both a pharmacy and a medical laboratory and completed nine years of study in France in order to open both.

One of 12 children, including 5 girls, she has a very supportive father who, uneducated, understood the importance of higher education. He encouraged her, and her sisters, to complete their studies. All five currently combine professional and family lives. Her mother was less eager for her schooling, holding to the traditional view that "un diplôme vaut moins qu'un mari."

When questioned about the constraints for girls, Amina mentioned two: 1) financial and 2) family situation. She felt strongly that young girls with their high school degrees are not very employable because of the mismatch of the Moroccan education system to today's needs. But they cannot pursue higher education due to financial constraints. Family roles and expectations also play a part in restraining girls but less than the lack of scholarship assistance.

Her career blends well with her family life, as she can maintain flexible hours. But her employees, all female, do not have that option. As an employer, she prefers unmarried girls, echoing the male employers who likewise find females constrained by their family situations if they are married. As single girls, they are fully dedicated, energetic, and flexible. Once married, their hearts are not fully in their work. As a woman, she is sensitive to their needs and appreciates their attention to their families but she still needs to manage a business.

Mme. Aboufirass's suggestions for publicizing a new training program reflected the popularity of the oral and visual media. She promoted the TV program called "Lunja", oriented toward women, featuring interviews with successful women, plus sewing and cooking tips, and other relevant announcements.

She was enthusiastic about an association of training program alumnae, noting the similarity to her alumni association for graduates of her French university. She agreed, however, that an association needed a rallying point.

Regarding the status of Moroccan women today, she expressed her belief that there has been a vast improvement from earlier days. She herself was wearing a short skirt, and spoke of the new frankness with which formerly taboo subjects (e.g. extra-marital pregnancy and virginity) are now discussed. Only in the case of the very fundamentalist movement is women's status declining, in her opinion.

ENCOUNTERS, On the Train Marrakesh-Rabat - 11/5/90

While returning to Rabat from Marrakech, I was fortunate to sit in a compartment with a mixed group, including a young couple expressing their affection for each other, a veiled woman, an older man, and two young gentlemen who worked for the railroad. I conversed with the young men about their lives and was surprised at their attitudes toward life, women, and employment. One in particular indicated that he would never want to be dependent on a woman and therefore was teaching himself to cook!

Mme. Cherifa ALAOUI, UNICEF, Rabat - 11/7/90

Cherifa Alaoui now works for UNICEF on outreach programs for rural women. She is very dedicated to the Moroccan women who suffer in the provinces due to ignorance and prejudice. UNICEF programs include literacy, sewing, agricultural techniques and health education.

But she began her career in the public sector, including periods at the Division de la Formation des Cadres (DFC) and the Ecole Nationale de l'Administration Publique (ENAP). Her career changes resulted from some interesting encounters with her male colleagues and bosses. While many of her colleagues were very supportive, she worked with others who treated her in a rude manner as a true subordinate.

Mme. Alaoui even changed her name back to her maiden name so that she could not be perceived as an appendage of her husband.

Despite her negative experiences as a professional, she feels that it is in the workplace where women in Morocco have a chance to move ahead. She places little confidence in consciousness-raising through group affiliations since most of the "associations" in Morocco are led by members of the ruling family and/or have political motives.

When asked about training, at the mid and higher levels, she referred to her own experience at the ENAP. She competed for entrance as one of five females, along with 70 men. Only civil servants in the "Echelle 10" personnel rank are eligible to apply. Of the five women to apply, four were accepted; of the 70 men, only 12 made it. Her conclusion: women who have reached "Echelle 10" merit it; men are there "comme ca."

Mme. Alaoui was very enthusiastic about the training project, eager to provide us with documents. She even recommended one of her own essays entitled "Le Travail Feminin cas de la Fonction Publique au Maroc en 1980" available as Document #160 at the ENAP. We were unable due to time constraints to pursue it.

Mlle. Malika BENIMMAS, Ministry of Public Works, Rabat - 11/7/90

Mme. Benimmas reflected the perspective of a woman who has succeeded in a man's world because of diligence and constant attention to the subtle factors of the working environment in Morocco. She was a teacher of natural sciences who entered the government after USAID-funded training in the U.S. She learned about the training opportunity from a friend, by "bouche a l'oreille."

Her strongest recommendations concerned unemployed women and secretaries. By providing programs for the unemployed, USAID could offer upward mobility opportunities to many young women who lack the degree to enter public service or the skills to work in the private sector. By providing workplace behavioral training, currently employed women at the secretarial level would learn a professional approach to their jobs. (Her disgust for current workstyles of women was very evident, a disgust growing out of the diminished status accorded women due to inappropriate work behavior.)

As the former head of training for her ministry, she felt confident that training divisions in the government would be supportive.

M. HASSAR, Direction de la Formation des Cadres, Rabat - 11/7/90

The meeting with the DFC, the counterpart agency for the USAID training program in the public sector, was a very positive meeting. We were impressed by the enthusiasm of the DFC director and staff for the program and their obvious concern to meet USAID's requirement for a 2:1 ratio men to women. We were also pleased at how readily the DFC agreed to provide the statistics we requested, disaggregated by gender. It made us wonder whether USAID's insistence on the inclusion of women had provoked the DFC to produce statistics on women.

