

PD-ARR-295

41549

INDUSTRIAL AND COMMERCIAL JOB TRAINING
FOR WOMEN IN MOROCCO

Number 0147

Final Report
September 1983

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EXECUTIVE SUMMARY

In July 1979, America-Mideast Educational and Training Services, Inc. (AMIDEAST) was selected by the Government of Morocco to implement the Industrial and Commercial Job Training Project for Women in Morocco under an AID-financed host country contract with the Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT), an agency of the Ministry of Labor of the Government of Morocco. A contract was signed September 28, 1979. The overall objective of the project was to assist Moroccan women to more fully participate in the economic development of their country by providing them with increased opportunities to secure employment in the industrial and commercial sectors of the economy. This was to be accomplished through a targeted skills training program and concentrated job development activities, to be implemented through OFPPT which already operated training programs for men. The purpose of the project was thus to integrate women into OFPPT's commercial and industrial training centers, to provide them with marketable skills, and to assist them in job placements appropriate to their training. AMIDEAST was to implement the project by providing a team of highly qualified experts consisting of a vocational administrator (team leader), a human resources economist, a social psychologist, and three skills training specialists in electricity/electronics, drafting, and commercial and business skills. The team leader was to provide overall direction to the project; the economist was to analyze the employment market and training needs, and establish ties with employers; the social psychologist was to study the social, cultural, and economic constraints affecting the employment of women and act as a guidance counselor for women at training centers; and the three technical specialists were to assist teachers at the centers in

improving curricula and in upgrading their teaching skills using micro-teaching techniques. Appropriate training equipment was also to be purchased. The contract was initially of 42 months duration and was to train 450 women. AMIDEAST would also administer the training programs in the United States of six Moroccan women to obtain Master's degrees in Vocational Education, Human Resources Economics, and Social Psychology. Upon completion of their studies these women were to return to Morocco to assume the functions of team members at the OFPPT. Five subsequent amendments to the contract increased the value of the contract from \$2,250,537 to \$3,000,000 and extended the life of the contract to 48 months or through September 30, 1983. Modifications in the original scope of work reduced the time on the project of several team members and increased the number of U.S. participants trained to 23: nine Master's degree candidates, ten technical one-year trainees, and four short-term participants.

The project has been, overall, successful and a great number of its objectives have been achieved. In the area of vocational training, AMIDEAST's training specialists made significant contributions in curriculum development: in business education, the entire program was revamped and ESL classes introduced. In industrial drafting a two-year course in seven parts was produced including drawing, construction technology, manufacturing technology, general technology, mathematics, applied mechanics, and resistance of materials. In electricity/electronics, two programs were developed, one at the skilled-worker level and another polyvalent two-year curriculum at the technician level. AMIDEAST's specialists also had considerable impact in the area of counterpart training. A program in teaching methodology and pedagogy was

developed by the drafting specialist; teacher training was conducted on an on-going in-service basis with emphasis on practical classroom work. Frequent seminars were held to train teachers in how to plan, organize, deliver, and evaluate a lesson. Approximately \$860,000 was spent over the life of the project to purchase training equipment (including a project vehicle and a computer). This equipment immeasurably enhanced the training. OFPPT instructors were trained in the use and maintenance of the equipment.

OFPPT statistics indicate that the pilot project achieved a 70 percent job placement rate. This is satisfactory in light of Moroccan economic conditions. Most of these placements were the result of the individual efforts of team members and center directors; a job placement unit was established, but it requires strengthening. This aspect of the project was not as successful as had been hoped. AMIDEAST has recommended that OFPPT reexamine its position vis-a-vis the role and responsibility of this job placement service.

Elaborate selection procedures were established for the women that the project was to train: these procedures included extensive testing and counseling. Unfortunately this rigorous selection process will be discontinued by OFPPT at the qualified-worker level now that project funding has ended.

Counseling activities under the project included pre-training outreach to high schools, on-going counseling while in training, pre-graduate workshops and seminars, and on-the-job follow-up. While AMIDEAST's psychologist was primarily responsible for implementing the bulk of these activities, all team members participated as appropriate. Following their graduation, team members regularly visited their former trainees and

sought input from employers on their performance. These data in turn led to program adjustments and modifications in curricula.

Two research reports were developed in conjunction with the project. The team human resources economist devoted most of his time on the project to a nationwide labor market survey which was launched in June 1980; the final report was submitted to the OFPPT in July 1982. This document provides the OFPPT with important information for use in planning, implementing, and monitoring training programs with the objective of integrating women into different branches of the economy, particularly with regard to those occupations traditionally held by men. Other activities to have been carried out by the economist, namely establishing close ties with employers all over the country, were not implemented for reasons that are detailed in Chapter IV of this report. Prior to her departure from Morocco the team psychologist submitted to the OFPPT a report investigating the cultural, economic, and social constraints encountered by women when employed in the commercial and industrial sectors.

AMIDEAST administered the training programs of 23 participants in the United States under this project. A first group of six women were trained at the Master's level in Human Resources Economics, Social Psychology, and Vocational Education. Four of these participants have returned to Morocco to work on the central administrative staff of the OFPPT. A second group of six female graduates of the pilot project and four male OFPPT instructors in electronics, electricity, and construction and industrial drafting successfully completed a one-year non-degree training program in the U.S. and returned to assume teaching positions in various OFPPT training centers. A third group of four members of OFPPT's administrative

staff attended a five-week program at Ohio State University's National Center for Research in Vocational Education focusing on planning strategies, program development, teacher training, evaluation, and the American experience regarding the integration of women into non-traditional fields of employment. A final group of three Master's level candidates in Computer Science, Electrical Engineering, and Civil Engineering was placed in appropriate American universities and their programs administered by AMIDEAST through August 31, 1983. As they are not due to complete their academic programs before December 1985, long after the expiration of AMIDEAST's contract, arrangements have been made for them to be monitored under another AID contract for the duration of their stay in the U.S. They will return to work for the OFPPT in the central data processing division and as instructors. AMIDEAST also programmed two business visits to the U.S. for the Director General of the OFPPT.

Two project evaluations were conducted over the life of the project. The mid-point evaluation took place in June 1982 and included as participants members of AMIDEAST's team and home office personnel in addition to OFPPT officials, local AID officials and three resource persons from AID/Washington. The evaluation revealed that the project was making good progress toward attaining its objectives, but that there existed a problem with enrollments at the Fez center. OFPPT favored the closing of this site, but the AID/Washington resource persons recommended against termination following a visit to the center. OFPPT accepted their recommendation. In addition, the evaluation recognized as unrealistic the Project Paper's assumption that the 450 women to be trained by the project would all be placed in appropriate jobs and recommended that the Project

Paper be revised to reflect more realistic employment levels.

The final evaluation of the project was held in May 1983 and was conducted by an independent team of consultants at the request of AID/Rabat. A major constraint to this evaluation was the absence of a substantial number of key project participants, including all the members of the AMIDEAST team except for one, and the AID/Rabat project officer responsible for monitoring project progress for three and a half years. The evaluation team concluded that the majority of the project's objectives had been attained and rated the project as having been successful overall. The impact of the project was found to have been significant in the area of curriculum development and counterpart training, and the equipment purchased under the project was found to have been appropriate and to have enhanced the training. Job placement services, counseling, follow-up and on-the-job performance evaluation of graduates were judged less satisfactory components of the project. AMIDEAST was found to have handled all aspects of participant training very well. On the other hand, the two research reports produced under the project were poorly rated. AMIDEAST takes serious exception to a number of conclusions drawn by the evaluation team; details are provided in Chapter III of this report.

AMIDEAST finds OFPPT's cooperation in connection with the implementation of the project to have been satisfactory, although its refusal to honor its commitment to provide female trainees with dormitory space was detrimental to the project, particularly in Fez. AMIDEAST enjoyed excellent working relationships with both the AID/Washington and the AID/Rabat project officers assigned to the project. Both were supportive of AMIDEAST and of the project's goals and provided AMIDEAST with whatever assistance was required as appropriate.

Unplanned effects of the project include the unexpected high numbers of female applicants for the pilot training programs, the better than anticipated academic performance of trainees admitted to the programs, the positive effects noted by teachers of having females and males in mixed classes, and the lack of any of the social strains or tensions that had been anticipated with coed classes. Other spinoff effects of the project include the fact that the number of females in training throughout the OFPPT system has gone from 782 (7.29 percent of trainees) in 1979 to 2,178 (12.29 percent of trainees) in 1983, as well as the fact that female teachers in the OFPPT system have doubled in number over the same period.