M. Hassar, newly promoted to his current position, is a visionary. He would like the DFC to handle marketing of the new training program to the private sector as well as handling recruitment in the public sector. His plan is to open a Centre d'Accueil for employment and training information. The center would be a self-service center with a library, computers, a mini-tel system, and a photocopy machine. Two female librarians (documentalistes) have already been designated to staff the center. The French and Japanese have agreed to help fund it. The U.S. may be asked to provide short-term training in personnel development for the staff. M. Hassar hopes to open the center at the railroad station, with the intention to attract 50,000 individuals.

In the meantime, he is prepared to market to the private sector through the newspapers (La Vie Economique, L'Opinion) and by direct mail to 1000 selected enterprises. Unfortunately, the private sector is not well enough structured, in his opinion, for other avenues to be effective, such as the professional associations, the Chambers of Commerce and the NGO's.

A healthy dialogue should continue to be maintained with the DFC. Its mechanisms for government recruitment should continue to be utilized, but not exclusively, particularly in the private sector.

Ms. Darcy NEILL, Peace Corps Director, Rabat - 11/7/90

The Peace Corps has established a WID Committee. Most of Peace Corps' work with women, however, is not related to this training project, as it is rural based and sector specific. The WID Committee is involved primarily with women's income-generating coops at the grassroots level.

Also, two women volunteers have just been placed in jobs traditionally reserved for men, one as a veterinarian and the other as a water engineer. These placements will test the system!

The PCVs who might have insights for the project are the teachers of English for Special Purposes (ESP) in the lycees.

The Peace Corps also recommended viewing a recent video called "La Femme et le Travail." It was produced by the Association des Femmes de Carrieres Liberales et Commerciales. The video features four professionals, a professor, a psychiatrist, a sociologist and an employee of the Banque Centrale Populaire. (The contact person is Mrs. Drissi at the bank, tel. 36-47-89.)

Mr. Gary BUTZBACH, Director, American Language Center, Rabat - 11/8/90

The American Language Center has been in business since 1979. It was founded first as an American Binational Center under the auspices of USIS. Its director, Gary Butzbach, has been with the Center since the beginning. It has now been privatized and is registered as a "not-for-profit, self-funding binational cultural association" with regional centers throughout Morocco.

In 1980 the Center began providing training for USAID participant trainees. It has trained 60-70 trainees since then who have gone to the U.S. for long-term training. The training at the Center is very complete, consisting of 30 hours/week of English and other subjects for 10-12 months. During the last 3-5 months, trainees must also complete a research paper, learn typing and word processing, and master library skills.

Mr. Butzbach's first suggestion was to open training opportunities to women at the undergraduate level, arguing that many more men than women make it through the Moroccan university system (except in certain fields like medicine, education and Arabic.) By offering women an opportunity for supplementary training in at least one marketable skill, English, women would have a fairer chance for employment. He suggested USAID scholarships for deserving female applicants.

He felt that the 30% quota for female trainees was low but agreed that it was unrealistic to raise it until the target population had been enlarged.

He was appreciative of USAID's flexibility. For example, when the English competency requirement was raised, it excluded many otherwise qualified females. When USAID noted that a cutoff point of 50 excluded a ranking area (45-50) which included 50% women (whereas the 50-55 range had only 20% women), USAID lowered the cutoff point.

The ALC was able to give us a breakdown of their students by gender. While at first we thought we would find a great difference between the main centers in Rabat and Casablanca and the more rural centers, in terms of female enrollment, we were surprised to find that Tanger was as low as Kenitra. We also thought we would find that many more women would attend classes during the day than in the evenings; however, the enrollment is about equal. Women generally make up 45% of all enrollees.

Mme. Rabha TOUIL, Cooperative des Tisseuses, Rabat-Sale - 11/8/90

Mme. Touil is the president of a large carpet-making cooperative in Sale, across the river from Rabat. She shared her personal life story with us.

She began making carpets at the age of six. At 14, she started her own carpet making business. At 17 she married. When she married, she was still illiterate, but she worked hard to put her husband through school, despite his handicap (he is blind). He is now a lawyer. During this time, she learned to read and

write in Arabic and bore five children. She now manages up to 450 women on a seasonal basis at the weaving cooperative.

We then shifted to discuss our project. She began the conversation with three aphorisms:

"If we give men the power to make our decisions, he makes the wrong decision."

"If a woman is given a chance, she does better than a man."

"Women are an encouragement to other women -- but the environment of men is a 'forest of lions'."

She felt USAID should concentrate on helping poor and middle income women in order to protect them from failure. USAID could open centers for these women to help them with training in the following subjects: typing; languages (e.g. for tourism); computers; and other skills not available in Morocco. She indicated that she has women in her cooperative with B.A. degrees and suggested that AID train them with skills other than carpet making.

Obstacles to training include poverty, the attitudes of colleagues and other students, and social problems associated with family needs.

Wealthy families lack ambition and use drugs and alcohol. Those who make it do so due to hard work.

Mme. Touil surprised us by her appearance, as she dressed almost like a man. She explained that she even went to ministries dressed similarly to keep the relationship neutral and not interject a sexual overtone, thus indicating her seriousness toward her work.