Under the heading of recommendations and lessons learned, AMIDEAST questions the wisdom of the selection of the host-country contract mode to implement this project. AMIDEAST's contract with OFPPT is, unfortunately, often vaguely worded and ambiguous with the result that different parties have interpreted various aspects of the project differently. AMIDEAST has serious concerns about the manner in which this AID contract was awarded and with the manner in which it was evaluated: both processes tend to be characterized by haste and expediency.

AMIDEAST faced serious financial difficulties while implementing this project as a result of AID's refusal to grant AMIDEAST's request for an adjustment to its overhead rate; AID's decision cost the organization approximately \$95,000 over the life of the project. AMIDEAST feels that unfair advantage was taken of the organization and that the project was not, as represented, truly cost-reimbursable.

In the area of vocational training AMIDEAST recommends that OFPPT work towards reducing instructor teaching loads and upgrading qualified-worker level teaching personnel. In addition, OFPPT teachers must receive

industrial experience if they are to effectively train students to meet the needs of industry. AMIDEAST recommends that OFPPT take steps to ensure that regional center directors who have not been involved in the pilot project be sensitized to the special needs of female trainees, particularly as regards employment. OFPPT psychologists could develop seminars or workshops to accomplish this objective. OFPPT should continue to emphasize the hiring and training of female teachers: the latter will serve as important role models to future generations of trainees. Better skills training orientation should be provided to prospective applicants for training: this could be accomplished by screening films describing the different training programs.

AMIDEAST recommends that AID and OFPPT begin planning for a study to follow up on the careers of the first graduating classes of project-sponsored trainees. Finally, the labor market survey conducted under this project has provided OFPPT with a wealth of data concerning employment trends for female personnel and the attitudes of employers regarding hiring practices in general and the hiring of women in particular. OFPPT is now in a position to make program adjustments along the lines indicated by the results of the survey in order to maximize its training potential and better serve the labor needs of the economy.

In conclusion, AMIDEAST is proud of its achievements on this project: as stated in the final evaluation report, "...the overall impact of the project is, today, as positive as could be hoped for."

I. INTRODUCTION

A. Background of Project

The Government of Morocco (GOM) has long recognized its economy's lack of trained manpower as a major impediment to sustained growth; this, coupled with high unemployment, particularly among female high school dropouts, led the GOM to seek the assistance of the U.S. Agency for International Development (AID) to explore non-formal approaches to education and training that would expand educational and employment opportunities for unskilled women.

The Industrial and Commercial Job Training Project for Women in Morocco (608-0147) is an outgrowth of a number of studies conducted by AID in the late seventies that concluded that specialized training in non-traditional skills was the most viable vehicle by which to promote greater female participation in the economic development of the country. These studies further determined that the Moroccan agency best suited to implement such an activity was the Office de la Formation Professionnelle et de la Promotion du Travail (OFPPPT), a semi-autonomous agency which at the time came under the jurisdiction of the Ministry of Labor, and today is an arm of the Ministry of Plan.

B. Project Goal

The overall objective of the project was thus to assist Moroccan women to participate more fully in the economic development of their country, both as contributors and beneficiaries, by providing them with increased opportunities to secure employment in the industrial and commercial sectors of the economy. This was to be accomplished through a targeted skills training program and concentrated job development activities, to be implemented through the OFPPPT which already operated skills training

programs for men. Women graduates were expected to enter the job market with the same advantages as men thanks to the OFPPT's very strong ties to industry and its high job placement rates.

C. Project Purpose

The purpose of the project was therefore to integrate women into the OFPPT's industrial and commercial training centers, to provide them with marketable skills, and to assist them in job placements appropriate to their training. While the OFPPT had never specifically barred women from any of its training programs, and had indeed trained women in secretarial skills and in textiles, it recognized that a specific intervention was necessary to encourage young women to apply and seek training in non-traditional areas. OFPPT requested of AID that a pilot project be established that would serve as a model for the promotion of industrial training and employment for women.

The success of the project would have considerable impact as it would demonstrate that female trainees in industrial skills could be productively and remuneratively developed. It would also prove that women could be integrated into existing training situations catering to men, and thus facilitate the expansion of training for women so that they could be employed in the growing commercial and industrial sectors of the economy. In addition, the pilot project would introduce up-to-date, effective teaching techniques, methodologies, and curricula sorely needed by the OFPPT if the latter was to develop its potential and generate the economic impact expected from a major expansion of training facilities.

D. Project Design

The Project Paper was approved June 16, 1978. It identified the three

major components of the project design as technical assistance, U.S. participant training, and commodities.

E. Inputs

The Project Grant Agreement (ProAg) between the Kingdom of Morocco and the United States of America, signed August 14, 1978, defined project inputs as follows:

The GOM is responsible for providing (1) buildings, furniture, and equipment; (2) salaries of local instructors; (3) all administrative/managerial expenses; (4) dormitory space for some female students; and (5) international travel for participant training.

AID is responsible for providing (1) the contract services of an educator/administrator, a job development expert, a counselor, and vocational training experts, all for a period of three and a half years; (2) participant training for six Moroccans to study social psychology, human resources economics, and vocational education for a three-year period; and (3) commodities needed for the success of the project including technical teaching materials and supplies and a project vehicle.

F. Outputs

The ProAg described project outputs as follows: (1) two pilot centers at Fez and Casablanca will provide job training to women in commercial and industrial skills; (2) a system of job placement and performance evaluation will be functioning; and (3) women professionals will be included in the central headquarters staff of OFPPT.

G. Beneficiaries

According to the Project Paper and to the Contract the beneficiaries of the project were to include:

- o 435 women graduates of the pilot centers trained in commercial and industrial skills;

- o six participants who were to obtain Master's degrees in Vocational Education, Human Resources Economics, and Social Psychology;
- o OFPPT trainers in the targeted skills areas whose subject knowledge and teaching techniques had been upgraded.

Contract amendments increased this number of beneficiaries to include:

- o three participants to obtain Master's degrees in Civil Engineering, Computer Science, and Electrical Engineering;
- o ten OFPPT trainers to undergo technical training in the U.S. for a period of one year.

H. AMIDEAST Contract

In July 1979, America-Mideast Educational and Training Services, Inc., (AMIDEAST), a not-for-profit organization, was selected by the Government of Morocco to implement the Industrial and Commercial Job Training Project for Women in Morocco under an AID-financed host country contract.

Following two months of negotiations with the GOM/OFPPT, a contract was signed on September 29, 1979. Contract duration was for 42 months, (September 1979 - March 1983) at an initial cost of \$2,250,537. Five subsequent amendments extended the project through September 30, 1983 at a final cost of \$3,000,000.

I. Contractor Services

AMIDEAST agreed to assist the OFPPT to integrate women into existing training programs in electricity/electronics, industrial and architectural drafting, and accounting and secretarial skills, to enable them to acquire the requisite professional qualifications, and to assist them in job placements corresponding to their training. To this end AMIDEAST contracted to supply the OFPPT with the following services:

a. Technical Assistance

AMIDEAST would provide a team of highly qualified and experienced professionals composed of:

o A team leader to:

- provide overall direction for the project and other team members in collaboration with OFPPT counterpart(s);
- serve as direct liaison for team members with executive staff of OFPPT in analyzing and formulating the general direction of the project;
- work with directors of centers in developing overall direction and implementation of the project;
- oversee work of all other team members;
- establish an evaluation system to monitor project progress;
- serve as liaison to USAID/Morocco for team;
- develop a list of training equipment and materials needed for initiation of training.

o A human resources economist to:

- analyze the employment market and placement possibilities for women graduating from the training centers in collaboration with directors of the pilot centers;
- work closely with officials from the Ministries of Labor, Plan, Education, and other appropriate institutions to develop methods for the evaluation of future work force requirements, particularly as related to women;
- establish and strengthen direct, immediate ties with employers in the private and public sectors (and potential employers) in the regions surrounding the centers (and in other regions) to help define a strategy for evaluation of present and future needs concerning the employment of women, both on an individual and group basis. As part of this responsibility, he would establish a program to help employers review and adjust descriptions of qualifications required;
- analyze training needs and indicate desirable program adjustments to respond to employment potentials, and make appropriate recommendations to project personnel and the concerned staff of OFPPT;

- train Moroccan counterparts following their training in the U.S. to carry out above responsibilities in continuing and expanding activities of the project.

o A social psychologist to:

- study and analyze the social, cultural, and economic constraints affecting the employment of women graduates in Morocco and employ the results of such study and analysis in working as counselor in this area;
- provide policy advice and recommendations to appropriate officials in the OFPPT with regard to specific needs associated with the increased employment of women;
- act as guidance counselor for women at training centers in Fez and Casablanca (and other centers) throughout the duration of the project, continue this responsibility for program graduates, and study and analyze employment problems.
- develop recommendations for program adjustment based on the conclusions of the study;
- work closely with Moroccan counterparts following their return from the U.S. to assure progressive transfer of responsibilities related to the execution of this part of the project.

o Three technical specialists in electricity/electronics, industrial and architectural drafting, and commercial accounting and secretarial skills to:

- work closely with Moroccan trainers teaching these subjects in Casablanca and Fez. They would examine the content and methodology of teaching these courses at all centers and advise teachers on needs and appropriate means for improving programs of study and methods of instruction;
- develop and maintain close contacts with graduates from the training centers and with employers and, from actual hands-on knowledge, advise on improving content and methodology of courses;

- assist teachers in improving curricula and lesson plans using micro-teaching techniques;
- provide technical advice and recommendations.

b. Administrative Support

Backstopping the project team in Washington as well as providing overall management, direction and support to the project team, AMIDEAST Home Office staff assigned to the project would include a:

o Project Director to carry out the following responsibilities:

- maintain continuous contact with the AID/Washington Project Officer;
- collect all available project data for analysis and study by team members;
- organize and supervise all necessary travel arrangements for team members;
- supervise the training of the six Moroccan graduate students in the U.S. including placement, orientation, program administration and monitoring. Arrange return trips to Morocco and provide their re-entry orientation;
- be involved in handling the formal evaluation process of the project;
- be responsible for submitting progress reports during the life of the project;
- supervise the process of procuring and shipping the necessary equipment and supplies for the project.

o A Senior Project Advisor to visit the project field once a year to provide assistance and counseling and ensure that the project was being implemented according to the designed plan.

In addition,

o AMIDEAST's Director in Morocco would:

- be in charge of conducting in-country orientation for the team;
- arrange for pre-departure orientation for the six selected women trainees traveling to the U.S.

c. Participant Training

AMIDEAST would administer the scholarship programs in the U.S. of six Moroccan female students for a period of three years to enable them to obtain Master's degrees in the following fields:

- o Social Psychology;
- o Human Resources Economics; and
- o Vocational Education.

d. Equipment

AMIDEAST would be responsible for the procurement and shipping to Morocco of all equipment and materials required for project implementation.

2. Project Objectives

AMIDEAST contracted to assist the OFPPT to achieve the following objectives:

- a. Increase the number of women trainees graduating from OFPPT's training centers;
- b. Carry out a program to increase the admission of female students to these centers;
- c. Provide counseling and orientation to these women students during their training and early months of employment;
- d. Increase the awareness of trainers and employers of the special needs of employed women;
- e. Increase the efficiency of placement services for women students who are graduates of these centers;
- f. Initiate a system for evaluation of the on-the-job performance of women graduates;
- g. Improve the teaching techniques and subject knowledge of the trainers in drafting, electricity, electronics, commercial accounting, and secretarial skills;
- h. Provide an initial and complementary lists of training equipment;
- i. Purchase the materials and supplies required to implement the project as well as ship and install them in Morocco;

Organize and manage the training of the six participants in the U.S. so that after the departure of the team they would be able to handle supervisory activities and maintain and expand the project.

3. Project Start-up

Following the signing of the contract on September 28, 1979, the AMIDEAST team and the Project Director prepared for departure to Morocco, arriving October 7, 1979. Due to the lack of lead-time, a number of planned activities to precede team arrival were necessarily eliminated or telescoped. Upon arrival, team members met with OFPPT officials and the staffs of the training centers to begin project implementation.

4. Contract Amendments

AMIDEAST's contract with the OFPPT was amended five times over the life of the project. (See Appendix A for text of amendments.) Amendment #1, signed November 29, 1979, added \$78,313 to the original value of the contract (\$2,250,537) for a total of \$2,328,850. These funds were principally allocated to housing allowances for team members. Amendment #2, signed August 8, 1980, maintained the value of the contract at \$2,328,850, but allowed for a reallocation of funds such that \$500,000 that was to have been spent during the last twelve months of the project would become available for years one and two of the project. Amendment #3, signed October 19, 1981, extended the life of the project from March 31, 1983 to September 30, 1984, with an increase in the budget from \$2,328,850 to \$3,200,000. The amount then available to the contract was, however, only \$2,980,000. Amendment #3 provided for AMIDEAST to receive a fixed sum of \$356,600 in lieu of cost reimbursement for actual overhead costs applied to the project. The amendment also provided for the early termination of several team members and for an increased number of U.S.

participant trainees (six additional Master's candidates, nine technical trainees, and four short-term trainees from OFPPT's administrative staff.) It also made provision for the purchase of a computer and for research costs associated with the two project surveys. Amendment #4, signed February 3, 1982, officially made available to the contract \$3,200,000. Amendment #5, signed June 30, 1983, reduced the value of the contract from \$3,200,000 to \$3,000,000 and changed the contract expiration date from September 30, 1984 to September 30, 1983. It reduced the number of additional Master's participants from six to three and increased the number of technical trainees from nine to ten. The three Master's candidates would be transferred to another AID project upon expiration of the AMIDEAST contract. This brought the total number of U.S. participants funded under this contract to 23: nine Master's degree students, ten technical trainees, and four short-term trainees.

II. PROJECT IMPLEMENTATION

A. Introduction

1. OFPPPT

The Office de la Formation Professionnelle et de la Promotion du Travail, (OFPPPT) was created in 1974 and is the principal government agency with responsibility for vocational training. The priority that has been accorded vocational training by the GOM is in direct response to the ever-increasing numbers of young people who have dropped out of the formal education system and are then thrust upon the job market with no marketable skills.

The OFPPPT is technically part of the Ministry of Plan and receives government support to finance its operations; in addition it also benefits from a one percent tax that is levied on private company payrolls. Its headquarters is located in Casablanca; it is headed by a Director General who reports to a Board of Directors composed equally of government, labor, and management representatives.

The prime objective of the OFPPPT is to train and furnish qualified skilled workers to the private sector. It undertakes training in four major trade sectors: industrial, commercial, textile (including tailoring), and construction. The OFPPPT has grown very rapidly over the past several years; whereas in 1974 it operated a network of 20 centers around the country, it today has 120. Enrollments during the same period have increased from 2,000 in 1974 to 18,000 in 1983. The current Five Year Plan (1981 - 1985) calls for 53 new CQP (Centre de Qualification Professionnelle) and four new ITA (Institut de Technologie Appliquee) by 1985 for a total enrollment of 30,000 students.

OFPPPT trains students at five levels:

- o Apprenticeship: six-month courses in construction and textile trades. Entry requirements: five years schooling.
- o Basic Training: Courses in industrial, construction, and textile trades varying in length from 6 to 11 months. Admission competitive, nine years schooling required. CFP diploma awarded.
- o Advanced Training: 11-month courses open to CFP diploma holders. CQP diploma awarded.
- o Technician: two-year courses in different commercial, industrial and construction trades. CQP diploma or 12 years schooling required for admission.
- o Teacher Training: Same training as technician level plus pedagogical component.

2. Project Training Sites

The Industrial and Commercial Job Training Project impacted on a number of OFPPPT centers located in Casablanca and one in Fez. Casablanca had been selected by project designers for its location in one of the most industrialized regions of Morocco. Fez was chosen as an example of newly industrializing areas: the outcome of the project there could have interesting implications for replicability in other areas.