She has obviously succeeded in that she holds ranking positions in at least ten organizations -- and wants to start yet another one. She is eager to create an association for divorced women as there is a great need in Morocco, since men can easily divorce their wives, leaving them without any support.

Ms. Cathy Leila HESSINI, Fulbright Scholar, Rabat - 11/8/90

Cathy Leila Hessini has been in Morocco for over a year as a Fulbright scholar examining the resurgence of fundamental Islam amongst urban educated women. As the child of an American mother and an Algerian father, she is accorded a unique entree into the lives of her female respondents.

Her respondents are seeking an authentic identity as they confront the general frustrations faced by young women in the same economic class level. Their choice is for an identity not associated with Western colonialism, for they believe that Islam has been deformed by Western influences. They wear a new style of "hijab" or veil which gives them equality as they face the outside world and protects them from having to compete with other women in terms of beauty and wealth.

Their fundamentalist approach gives them both a sense of community and a sense of independence. The community sense comes from studying the Koran together; the independence is accorded them by their parents because they are less at risk from society by wearing conservative dress.

The concept of equality between men and women is anathema to them. In traditional Muslim society, men and women play complementary rather than competing roles, thus promoting societal equilibrium. Men and women each have their own "space," men outside the home and women inside. This is graphically demonstrated by the coffee and tea shops in Rabat: men are allowed to sip coffee at the sidewalk seats of "cafes" while women must drink theirs at the more demure "salons de the" where they can sit indoors.

For these women they find it easier to have clearly defined roles. They would argue that the "double-day" of the modern woman is impossible, that a woman cannot do justice to both a professional life and her family. They find complementarity conducive to societal equilibrium while competition is destabilizing and dehumanizing. They do not understand why we in the West have placed such a value judgement on the two realms, declaring outside the home to be a preferable domain.

They have nonetheless justified their positions as students and prospective working women on the basis that Morocco is a developing country and a country in crisis. It is not an ideal Muslim society; hence, they need to help their country, especially at the higher levels.

Ms. Hessini was quick to remind us that these women were defying their king's wishes, as he has stated that women are not required to wear veils in Morocco. In fact, he has stated: "Ce n'est pas obligatoire." To Moroccans, that means "no." The women therefore must be somewhat cautious in promoting their views.

ANNEX D
INTERVIEW SCHEDULE

Phase I.

Training for Development Project

USAID/Morocco

WOMEN IN DEVELOPMENT STRATEGY

| | |
|-----------------------------|------|
| Name | Date |
| Organization | |
| Address | Tel. |
| Description of Organization | |
| Position | |
| ***** | |

USAID/Morocco has been providing training for government employees in Morocco since 1983, both here and abroad. It will now expand its training to include employees in the private sector, and will try to facilitate the participation of women. These questions will assist USAID in its planning process. Please give us specific examples to support your answers.

TRAINING QUESTIONS

- A. What are the main training needs in Morocco today?
Where is such training provided? Is it sufficient?
- B. Who receives training?
Are women included?
Who pays for training?
- C. What do educational institutions in Morocco offer?
Do they prepare individuals appropriately for contemporary needs?
Can one change these institutions?
- D. How are training programs announced?
What is the most effective method of communication?
How can women be notified of training opportunities?
- E. Are there constraints against women's participation in training programs?
How can men be brought into the dialogue?

WOMEN IN DEVELOPMENT QUESTIONS

- A. Please describe the status of women in Morocco (health, education, economics, status, access to jobs).
What are the reasons for this situation (attitudes, finances, lack of education)?
- B. What are the aspirations of women in Morocco?
Are there constraints against upward mobility (finances, social attitudes)?

- C. What are the entry points for change (education, economic improvement, change in social fabric)?
- D. Are there education programs with respect to the situation for women?
Who provides them?
- E. Are there effective women's organizations? Name them.

FUTURE OPPORTUNITIES

Are there areas of concern other than training for women
to be considered by USAID in the future?

ANNEX D

TRAINING FOR DEVELOPMENT PROJECT

Interview Schedule

Phase II.

USAID/Morocco has been providing long and short-term training for Moroccan government employees in the U.S. since 1983. It will now expand its training to include candidates from the private sector, with some of the training conducted on a short-time basis in Morocco. An effort will be made to facilitate the participation of women.

This interview schedule will assist USAID in its planning process. Please be as specific as possible in answering the guidelines using examples wherever possible.

MARKETING QUESTIONS

A. What are the most effective means for announcing training programs to women? (Answer in order of utility.)

- | | |
|---------------|----------------------|
| -- Newspapers | -- Radio |
| -- Television | -- Word of Mouth |
| -- Schools | -- Printed Materials |
| -- Employers | |

B. Are there women's groups/organizations which are effective in reaching women? Name them. (e.g. Union des Femmes Marocaines)

C. What courses would be the most popular among women?

- | | |
|--------------|--------------|
| -- Marketing | -- Computers |
| -- English | |

DESIGN QUESTIONS

A. What are the most practical locations for training to attract women?

- | | |
|------------------|-------------|
| -- Place of Work | -- Own city |
| -- Nearby Town | -- Overseas |
| -- Other | |