In Casablanca, the centers involved were:

- o CQP Hay Mohammedi -- electricity, industrial drafting
- o CQP Maarif -- electricity
- o INFCCS -- accounting and secretarial skills
- o IMB -- architectural drafting
- o INFCT. -- electronics, electricity

In Fez:

- o CQP Fez -- electricity, electronics, drafting, secretarial and accounting skills

3. Start-up of Training

Prior to the arrival of the team in Casablanca in early October 1979, the OFPPT had already recruited 151 women to undergo industrial and commercial training within the framework of the project. Announcements for the yearly entrance examination to OFPPT that had taken place the preceding July had clearly specified that women were eligible to apply; these announcements had been widely disseminated in French and in Arabic in high schools and advertisements had appeared in local newspapers. Due to the many delays that plagued early project implementation, chiefly the very late signing of the contract, several months were to pass before sufficient equipment was in place and all project classes had begun; some classes were able to get underway on schedule in Casablanca, namely in drafting and business education, once sufficient teaching materials had been procured locally. Other classes, particularly in Fez, did not get started until early 1980.

The following chart illustrates enrollments in project sponsored classes over the life of the project.

<u>Sector</u>	<u>1979-1980</u>	<u>1980-1981</u>	<u>1981-1982</u>	<u>1982-1983*</u>	<u>TOTAL</u>
<u>Industrial</u>	--	80	68	99	247
<u>Construction</u>	20	36	47	51	154
<u>Commercial</u>	30	30	55	144	259
TOTAL	50	146	170	294*	660

Characteristics of trainees

Trainees specializing in business education, architectural drafting, and, starting in 1981, electronics, are required to have completed 12

* The 1982-1983 figures include 176 first-year trainees who will graduate in 1984. Project graduates through June 1983 thus number 484.

years of schooling; trainees in electricity and industrial drafting must have completed nine years of schooling. Entry to the OFPPT's centers is competitive: successful candidates must pass an entrance examination in verbal and mathematical skills as well as a battery of aptitude tests.

A survey conducted in July 1980 by the project psychologist revealed that project trainees came from relatively low socio-economic backgrounds, had an average of six to ten siblings and ranged in age from 18 to 23. A few were married.

Project trainees attended classes for a period of two years following which they were awarded technical diplomas; classes met seven hours per day Monday through Friday.

B. Skills Training

1. Occupational Analysis Surveys

One of the project's primary tasks was the upgrading of the curricula available at OFPPT centers. The project feasibility study had noted that the OFPPT had a good instructor base, but with instructor quality in need of improvement. Almost all instructors are graduates of the OFPPT's teacher training institute or of technical lycees and lack industrial experience. This lack of practical experience was reflected in the curricula in place when the project was initiated. The project was therefore designed to introduce the practical and effective skills training needed in the labor market. In order to accomplish this goal, prior to developing instructional programs, the technical specialists along with their Moroccan counterparts conducted occupational analysis surveys in the Casablanca area. The objective of these surveys was to determine exactly what knowledge is required of the successful worker, what abilities (s)he must possess, and what characteristics (s)he must

display. This process was two-fold comprising (1) a task inventory, and (2) a task analysis. Following analysis of the data collected, the experts set the following objectives: (1) to upgrade the efficiency level of the instructional staff; (2) to introduce new course content with an emphasis on practical classroom work; (3) to introduce audio-visual aids to implement these objectives.

2. Curriculum Development

This aspect of project implementation has been extremely successful: AMIDEAST's technical experts have made very significant contributions to curriculum development in their fields of specialization.

a. Business Education

AMIDEAST's business education expert (accounting and secretarial skills) spent two years on the project in Morocco. With the assistance of his Moroccan counterpart, he entirely revamped the business education program in place at the OFPPT center to which he was assigned (INFCCS). He designed a new course entitled "Tenue de Bureau" for executive secretaries; this course simulated an actual office environment. Classes were held in a classroom that had been converted into an office with five sections: switchboard with 16 extensions, reception area, filing area, office reproduction center, and mail room. Students work in all five areas on a rotating basis. The specialist also developed a business English course; the course is complete with texts, workbooks, and a series of tapes compiled by the specialist to be used in the new language lab (72-station capacity). Stenography students also use a unit of this lab to do work exercises and take timed tests. The business education expert also developed numerous teaching aids and procedures: among these are transparencies for accounting, stenography, and executive secretary

courses as well as a series of slides for shorthand, bookkeeping, and typing presentations and testing, all of which were contributed to a centralized library. In addition this expert developed a comprehensive series of practical exercises for both the accounting and typing sections designed to simulate the operations of a small business. Basic accounting forms for use in completing the exercises were also designed.

b. Drafting

Two different drafting experts served on the project in Morocco, the first from October 1979 to January 1980, the second from March 1980 to August 1982. Both of AMIDEAST's experts were specialists in industrial drafting; although the project had targeted both construction and industrial drafting for skills training, the project design called for only one drafting expert. It would have been preferable to have included a construction drafting specialist on the project team, but this recommendation on the part of AMIDEAST was turned down by AID and OFPPT. The curriculum in place for architectural drafting was considered adequate and project input in this area was therefore limited to the provision of equipment.

AMIDEAST's second drafting specialist devoted most of his time on the project in Morocco to the development of a two-year industrial drafting course in seven parts: drawing, construction technology, manufacturing technology, general technology, mathematics, applied mechanics and resistance of materials. (See Appendix C for complete outline.)

In addition, this specialist developed a program outline in pedagogy and teaching methodology for an in-service teacher training course to prepare and teach drafting teachers how to plan, organize, and evaluate learning activities.

c. Electricity/Electronics

Two training specialists in electricity/electronics worked on the pilot project: the first, whose termination was requested by the OFPPT, arrived in Morocco with other members of the team in October 1979, and departed in May 1980; the second arrived in Morocco in February 1981 and remained on the project through July 1983.

The first specialist developed the first part of a highly detailed curriculum for a skilled-worker level program in electricity/electronics including objectives, theory, practice, materials, and tests incorporating the new equipment that was purchased with project funds. The second specialist, shortly after his arrival, reviewed and critiqued an electronics program in radio-TV for qualified-worker level students that had been developed by the OFPPT's Program Department. A written report was submitted by the specialist on eight modules of this curriculum, each consisting of approximately six to eight units. Following the OFPPT's decision to upgrade the industrial electronics and radio-TV course from the skilled-worker level to the technician level at the end of the 1981 school year, the electronics/electricity expert was called upon to develop a two-year polyvalent curriculum. This meant that all entering students would follow a common core program for the first six months of training, followed by either the nine-month radio-TV or industrial electronics program in sequence. By the end of the training period, the students would have acquired the necessary skills in both radio-TV and in industrial electronics. This program was developed in collaboration with electronics instructors at OFPPT. Subsequently a revised version of the electronics technician program was developed, and this now constitutes the

main document in electronics that is being used nationally in all OFPPT training centers.

In addition this specialist was instrumental in the development of a technical English program.

3. Counterpart Training: in-service training, lectures, seminars, and workshops

The quality of OFPPT's teaching staff was singled out in the project design as needing strengthening. The efforts of AMIDEAST's specialists in this area of activity have had significant impact, but this is most evident in the centers to which the specialists were assigned in Casablanca -- Fez has benefitted less as the specialists were never able to devote as much time and attention to the training of instructors there, the demands on their time being such that only periodic visits were possible.

It should be noted that teacher training on this project was necessarily limited to counterpart training and did not involve OFPPT's teacher trainees per se. The reason for this is that the teacher trainees train alongside regular students in the centers; once their technical training is completed, they then attend pedagogical classes, usually in lieu of the industrial apprenticeships undergone by regular students. This pedagogical component of their training can vary in length from a few months to a year depending on their level -- skilled-worker level teacher trainees will receive less pedagogical training than technician level teacher trainees.

The project's impact on teacher trainees was thus the same as its impact on regular students: teacher trainees could not receive additional separate training from AMIDEAST's experts as they were already occupied in classrooms up to 40 hours per week.

The focus of AMIDEAST's specialists was thus on upgrading the skills of existing OFPPT teaching personnel. As noted earlier, the industrial drafting specialist developed a program in pedagogy and teaching methods: this was particularly necessary in the case of industrial drafting as the two teachers he was assigned to train were totally lacking in the skills required of competent teachers: one had had several years teaching experience with the OFPPT but had no knowledge of industrial drafting (he was subsequently sent to the U.S. for the one-year teacher-training program), and the other, although trained in industrial drafting, had no teaching experience whatsoever.