B. What are the most popular times for courses?

- | | |
|--------------------------|--------------------------|
| -- During Work Hours | -- After Work (6-8 P.M.) |
| -- Lunchtime (12-2 P.M.) | -- Weekends |

C. Will employers release female employees for training? For how long?

- One Hour / Day
- One Hour / Week
- 2-3 Hours / Week
- 2 Day Workshop
- One Week
- 2-3 Weeks
- Longer

IMPLEMENTATION QUESTIONS

A. What assistance do women/girls need to accept a training opportunity?

B. Who can assist them (parents, husband, counselor, employer, friend) ?

C. How much financial assistance is needed (tuition, lodging, food, transport, child care) ?

D. What is the greatest obstacle to a woman's participation in training?

- Finances
- Social Limitations
- Family Obligations
- Fear

E. How can Moroccan men be included in the process?

- Consciousness Raising
- Tandem Training

FOLLOW UP QUESTIONS

Upon completing training, will a woman be interested in following her training with:

- Additional job counseling?
- Associating with other trained women?
- Being featured on a radio/TV program?

BE

ANNEX E

D R A F T

APPEL D'OFFRE

Training Contract

USAID is seeking a Moroccan training institution to manage a five-year in-country Training for Development Project, to begin in 1991. Trainees will come from both the public and the private sectors and will need training in management topics. Training will be conducted in Morocco, at a regional training site (Rabat, Casablanca, Marrakech, Fes, Meknes). Training will consist of short-term seminars, workshops and courses. A link to U.S. training capabilities must be demonstrated. A specific target group will be women; hence, demonstration of an orientation in favor of equal opportunities for women will be required. Firms in the private sector are preferred. A detailed Scope of Work is available from the USAID office. Proposals must be submitted to USAID by January 15.

D R A F T

APPEL D'OFFRE

Market Survey of Women

USAID requests proposals for a survey of females with regard to their training needs for upward mobility. Two target groups will be investigated: 1) underemployed women/girls in private sector establishments and 2) unemployed female BAC and BA degree holders. Proposals must include methodology, availability of personnel, and costs. They must be submitted by February 1. Proposals will be reviewed in committee and judged on the basis of their responsiveness to the Scope of Work and on their cost competitiveness. Contract award will be announced by February 15. (A detailed Scope of Work is available from the USAID office.)

DRAFT

SCOPE OF WORK

Training Needs Assessment for Women

USAID/Morocco

Purpose: To determine the training needs for women just under the "cadre" level in the public and private sector in Morocco.

Background: Women in Morocco in both the public sector and in private sector enterprises are under-represented at the "cadre" level. There are many reasons for this under-representation, calculated at 30% in the public sector and approximately 12% (Sigma Tech, 10/90):

- (1) Cadre-level employment requires a dedication of time and effort which conflicts directly with Moroccan family demands and social mores;
- (2) Women have not been expected to assume leadership roles and have therefore not been trained for them;

- (3) Men do not expect Moroccan women to work at the cadre level and therefore do not promote them.

USAID is eager to enhance opportunities for women through supplementary training. The anticipated beneficiaries are the women themselves, their families, their employers, and the nation as a whole.

Targets:

According to a recent private sector needs analysis, the private sector suffers from a lack of mid-level management. The senior "cadre" level is over-worked, managing a large number of lower-level employees to fill this gap if training opportunities are made available.

The target populations for the study, and eventually the training programs, are:

- (1) Women/girls currently employed by firms at the "sous-cadre" level;
- (2) Women/girls currently employed by the government in support staff positions; and
- (3) Unemployed girls with high school and/or college degrees who lack the specific skills necessary to the private sector in Morocco in the 1990's.

Tasks:

The contractor will be required to complete the following tasks for the assignment.

- (1) Design a questionnaire for the three target populations to test their exact perceived needs and constraints against their upward mobility.
- (2) Pre-test the questionnaires;
- (3) Administer the questionnaires;
- (4) Analyze the results; and
- (5) Prepare a final report for USAID with recommendations.

A preliminary questionnaire is available for review. Each step of the process will be accomplished in conjunction with USAID staff.

The sample need not be statistically significant but it must be sufficiently broad to be illustrative. It must also indicate regional differences.

Completion: The project must be completed by

DRAFT

SCOPE OF WORK

Training for Development Project

USAID/Morocco

Purpose:

USAID seeks a Moroccan training institution which can manage a USAID-funded training for development project featuring short-term in-country training in management and technical disciplines relevant to Morocco in the 1990's. Both public and private sector individuals will be trained. At least 30% of all project staff must be women; 50% or more of the trainees will be women.

Background:

Since 1983, USAID has been assisting Moroccans to obtain long and short-term graduate level training, usually in the U.S. Until 1988, all candidates came from the cadre level in the public sector. In 1988, the Sector Support Training Project was expanded to include selective training for MBA and other Master's level candidates from the private sector. A new Training

for Development Project will begin in 1991, focusing on both private and public training sector needs, particularly in management and technical skills. A special effort will be made to reach the female population which has been disproportionately represented to date.

Tasks:

The successful contractor will need to provide the following services to USAID:

- (1) Training courses at all levels and on a regional basis;
- (2) Development of marketing materials emphasizing equal opportunities for women;
- (3) Recruitment of candidates for training with a special effort made to recruit women;
- (4) Screening of candidates in collaboration with USAID;
- (5) Career counseling and outplacement services;
- (6) Financial management; and
- (7) Submission of reports to USAID on a regular basis.