Teacher training was conducted on an on-going, day-to-day, in-service basis: AMIDEAST's specialists worked alongside the teachers that had been selected by the OFPPT to teach pilot project classes. Although the function of these specialists was not to teach classes themselves, they often taught model classes; in many instances, they taught remedial classes for the exclusive benefit of instructors. It was often apparent to the electricity/electronics specialist, for example, that electronics instructors could readily memorize block diagrams of particular systems, but that the basics of the systems were not always understood. The instructors' tasks in the laboratory were also frequently made very difficult due to their lack of industrial experience. The specialist therefore routinely gave lectures to the instructors on basic electricity and electronics. Equipment demonstrations were also regularly held as were sessions devoted to the use of audio-visual equipment in training, including lectures and demonstrations. Well before instructors were due to deliver various lectures to the trainees, the electricity/electronics specialist assisted instructors in the preparation of lesson plans by

first discussing the content of the lectures, supervising the preparation of appropriate text, and then correcting the text. On many occasions this specialist felt that it was necessary that he deliver lectures personally to trainees: this technique served a double purpose by giving instructors an insight into teaching methodology as demonstrated by a capable role model, as well as teaching new material to the trainees. He was also responsible for overseeing the preparation of all testing materials, the proctoring of exams, and the correction of papers. He introduced instructors and trainees to the concept of project development: this involved the assembly, testing, and reporting of practical electronic circuits. "Primitive" printed circuits were set up in one corner of the lab and demonstrations were given on the two available methods of preparing printed circuits.

In business education, AMIDEAST's specialist successfully developed a program in conjunction with his counterpart at OFPPT for the training of teachers in new approaches to teaching business skills. He developed techniques and innovations for teachers to use in improving their teaching skills and encouraged teachers to incorporate these ideas in their lesson plans. Periodic meetings were held with teachers to discuss and evaluate the new methods of instruction. He conducted frequent seminars focusing on teaching the new course he introduced during his tenure, "Tenue de Bureau" (Office Skills). This specialist also trained teachers to teach the business English course he developed; training in language laboratory techniques was an essential component of this course. He also trained teachers in the use and maintenance of new equipment purchased under the contract including two language labs with a capacity of 72 stations, overhead projectors, thermofax transparency makers, telephone

switchboards, and reproduction machines. He trained the chief instructor at INFCCS in the basics of micro-teaching techniques and developed micro-teaching exercises to upgrade the teaching skills of business education teachers. He conducted practical workshops for all accounting and secretarial teachers: this included managing an office and completing comprehensive accounting exercises. Accounting teachers were trained in the preparation of math exercises for use in accounting labs. Teachers were encouraged to video-tape their students in an effort to develop student self-evaluation.

As noted earlier, AMIDEAST's industrial drafting specialist developed a course on the pedagogy and methodology of teaching for use by the teachers whom he trained while on the project: the focus of this program was on teaching the instructors how to plan, organize, deliver, and evaluate a drafting lesson.

4. Equipment Procurement

Approximately \$860,000 was spent from project funds during the life of the contract on the purchase, storage, and shipping of equipment, including a project vehicle and a computer. It is clearly impossible to provide an exhaustive list of all the equipment purchased over four years in this context; what follows is a brief description of the equipment provided for the different teaching sections. In addition, office equipment was purchased to set up the project office at OFPPT Headquarters in Casablanca. This line item in the budget also included reference materials procured for all team members, including books, periodicals, etc. Approximately \$50,000 of the amount cited above was allocated for the printing, mailing and other services performed in the conduct of the labor market survey. Expenses involved in the preparation of the psychological survey totalled approximately \$7,000.

a. Business Education

Equipment was purchased to completely equip business education classrooms at INFCCS in Casablanca as well as at Fez. This equipment included two language labs with a capacity of 72 stations, a switchboard with 16 extensions, overhead projectors, projection tables, VTR video equipment including a monitor, 16mm movie projectors and screens, Arabic, French, and English typewriters, both manual and electric, reproduction machines, transparency makers, electronic and pocket calculators, dictating machines, a mail center, addressing machines, filing cabinets, sorters, filing shelves, card files, desk organizers, paper cutters, Rolodex files, tape dispensers, teaching manuals and materials, door and desk signs, bulletin boards, and innumerable other supplies including pens, pencils, accounting forms, paper, etc.

b. Drafting

Drafting equipment purchased under the contract included drafting tables, drafting chairs, lamps, reproducing printers, micro bow comb drawing sets, mechanical drafting concepts, paper trimmers, ellipses sets, and a variety of smaller drafting supplies including templates, triangles, drawing outfits and lettering sets, as well as teaching materials and AV equipment.

c. Electricity/Electronics

In electricity/electronics, complete Lab Volt training systems were acquired in addition to numerous other components. Parts in a typical laboratory run into the hundreds including oscilloscopes, instrument tunnels, AC/DC power supplies, DC power supplies, VOMs, DC ammeter/voltmeters, AF/RF generators, assembly tools, a variety of voltmeters, voltmeter accessories, soldering guns, solder flux probes, manuals, cables, a number of transformers and a variety of AV equipment.

5. Equipment Installation and Use

In addition to ordering appropriate equipment, AMIDEAST's specialists were responsible for checking the equipment once it had arrived in Morocco, uncrating it, and installing it. In the case of the electricity/electronics sections, this in itself was an undertaking of mammoth proportions. The electricity/electronics specialist personally uncrated and distributed the equipment to the sections located at the different centers. When the specialist arrived in Morocco, he set up the modular electrical equipment at three electricity sections at Hay Mohammedi, Maarif, and Fez. When the bulk of the electronics equipment arrived in April 1981, consisting of 21 crates containing 284 cartons of equipment, he uncrated all the equipment and inspected it for damage. He then proceeded with the installation process. The room which had been designated to receive the equipment did not have the requisite electrical supply, lighting, or working benches. He designed the electrical services and planned the installation of the equipment. This involved preparing the necessary electrical diagrams, listing all materials, and designing equipment layout. Although he received occasional assistance from a plumber and a mason, he found himself doing the bulk of the manual labor himself, including fixing working benches to the floor, installing electrical cables, and finally laying out the electronic equipment. In order to keep track of the hundreds of parts in the electronics lab and to facilitate their regular servicing and maintenance, he developed an inventory control system in which electronics instructors were trained prior to his departure from the project. He was also responsible for the construction of a Star-Delta demonstration model.

Project vehicle

A van was purchased with project funds for the primary purpose of transporting team members to and from the different project sites: training was conducted at four different training sites in Casablanca. The project psychologist and economist were located at a fifth site and the project office was located at OFPPT Headquarters in yet a different location. The lack of reliable public transportation to these different locations made this acquisition imperative. It was also envisaged that the van could be used for transportation to Fez. This vehicle, in accordance with AID procurement regulations, was of U.S. manufacture and origin; this caused continual problems from the moment it arrived in Morocco due to the lack of spare parts and efficient maintenance facilities locally.

Computer

An IBM System 34 was purchased at a cost of approximately \$70,000 with project funds. OFPPT is in the process of automating many of its procedures, including payroll, and plans eventually to be able to use the computer to facilitate its record keeping, including follow-up of trainees, and to score tests. A data processing department has been established at OFPPT and the project has funded a participant in the U.S. to obtain a Master's degree in Computer Science; she will be placed in this department upon completion of her studies.

The project, since its inception, has placed considerable emphasis on the need to train the team's Moroccan counterparts in the use and maintenance of all the equipment that was purchased with project funds. The equipment is fully utilized and contributes effectively to OFPPT training. Some of the didactic equipment that was purchased is new to

Moroccan instructors, particularly in the area of electricity, and perhaps not always used to its fullest potential: AMIDEAST feels that this is often due to the lower caliber of electricity instructors as compared with electronics instructors: as electricity is taught at the skilled worker rather than the technician level, the instructors are in turn less capable and less well trained. AMIDEAST's specialists feel that their counterparts have been well prepared and will continue to maintain the equipment in smooth running condition now that the pilot project is ending; there is a fear, however, that as stockpiles of spare parts begin to run down, that this might pose a problem in years to come.

6. "Stages": Industrial Apprenticeships

All OFPPT trainees participate yearly in what are known as "stages", or industrial apprenticeships, at the conclusion of their training, with the exception of "student instructors" (teacher trainees) who benefit instead from pedagogical training at OFPPT proper. The objectives of these apprenticeships are as follows:

- o To acquaint the trainees with the realities of the workplace (structure and organization of the business, constraints, and industrial environment).
- o To afford the trainee the opportunity to compare methods and techniques employed in industry and procedures in place at the training centers.
- o To establish closer relations between the training centers and the economic environment they were created to serve and to ensure that the training dispensed at OFPPT continues to meet the needs of the labor market.

The length of the training period varies from a few weeks to two months, depending on the skill in question and the business where the apprenticeship takes place. The majority of trainees usually undergo apprenticeships of a month's duration; secretarial and accounting internships are normally two months long.

The directors of the training centers play a key role in securing places in businesses for their trainees; AMIDEAST's training specialists were also heavily involved in this process over the life of the project, the placement of female trainees in industrial trades having posed great difficulties, particularly for the first classes of trainees.

Trainees are supervised by the "chef de service" or division chief of a given office or industry. Upon completion of the internship, trainees are evaluated by the enterprise which forwards a report on the trainee to the OFPPT which in turn analyzes the results.

The vast majority of project trainees have undergone an apprenticeship "stage"; this internship provides them with a unique opportunity to sharpen their skills and familiarize themselves with the workings of industry. Furthermore, many trainees are subsequently hired in permanent positions by the enterprises where they did their "stage"; the apprenticeship is therefore an invaluable placement tool.

While industries are under no obligation to pay the trainees wages during the period of internship, some nevertheless do pay token salaries.

AMIDEAST's specialists, in addition to devoting considerable time and effort to placing the women in training posts, developed a number of evaluation instruments to enable them to modify teaching methodologies and curricula as feedback from the trainees' "stages" became available.

7. Job Placement

OFPPT statistics indicate that the pilot project has achieved an overall satisfactory job placement rate for its graduates, with approximately 70 percent of project graduates employed; given the current state of the Moroccan economy, it is generally felt that this ratio is as good as can be expected.

The project design placed great emphasis on the area of job placement: it is clearly pointless to train women if they cannot then find appropriate employment. Nor can job placement be left to chance or solely to the initiative of the trainee -- what is required is a job placement system which is inherent to the training process and in which the training institution plays a leading role. Despite the project's success in placing graduates in jobs, it must be recognized that this result was achieved primarily through the individual efforts of team members and center directors, and not via a job placement service.

The crux of the problem is two-fold: 1) OFPPT's mandate and 2) the change that took place in the team economist's job responsibilities.

OFPPT, as an agency of the Ministry of Plan, is the government agency with primary responsibility for vocational training: however, it cannot and does not guarantee its graduates jobs. The government agency with responsibility in the area of job placement is an arm of the Ministry of Labor, and OFPPT officials, despite numerous overtures both on the part of AMIDEAST team members and project management as well as on the part of local USAID officials, have, over the life of the project, been extremely reluctant to authorize the creation of a functioning job placement service. A placement unit, created with the help of the AMIDEAST team economist early on in the project does exist, but it lacks the personnel, expertise and authority to make it effective. With the departure of the AMIDEAST team members, there is reason to fear that future classes of female graduates will no longer benefit from the individual attention that they may require if they are to be successful in securing jobs. Continued outreach to employers is essential if women are to have an equal chance at obtaining jobs; in addition, females reared in a traditional society are

at a disadvantage in a very competitive job market if they are not trained in job seeking skills as were the first classes of project graduates. Another factor which has undeniably affected the success of the project in the area of job placement was the revised role of the team economist. In the project design it was this team member who was to have had primary responsibility for establishing a job placement mechanism: when all concerned parties, AMIDEAST, AID and OFPPT, agreed in early 1980 that, rather than conduct a local labor market survey of the Casablanca and Fez areas, the economist would conduct a nationwide survey, which eventually took three years to complete, the ramifications of this decision were not fully comprehended by any of the parties involved in the decision.

AMIDEAST continues to recommend that OFPPT reexamine its position vis-a-vis a job placement service: even if it cannot guarantee its graduates jobs, it has a responsibility to assist them in whatever way possible; as concerns women, if it is truly committed to the ideal of female integration and to the goal of promoting greater female participation in the economy of the country, then it must redouble its efforts on their behalf. Six women have obtained Master's degrees in the U.S. in the context of this project: those in psychology must continue the work of the AMIDEAST psychologist in this area by holding regular job seeking seminars to coach trainees in job hunting skills; a third has devoted considerable time to studying and researching the problem of job placement as part of her Master's program in Vocational Education: she is ideally suited to the task of upgrading the existing job placement unit.

C. Research Reports

1. Labor Market Survey Report

The objective of the study conducted by the team economist was to analyze current and future job markets in Morocco in order to determine employment possibilities for women. Findings of the study are to be used by OFPPT in planning, implementing, and monitoring training programs with the objective of integrating women into certain branches of the economy, particularly those occupations traditionally held by men. A summary of the report's findings is presented below.

A survey questionnaire was administered to employers to determine the following:

- o Company employees according to sex, occupation and economic activity;
- o Vacant positions in various occupations according to economic activity and sex;
- o Future needs and forecasts for companies with regard to qualified female personnel; and
- o The experiences and attitudes of employers as a factor having a significant effect on the opportunity for women to get jobs traditionally held by men.

The survey sample was drawn from a list maintained by the Department of Statistics (Direction de la Statistique) of the Ministry of Plan of 7,541 establishments with ten or more employees.

A mail survey method was used with these objectives in mind: obtaining a representative sample of the target population, keeping survey costs at a minimum, controlling the time frame of the completion of the questionnaires, and maximizing the number of responses obtained. Of the 7,541 establishments on the Ministry of Plan's list, 2,284 were eliminated for various reasons: current addresses could not be found, some companies

had gone out of business, and some listings were branch offices for which their headquarters submitted a single response. The result was the collection of responses from 52 percent (2,734 out of 5,257) of the population. Moreover, these 2,734 establishments employ 72.6 percent of all wage earners employed by the establishments comprising the target population. Eighty-one percent of the larger establishments (125 - 500 employees), 56 percent of medium-sized establishments (30 - 124 employees), and 44 percent of small establishments (fewer than 29 employees) returned completed questionnaires.

In order to demonstrate that this is, in fact, representative of the population, statistical comparisons using correlation techniques of respondents and non-respondents were carried out which indicate that the sample group and the population are independent of one another and that the respondents' answers are indeed representative of the population.

After the collection of questionnaires was completed, the following procedures were initiated:

- o codification and verification of potentially useful answers, including attachment, correction, test, and control;
- o determination of sample size, including an exact breakdown and analysis of respondents and non-respondents;
- o verification by computer: a test control system was programmed and used for codes verification for more than 11,800 cards developed from questionnaire responses;
- o charting findings by computer: 30 basic charts were developed in order to organize data for analysis;
- o transcribing of open answers; and
- o Conversion from the code used by the Ministry for employment surveys to a standardized code used at the national level.

Although it was beyond the scope of this study to examine in detail the socioeconomic factors linked to the possibilities of employment for women, certain factors which are directly related are briefly discussed.

Gross domestic product grew by 6.5 percent in 1980 as compared with 2.6 percent in 1978 and 3.1 percent in 1979 (an average growth rate of 4.1 percent per year). Gross domestic product grew by different amounts in different sectors of the economy: agriculture 10.0 percent, mining 15.0 percent, industry 4.0 percent, transportation 8.0 percent, commerce 5.9 percent, services 7.4 percent. The only negative change over the period was in construction, which fell by 2.0 percent. Investments grew by 8 percent from 1979 to 1980.

Projections outlined in the Five Year Plan 1981 - 1985 show faster growth rates in the secondary (mining, industry, and construction) and tertiary sectors (transportation, commerce, and services), 7.7 and 6.5 percent respectively, than for the primary sector (agricultural activities), 3.4 percent.

It is clear at this juncture that efforts to improve the educational system in Morocco have contributed largely to the changes in the structure of employment: there has been a growth in production activities based on relatively advanced technologies.

The national system of education is based on modern methods; this is considered a factor in the acceleration of the social, cultural, and economic development of the labor force. The literacy rate for the population as a whole, however, is very low: 20 percent, and even lower for women. Duration of schooling is very short: 1.08 years for men and 1.03 years for women, on average. Improvements in the system of education

can be seen in the increase in volume of different occupations over the time period studied. However, the number of non-skilled workers is still three times that of skilled workers.

One of the principal aspects of the study was the comparison of employees (both male and female) in different personnel categories employed by the target establishments. The comparison was carried out in terms of size, principal activity, and geographic location of establishments. Several separate analyses were conducted and are discussed below.