Duration:

The contract will be awarded on a one-year provisional basis with consideration for extension based on the contractor's performance.

Courses:

Courses must be offered in a variety of management and business disciplines by both public and private sector trainers. At least 30% of all trainers must be women. All courses must include a sensitization component to women in development issues. Each course prospectus will be reviewed by USAID before its availability is announced. If a course needs improvement, the contractor may be requested to enlist the support of its U.S.-based training contacts or USAID may provide technical assistance on a short-term basis.

Proposals:

Bidding firms must submit their proposals to USAID by _____, following a standard format. Proposals will be awarded points based on the following:

- Training Design/Strategy
- Training Capabilities
- Attention to WID Issues
- Marketing Capabilities
- Understanding of Moroccan Milieu
- Links to U.S. Training Capabilities
- Costs

All submissions will be judged initially on their technical merits before being evaluated competitively on costs.

ANNEX F

POSITIVE DEVIANCE

Definition:

Positive deviance is used to identify people who are successful in accomplishing a task in comparison to unsuccessful people within the same environment or situation. The "causes" of success are used to attend the unsuccessful people.

The positive deviant design will be used to identify what are some of the reasons that prevent women from seeking a higher level of education or training.

A woman will be listed as a positive deviant if she is married, has children and still seeks to have a higher degree. A woman will be considered as a negative deviant if she does not seek a higher education.

POSITIVE DEVIANTS

Case 1

Name: Z.S.
Occupation: Faculty member of the I.A.V.
Degree: M.S. in Food Science
Status: Married with three children aged 10 months to 7 years.

Degree Sought: Ph.D.

Comments: Z.S. is highly motivated by the upgrading of her financial status via a degree. Her husband and family are very supportive. She has chosen part-time training abroad, preferably in France.

Case 2

Name: B.K.
Occupation: Faculty member at the I.A.V.
Degree: Ph.D. - just received in entomology
Status: Married with three children aged 1 to 8.

Comments: B.K. is a highly motivated woman and she seems to compete with her brothers who are highly educated too. Her husband is also supportive. She is still very active within her department. She would like part-time training abroad, preferably in France.

As for marketing the new training program, she recommended a campaign to high school students to give them an idea of their options at an early age. She suggested ads ("panneaux") and "foires", like "La Semaine de Livres," held annually at Casablanca.

She also reminded us of the Arabization of the education system, now up through university. She also noted the acceptance of the economic free market but the lack of political freedom.

Mlle. Souriya OTMANI, Cellule des Femmes, Ministère des Affaires Etrangères, Rabat - 11/8/90

Mlle. Souriya Otmani works in a newly created Cellule des Femmes, funded by UNIFEM. The Cellule is charged with the coordination and programming of activities for the promotion of the role of women in development programs. The Cellule should serve as the focal point for external assistance for WID activities, coordinate WID activities amongst the ministries, and create a documentation center.

One of the Cellule's first major activities was scheduled for November 20-23. The UNDP had funded a seminar in Rabat for senior government officials entitled "La Formation des Femmes dans le Développement." The seminar was expected to focus on obstacles to women's development in Morocco, potential contributions to women's participation and emancipation, and programs for the public and private sectors.

Souriya was asked to share with us a list of women in other ministries who might be responsive to our concerns regarding the training project. She provided the following names:

Direction Generale de la Cooperation Internationale

| | |
|--|-----------------------------------|
| Mme. Bennani Dina, Direction de la Cooperation | Economique Multilaterale (cadre) |
| Mme. Tetouani, Division de la Cooperation Culturelle | (chef de service) |
| Mlle. Ibrahimi Souad, Division de la Cooperation avec Regionales a Caractere Economique (cadre) | Les Organisations |
| Mlle. Mahnine Khadija, Bureau d'Ordre de la DGCI | (responsable) |
| Mme. Boumafaa, Cooperation Culturelle | (chef de service) |
| Mlle. Idrissi Rabea, Division des Organisations (chef de service) | Regionales a Caractere Economique |

Direction des Organisations Internationales

Mme. Halima Quarzazi (directrice)
Mme. Aicha Kabbaj (chef de service)
Mlle. Alaoui Souad (cadre)
Mlle. Bis-Bis Fatima (cadre)

Cabinet de Monsieur le Ministre

Mlle. Anal Zanouck

Agence Marocaine de Cooperation Internationale

Mlle. Najia Bensaid

When asked what topics would interest women in the target groups for training, Souriya collected the following suggestions from her Ministry:

- * Information management
- * International relations
- * International economic relations
- * Regional cooperation
- * Women and diplomacy
- * Human (female) resource management

- Training workshops on the integration of women in development
- Multilateral economic cooperation: role of women
- Management of projects of interest to women, esp. in the rural areas
- Programming for women
- United Nations and WID
- Management of economic programs for women
- Training workshops on formulation and elaboration of projects for women
- Professional training

Publicity about training programs does circulate throughout the ministries; but women are not always eager or able to take advantage of them due to work responsibilities. Shorter courses are easier than long ones. There simply are not enough people now with the government job freeze.