An analysis of the changes in manpower levels between 1978 and 1980 was carried out; it revealed that the number of employed wage-earners increased by nearly 60 percent over the three-year period (an average rate of 18.5 percent per year). If this rate of growth remains steady, the number of wage-earners could double by the end of 1983. Constant growth in the quality and quantity of trained manpower is critical in meeting the demands of economic development in Morocco. To meet these manpower needs, the expansion of the infrastructure of existing manpower training programs is essential.

Longitudinal analyses of employment in the various size categories of establishments revealed an inverse relationship between size of establishment and the growth rate of employment in that category: the smallest establishments employed proportionately more employees over the three-year period than did the largest establishments. Although the largest establishments (125 employees and over) provided the major source of employment over the period, they experienced a growth rate of 12.0 percent as compared with 36.2 percent for the smallest establishments.

An analysis of the growth rate in the three major sectors of the economy showed that employment in the tertiary sector (transportation, commerce, and services) grew at a faster rate (31.8 percent) than employment as a whole (18.5 percent). Employment in the secondary sector (mining, industry, and construction) grew at a slower rate (15.8 percent) than did the economy as a whole.

A comparison of the employment of women versus men in various personnel categories, along with an analysis of the tendency for women to be integrated into job openings, was conducted with the following findings:

- o In the different employment categories (high-level personnel, middle-level personnel, production supervisors, administrative supervisors, technical personnel, and administrative support personnel), it appears that the various types of economic activities that provided the highest levels of employment for men in the three-year period also provided the highest levels of employment for women.
- o Correlation between levels of employment for men and women is not as high in the worker category (skilled, semi-skilled, and non-skilled workers). Particularly low correlation was noted in the non-skilled worker category: relatively few types of economic activities which employed large proportions of male non-skilled workers also employed large proportions of female non-skilled workers.
- o Of the three sectors, the secondary sector provided the principal source of employment for workers over the study period. This is also true for the following categories of personnel: high level personnel, production supervisors, and administrative supervisors. Other categories of personnel, however, (middle-level personnel, technical personnel, and administrative support personnel) found more work in the tertiary sector.

Although the proportion of women in the various professional categories is rather low, it is still an indication of participation of

women in the economic development of Morocco. Percentages of women in professional categories are as follows:

- o high-level personnel, 4.4. percent
- o middle-level personnel, 12.7 percent
- o production supervisors, 7.3 percent
- o administrative supervisors, 19.1 percent
- o technical personnel, 5.2 percent
- o administrative support personnel, 27.0 percent
- o skilled workers, 5.5 percent
- o semi-skilled workers, 18.2 percent
- o non-skilled workers, 23.7 percent

The proportion of women in professional categories is higher in the tertiary sector than in the secondary sector, particularly in the case of high-level personnel, middle-level personnel, production supervisors, technical personnel, and administrative support personnel, the only exception being administrative supervisors.

In the worker categories, on the other hand, the percentage of female employees is higher in the secondary sector than in the tertiary. The figures below compare percentages of the female work force finding employment in the secondary and tertiary sectors:

	<u>Secondary sector</u>	<u>Tertiary sector</u>
<u>Skilled workers</u>	88.1	11.2
<u>Semi-skilled workers</u>	91.5	5.5
<u>Non-skilled workers</u>	71.4	9.8

There is a particularly high proportion of women in the textile and food industries (secondary sector), in services (tertiary sector), and

even more interesting, in the chemical and metal transformation industries.

Employers most often depend on two recruitment methods when hiring: contact initiated by the potential employee him- or herself, and advertisements in the press. Two-thirds of employers surveyed indicated a preference for these methods, implying that the employer's consideration of a placement service, public or private, in the recruitment process is very limited.

Preference for these two methods is prevalent and irrespective of employee sex, size of establishment, type of economic activity, or geographic location.

The fact that employers tend to use their own recruitment procedures without recourse to specialized placement agencies could well be contributing to the chronic problem of underqualified personnel. This in turn results in reduced productivity throughout the various sectors of the economy. In addition, likely candidates for job openings will remain un- or under-employed if employers continue to fail to take advantage of specialized placement agencies.

There is therefore a pressing need both to inform employers and potential employees of the existence of these placement services and to coordinate and control job openings and placements.

With regard to attitudes of employers toward women workers, nearly two-thirds of those surveyed preferred to hire women in administrative support positions. Of these employers, two-thirds are in the secondary sector and one-third are in the tertiary. One-third of employers surveyed are favorable toward employing women in technical jobs; nearly two-thirds of these are concentrated in the secondary sector (primarily in the

manufacturing industries). The study also revealed that employers in the Casablanca area are slightly more amenable to hiring women (in either administrative or technical posts) than are employers in other areas of the country.

Employers reported that they are satisfied with the levels of productivity of women workers. More than 85 percent of employers considered the output of women workers to be acceptable; only a small minority judged their output to be unsatisfactory or very unsatisfactory. More than 80 percent of employers surveyed reported that women integrate well into the work environment. According to employers, factors which contribute to the easy integration of women into the work environment include fewer pregnancies, a favorable social environment, and single marital status. In sum, it appears that employers want to hire qualified women in a wide variety of occupations traditionally held by men. Although the employers' present choice leans toward hiring women in administrative positions, there is already a large group which favors employing women in technical positions as well.

2. Report on Social Constraints Affecting Working Women

On February 7, 1983, AMIDEAST's team psychologist submitted to the OFPPT the final version of her research report dealing with women in the workplace. OFPPT staff collaborated with AMIDEAST's psychologist in drawing conclusions and proposing recommendations outlined in the report. The study sought to reveal the cultural and social constraints encountered by women working outside the home, with the goal of developing training programs which would better prepare women to effectively deal with these constraints on the job. What follows below is a summary of the findings of the report.

The methodology of the study included a survey administered to women whose careers, educational backgrounds, and training closely resemble those of women currently in training at OFPPT. Although preferable, it was not possible to find women with the requisite educational backgrounds employed in fields in which the OFPPT provided training (i.e., electricity, electronics, and industrial drafting) as there were simply very few women in these fields prior to this training project. In view of the traditional influence of the family on the lives of women in Morocco, husbands of the women surveyed were also interviewed (the parameters of the study prevented interviewing other members of the family). It was hoped that the degree of correlation between husbands' and wives' responses would shed additional light on the situation faced by working women. A total of 164 questionnaires were administered, 122 to women and 44 to their husbands.

The interviews were conducted by third-year students of the Institut Supérieur de Commerce et d'Administration (ISCAE). Participation in the survey fulfilled an academic requirement of a six-week internship. A five-day training workshop was conducted by the AMIDEAST psychologist immediately preceding the interviewing period.

The oral interview survey method was chosen over others for several reasons. First, it aims to establish an ambiance which puts the interviewee at ease; second, it facilitates the interpretation of questions from French to Arabic and vice versa; and third, it allows interviewers to pursue additional information through dialogue, avoiding the constraints posed by potentially incomplete or unclear written answers.

Women were chosen for the survey through and with the cooperation of their employers. The interviews took place in rooms provided by the employers; they lasted approximately one hour. Interviews with husbands took place either at their workplaces or at home.

The questions posed in the survey instrument focused on three variables: background, work, and family. The results indicate that these women are the first generation of their socio-economic class to work outside the home. On average, they are 30 years old, come from urban working and middle-class families, and have several years of secondary education. Sixty percent of the fathers of these women are illiterate; most hold jobs as workers or tradesmen. On average, their mothers married at age 18 and had seven children. Sixty percent of the sample group is married; on average, they married at age 23 and after eight years of marriage have two children. Perhaps surprisingly, the average age of the unmarried women is 28; no answers, however, were able to explain this situation.

The survey questions dealing with the family lives of working women varied according to marital status; a section was designed for husbands of married women as well. The survey showed that single women live at home and give a large percentage of their wages to their parents. This contribution is often a significant portion of total family income and gives young women a degree of control over their lives not enjoyed by previous generations of Moroccan women. The study indicates that both families and the women themselves have generally adapted well to this rather abrupt change. However, 48 percent of families against only 28 percent of the women themselves perceived single working women's lives as "difficult"; it is thought that parents most likely compare their

daughters' lifestyle with that of their own generation, when young girls stayed home until marriage. Although the single women generally liked their lifestyle, they do not reject the idea of marriage. They are concerned, however, about the added responsibilities and possible conflicts marriage will bring. All in all, single women found that the financial compensation for working makes up for its inconveniences.