Mlle. Otmami was very excited about the possibilities of her new job but she realized how much she would have to accomplish to make a difference and how little assistance she had in the office.

M. Mohamed BELGHITI, Association des Professions Sucreries, Rabat - 11/9/90

We visited M. Belghiti due to the glowing write-up about APS in the Private Sector Needs Assessment Report. APS is a private sector association founded in 1970 which has had its own in-house training institute (INSERF - Institut Sucrier d'Etudes de Recherches et de Formation) for 11 years. We needed to gain a sense of the world of associations and selected APS, for we could not make contact with the female head of the Association des Marocains de l'Industrie des Textiles (AMIT) in Casablanca.

APS, and presumably other professional associations, provides a linkage between the appropriate ministry(ies) and affiliated enterprises. The Association is minimally staffed, with salaries and projects paid for through a mixture of public and private funding. The funds pay for seminars, publications and the office. The Secretary General works in collaboration with commissions headed by voluntary leaders for the different member enterprises. The President and Vice President are also volunteers.

Training through INSERF is usually entry-level, for six months to one year, but there can also be refresher training mid-career. Training programs are very flexible.

Employees are specifically recruited by industries. Few women are employed at the cadre level as the work is difficult and the factories are located in small outlying centers with few facilities and infrequent employment opportunities for spouses. The four categories in which women work are as agronomists, laboratory analysts, management and administration, and as secretaries.

M. Belghiti encouraged the TDP designers to visit INSERF and speak with its director.

Mlle. Leila BENABDEJLIL, MOUSSEM, Rabat - 11/9/90

Leila Benabdejlil manages her own export firm for Moroccan arts and crafts to the U.S. and Australia. She began the company after returning from undergraduate studies (B.A. in management) in Florida. She indicates that she had little financial support at the beginning and started her business with the contacts she had made while in the U.S. Her exports are targeted toward a select audience in the U.S. and Australia. She has a very modern setup, with modern communications (fax, computer, telephone) and is fluent in English, the language of international business, which greatly enhances her business proficiency.

In her opinion, the greatest requirement for a woman to succeed in business is motivation. She spent her first three years with the business working from 8 to 8. She was single (and still is) and finds it a prerequisite for success, at least at the beginning. One needs to be single-minded.

She did not have many other businesswomen to offer as references, only Mlle. Aicha Bermarkh (27-42-85, 26-32-48), an architect with a new leather factory.

Mlle. Benabdejlil was not very encouraging about in-country training, citing the difficult conditions for Peace Corps volunteers, for example, who had been assigned to upgrade the skills of a group of potters and left after 6 months due to the difficult conditions. (On the other hand, she noted that commercial vendors come and manage apprenticeship programs). Her recommendation was to send artisans overseas for "stages" to open their eyes to alternative technologies.

She spoke briefly of the need for a Junior Chamber of Commerce for Women and/or an association for private sector women.

Even though she was not able to provide comments particularly relevant to the training project, she is a dynamic young woman who should be tapped for her perspective, particularly for the MED project.

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STUDENTS, on the Train Rabat-Fes - 11/11/90

While traveling to Fes, I encountered several students who are currently at the University of Fes. They acknowledge that their education is too theoretical and that they have no guarantee of employment after graduation. Yet, they do not know of an alternative. In their estimation, the private training institutes do not offer a quality education. If one has money, one can buy a diploma, in their view.

When encouraged to become entrepreneurs, they plead poverty. "How can they an average individual Moroccan citizen hope to launch a business?" They claim they have no access to bank financing, as they have no connections. They kept repeating: "Le Maroc, c'est comme ca. Ce n'est pas bon."

Another young girl, who had graduated with diplomas in secretarial skills and a technical subject, had been refused employment in a technical capacity because the male employers assumed she could not perform as a female. She had then worked as a secretary/administrative assistant for seven months at a public relations firm, working hard, and had received no payment. She was very frustrated, and complained that she could not even get a visa to travel to Belgium to visit relatives because she did not have enough capital to make a bank deposit of 1 million DH.

On the other hand, her sister was happy, working at a secretarial job, and married to a man who shared the housework equally!

Mme. Noufissa SBAI, Canadian Embassy, Rabat - 11/13/90

Mme. Sbai manages the WID program for the Canadian Embassy (CIDA) which administers small grants to PVO projects with a focus on women. Most grants are between \$10,000-\$20,000; most are given to rural groups.

One example of a project is a grant to 12 women for two years to begin a honey-making cooperative. The IAV is also involved, giving technical assistance. In another project, CRS and CIDA cooperated on an industrial production project in Sale with CIDA providing the machinery and CRS paying for the training.

Mme. Sbai described CIDA's efforts to the programs run by the Union Nationale des Femmes in which regional offices assist women in secretarial training, weaving cooperatives, and so on. The offices are staffed by volunteers but "monitrices" are hired to provide day care services for women, to assist with training, and so on.

Canada also manages a university to university program, largely to promote the transfer of technology and to conduct leadership training. Recently, the private sector has become involved, with entrepreneurs managing 20-60 employees and having at least five years experience being given loans of \$10,000 - \$20,000 and "stages" in Canada during which they can make important linkages for their businesses. Women are given equal opportunities.

In a recent innovative move (1989), CIDA offered scholarships to 8 unsponsored female graduates of the Grandes Ecoles for graduate training in management in Canada.

USAID FEMALE MOROCCAN STAFF, Rabat - 11/13/90

We invited all females on the USAID staff to a Round Table luncheon -- we provided cheese, bread, fruit, olives, pastry and beverages. Twelve of a potential 30 attended from 12:00 to 2:00. It was a very informative event, providing us with our closest look at our prospective new target group.

We had no idea what to expect in terms of interaction in advance -- whether the audience would be reticent or forthcoming. We also did not want to put anyone on the spot. Hence, we devised four training exercises to ensure that we would elicit a response. They included role plays, using fictitious case studies of women in target group categories; a collage (or brainstorm) on life as a woman in Morocco; a personal reflection exercise asking for aspirations and obstacles; and an interview with a neighbor about those aspirations.

These were not necessary. We began with one role play about 22-year-old Amina, with a recent diploma in Arabic in philosophy, who was unemployed. We soon found the room buzzing with suggestions, comments, reactions. The USAID staff really do comprise the target group for the project, as mixed "sous-cadre"/ "cadre" qualified women. Some have a BAC plus 2-3 years added schooling; others have BAs in liberal arts subjects but are working as secretaries. All are trilingual to a greater or lesser degree.

Some are married and face constraints to upward mobility from their families. Others are still single. All are highly motivated. As a microcosm of the target group, their insights were particularly instructive.

In their eyes, the obstacles to upward mobility are: 1) the system which does not promote individuals readily and less so women; 2) finances; and 3) lack of time. Several felt that women themselves were their own worst enemies, while others found the requirement for degrees to be very limiting. If courses could be offered, without too much cost, they would accept.

There was a general sense that the private schools in Morocco are not serious: a typing score of 35 at a private school is really equal to 18 because the teachers are not serious.

Evening school was considered preferable to training during working hours, as it is too distracting to disrupt one's day. Evening classes are not a problem as long as they are not too late (6-8 P.M. acceptable).

Their employment histories pointed up the difficulties of job hunting. One woman had waited four years before finding something because she lacked experience. Another had graduated from the American International School and was grabbed by USAID -- but now she has not much chance for upward mobility and her papers have idled at the university for three years.

Two of the participants were secretaries in training who had been accepted on a three-month probationary basis. To become a secretary in Morocco, one needs 1-2 years professional training. Opinions were mixed about whether a secretary with skills training would be preferable to a BA graduate without perfect skills but with the proven capacity to persevere.

We asked how they had found their jobs at USAID. One indicated the newspaper, another the "Maghreb Messenger" (in-house Embassy publication) because her father was an Embassy employee, one graduated from the American School and was sought by USAID, others said word of mouth worked. All complained of the need for a "coup de piston" in Morocco to get a job -- and complained of businesses which requested photos with the application.

These women form an excellent and articulate sounding board for this TDP project and should be utilized as the project is designed.

Out of the session came the following recommendations:

Recommendations:

- 1) Change the Moroccan mentality!
- 2) Develop personnel officers.
- 3) Market the programs more effectively.
- 4) Make the programs feasible - time, finances...
- 5) Permit financing of correspondence courses.
- 6) Provide financial assistance.
- 7) Design role modeling exercises.
- 8) Offer a variety of programs.

WID Advisory Committee Reception, Rabat - 11/14/90

At the end of the work for this concept paper, all respondents were invited to a reception to thank them and to encourage further dialogue. The reception attracted about 30 people and proved indeed to promote lively discussion. It was a good launching point for the establishment of the WID Advisory Committee, which will be used as a sounding board for USAID's WID initiatives and a fitting culmination of the consultancy.

Case 3

Name: G.C.W.
Occupation: Faculty member at the I.A.V.
Degree: B.S. in Zoology
Status: Married with two young children.

Degree Sought: M.S. in Zoology

Comments: G.C.W. wants desperately to upgrade her status and get an M.S. locally. But she has problems because of her department which has not yet allowed her to start work. She has chosen Morocco for her studies because of her family status.

NEGATIVE DEVIANTS

Case 1

Name: D.M.
Occupation: Secretary at the Parliament
Degree: B.A. in English
Status: Married with two children aged 1 and 3+.

Degree Sought: None

Comments: D.M. does not seem to be motivated and her husband is too busy to encourage her to study.

Case 2

Name: R.Z.
Occupation: Faculty member at the University
Degree: M.A. in English
Status: Married with two children

Degree Sought: None

Comments: She seems content with her Master's degree.

Case 3

Name: J.
Occupation: Faculty member at the PTT
Degree: M.A. in English
Status: Married with two children aged 8 months and 4 years.

Degree Sought: None

Comments: She might be interested after her husband finishes his PhD.

ANNEX G

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It is therefore recommended that USAID offer training to individuals in private sector administrative positions where women constitute up to 97.8% of the target population. Women would then be able to move into mid-level management jobs, where there is a demonstrated shortage of qualified personnel. These women will not necessarily have university degrees.

The demands on the private sector are quite different from those of the government for senior management. As senior executives (cadre) need training in management subjects but cannot afford to be away from their enterprises for more than one or two months, at most, only short-term courses, seminars and workshops are feasible. Some should be offered in the United States or third countries. Most should be organized through training institutes, largely private, in Morocco.

Public Sector

The same strategy can be applied to the public sector where women could be targeted for professional development seminars and skill enhancement workshops and courses in order to eliminate underemployment and make full use of available human resources during a period of financial restraint. Some potential seminar topics are information management, workplace behavior, and time management.

In-country Training

Providing training in-country would allow more women to participate because women must cope with societal expectations which limit their ability to be absent from home for prolonged periods of time. (There are women, however, for whom this is either no obstacle or not a major one. Other obstacles are more fundamental, such as the lack of upward mobility in Morocco, limited financial resources, or insufficient time).

Private training institutes could be asked to prepare appropriate training courses, workshops and seminars for the administrative staff in both the public and private sectors. Institute trainers would work in conjunction with the training officers and personnel specialists in the government and private companies to ensure that human resource development becomes institutionalized.

To ensure that these relatively new private training institutes provide quality training, USAID may wish to evaluate each one before contracting for its participation. Included in the evaluation should be a gender-specific study, focusing on enrollment statistics, a curriculum sensitive to women's issues and personnel policies which are conducive to female employment.

Government officials at the cadre level should be encouraged as well to take advantage of locally available seminars and courses offered by private institutes to promote cross-fertilization of ideas between the public and private sectors. This is particularly true in ministries such as tourism and commerce where there is a need for interface between the public and private sectors.

Recruitment

As women who are qualified for USAID training seldom learn about the programs in Morocco, USAID should consider marketing the programs through broad-based popular media, including radio, television, and newspapers in both French and Arabic as well as through traditional channels. Associations could also be used as well as the celles des femmes in the public sector. A marketing firm could be hired to manage publicity efforts, particularly for the private sector.

Marketing must also take place at the policy and societal level in terms of consciousness raising exercises. Because Moroccan society and male employers in general have low expectations for women, as do many women themselves, efforts should be made to sensitize decision-makers and members of society at large to women's abilities, aspirations and special needs. The mechanisms for this intervention should be seminars in the workplace for men and women, media presentations using role models, and training for human resource development personnel.

Career Counseling/Job Placement

Career counseling and job placement assistance should be made available, especially to women, through a training firm, perhaps the same one which competes successfully to manage the project.

Network

A network of returned participant trainees should be fostered through the Association of Moroccan Alumni (AMA) to support prospective U.S. trainees and local participants as well. Orientation sessions should be designed to include family members as recommended by the American Language Center.

Pilot Projects

It has also been recommended that USAID experiment, on a pilot basis, with providing long-term training for students, particularly women, through private training institutions. Scholarships should be offered on a cost-shared basis to undergraduates with women receiving at least 50% of the assistance for the first and second years. Loan assistance could be negotiated for subsequent years using commercial methods.

There is also a perceived need at the institutes for long-term training overseas for both staff members and recent graduates.

English Language Training

USAID has also been encouraged to fund a pilot project in English language training to a wider audience on an unsponsored basis, especially for women, in order to increase their marketability for employment.

These interventions have been proposed to USAID as the new Training for Development Project is designed to ensure inclusion of women and therefore help Morocco to meet its development objectives more successfully through full utilization of its human resources.

ANNEX H
TRAINING FOR DEVELOPMENT PROJECT

USAID/Morocco

Integration of Women

SUMMARY OF RECOMMENDATIONS

Background

Since 1983, the U.S. Agency for International Development has been providing Moroccans in the public sector with long and short-term training in the United States under a Sector Support Training Project. A total of 245 government employees have been targeted for long-term training and 800 for short-term training. In addition, 1,055 individuals linked through their work to USAID projects are expected to be included in in-country training seminars and workshops in Morocco and another 1,675 will have benefitted from English language training in Rabat before the project ends in 1993.

The number of female participants has been limited with only 23% women overall. A quota of 30% was negotiated with the government in 1987 for long-term training. In 1989 this quota was strengthened by a 2 for 1 requirement, that is, for each two men participant trainees selected for long-term training in the U.S., one qualified female candidate must be proposed. This has helped to redress this imbalance. But it has not been able to correct the underlying problem, which is a serious lack of women at the cadre (professional) level in the public sector. (Only 12% of professional public servants are women according to the DFC).

Constraints

Women in Morocco suffer from a number of constraints which limit their ability to participate in USAID-sponsored training. To date, for example, the long-term participant training scholarships have all been designated for graduate level students. Since only 35% of university graduates are women, the number of women eligible for training is capped. As USAID plans for a new Training for Development Project to begin in 1991 and continue for a projected six years, it seeks mechanisms to counteract these obstacles and make it possible to offer training to more women.

Private Sector

One way of expanding the pool of potential female participants is training in the private sector. The private sector in Morocco is becoming increasingly vibrant in keeping with worldwide trends and the pool of potential private sector trainees has only been marginally tapped through short-term training and pilot MBA and MA programs (20 MBA participants with 25% females to date). But women make up only a small percentage of professional staff (12%-23% from two studies, USAID and Enjeux) at the senior management level, hence limiting the available target group using USAID's current criteria for selection (minimum: BA degree).