The questions focusing on work revealed the following:

- o Married women in the sample are older than single women and are more likely to work in the commercial sector as secretaries, bookkeepers, and typists.
- o A good number of those women working in the commercial sector hold non-specialized jobs, in spite of having attained a certain level of secondary education and having several years of experience.
- o Secondary education permits access to better jobs, but only in conjunction with some type of professional training. Women with some secondary education who found jobs in their fields of training were automatically given jobs with titles of "qualified" or "specialized." If these same women were unable to find jobs in their technical field, they found themselves in non-specialized jobs in the industrial sector.
- o Although technical training does not always guarantee finding a job, there is no doubt that it is a determining factor in hiring, particularly if the competition is stiff.
- o Once a woman marries, opportunities to advance her career or to pursue another field are severely restricted due to family responsibilities that occupy most of the women's free time.
- o The youngest women in the sample have benefitted the most from the new technical training possibilities outside the commercial sector. This seems to be a result of changing attitudes on desirable and appropriate work for women and of a job market adapting to a growing number of working women.

Traditional roles for married women have changed radically with the availability of technical training and increased economic hardship for the urban working class. The fact that women now devote a good portion of their time to work outside the home and that they now contribute to family income have caused traditional family organization to undergo a marked evolution.

Recent studies indicate that more and more Moroccan families are choosing the nuclear family over the extended family unit. This means that work once shared among all members of the household is now the responsibility of the married couple. The study showed that while 22 percent of household responsibilities and 37 percent of childcare duties are shared by the couple, the working woman alone assumes nearly 40 percent of these responsibilities. Although the husband contributes more to family income due to his normally higher salary, half of household expenses and two-thirds of children's expenses are shared by the couple. The woman's salary tends to be spent on day-to-day purchases, while the husband's goes toward rent and larger purchases.

Women are thus burdened with a double role. Although they generally had a positive attitude toward work and marriage, women often expressed bitterness about their heavy responsibilities. It is not surprising, therefore, that the majority of working married women would prefer to stay home if the family could manage on one salary. In sum, although married women have accepted the idea of working outside the home, they have not yet resolved the conflict with their roles of wife and mother.

Husbands were interviewed in order to get a more complete idea of how the working couple together deals with their situation. Only 44 of the possible 72 husbands were finally interviewed: some women refused to

allow their husbands to participate in the survey, others gave incorrect addresses, and some husbands were found to be on vacation when contacted (interviews took place during the month of August).

In comparing answers of husbands and wives on the reasons women work outside the home, just over half of the husbands reported that it was to help him meet family expenses. Women, however, were more likely to report that they worked for their own personal development (39 percent) with financial considerations second (34 percent). It is interesting to note that not a single woman reported that she works out of love for her chosen career.

In response to questions on the constraints faced by working women, husbands and wives generally noted the same problems, but with a marked difference in priority. For example, 15 percent of women noted fatigue and health problems associated with their double roles, whereas only 8 percent of husbands noted that their wives had such problems. Although 10 percent of women reported that their husbands were against their working outside the home, not one husband admitted to it.

Nearly half of the women surveyed said that the best solution to the problems associated with her working was for her to stay home, if she has children and if the husband's salary alone is sufficient. Only 9 percent of husbands cited this same solution. The next most cited solution for women and the most cited solution for their husbands was the provision of household help. Other solutions given by both husbands and wives include family planning, the creation of state-run nurseries, and a change in the attitude of society toward working women. It is interesting to note that whereas 15 percent of husbands offered no solution at all to these problems, not a single woman failed to do so.

A series of questions dealt with the daily activities of both husbands and wives. There was general agreement that women occupy themselves outside of work with housework, cooking, and children. There was, however, less agreement between husbands and wives on the husband's activities. Women reported that their husbands' non-working activities are, in order of importance:

- o watching television/reading
- o diversions outside the home
- o children
- o hobbies
- o resting
- o religious activities

Men reported their activities, again in order of importance, as follows:

- o diversions outside the home
- o watching television and reading
- o religious activities
- o the hammam
- o cooking
- o resting
- o the children

The majority of the husbands' activities take place away from home, whereas the wives' activities presupposes their presence at home.

Both husbands and wives report that decisionmaking is shared between them. Both sexes tend to report that they make more decisions than the other sex reports them as making. As for percentage of joint decisionmaking, there is agreement between the sexes: women reported that

the couple together makes 68 percent of decisions and husbands reported 65 percent.

Prior to her departure from Morocco, AMIDEAST's psychologist submitted a final report to the OFPPT outlining her recommendations with regard to the integration of women into vocational training programs. The report focuses on the four areas in which the psychologist was involved: selection of candidates, their orientation into specialities, follow-up in training, and employment of trainees. She recommends that OFPPT sustain its efforts to specifically recruit women through advertising and continue the practice of integrated testing, a procedure that promotes non-discriminatory admissions practices.

In the area of orientation into specialities, the report notes that OFPPT is currently admitting women for training in a broad range of trades; these women should participate in orientation sessions where the different trades are described in detail in order that the trainees might make informed decisions regarding the training they will pursue. At the present time selected candidates are often lacking in the most basic knowledge of the different trades and do not always make appropriate choices.

The psychologist's responsibilities also included monitoring and following up female trainees in training; this included monitoring both academic performance and social adjustment to the training environment. Initially dormitory facilities were available for female trainees in Casablanca; after a trial period of one year, this practice was discontinued by OFPPT. AMIDEAST's psychologist notes in her report, however, that while dormitories may not be crucial in Casablanca, nationwide integration of women into OFPPT's facilities, both as teachers

and as students, cannot realistically be achieved in the foreseeable future without resolution of this issue. This is particularly true in rural areas where distances are great but where a pool of potential female trainees goes untapped and OFPPT facilities are underutilized.

Academically, female trainees have completed skills training as successfully as male students: the psychologist suggests that the integration of women into previously all male classes has produced a generally more serious learning environment and keener competition among the students.

With regard to the question of job placement, AMIDEAST's psychologist recommends that OFPPT adopt the role of facilitator whose task it is to prepare trainees for effective job hunting, rather than that of "placement agent" with sole responsibility for locating employment for its graduates. Other suggestions include the creation of a job information center and holding regular job hunting workshops.

AMIDEAST's psychologist concludes the report with the observation that the OFPPT, if it is to continue to be an effective training institution, must confront the social issues that have emerged as a result of having opened its doors to women. By ignoring social attitudes and practices and focusing only on the technical aspects of the training it dispenses, the OFPPT may find itself out of step with the needs of those it was created to serve.

D. Counseling and Guidance

Activities under this heading were primarily the domain of the team psychologist, and included 1) selection of trainees, 2) career counseling of trainees, and 3) follow-up studies.

1. Selection of trainees

Selection procedures employed by OFPPT vary according to the level at which the prospective trainee is seeking admission. At the skilled worker level (nine years of schooling required), examinations are conducted at the centers proper by the Center director and his staff. Applicants are tested in French, Arabic, and Math, and those achieving the highest scores are selected. At the technician level (12 years of schooling required), testing is more comprehensive and is conducted by the staff of the Applied Psychology Department, and includes a variety of intelligence and aptitude tests developed by the OFPPT with the assistance of a Belgian technical assistance team.

When the project was first launched, it was decided that women seeking admission to skilled-worker level trades (at the time these included electricity, electronics, and industrial drafting) would undergo more thorough testing than was the case with men applying for these trades; women were thus tested by the Applied Psychology Department in French, Math, Concrete Intelligence, Spatial Ability, and Mechanical Aptitude. Girls at the technician level were tested in the following subjects:

Secretarial: French (Reading Comprehension), French spelling, Abstract Reasoning, Verbal Intelligence, and Attention.

Accounting: French (Reading Comprehension), French Vocabulary, Abstract Quantitative Ability, Quantitative Reasoning, and Abstract Reasoning.

Drafting and Industrial: French, Electricity, Mechanics, Math, Abstract Reasoning, Mechanical Aptitude, and Spatial Aptitude.

A combined score was thus obtained for each applicant; applicants were also asked to state their preferences regarding the skills program desired. Those with the highest scores were selected as admissible; the profile of each applicant was then analyzed for skill orientation and the results of this analysis compared with the stated skill program preference of the applicant. If there was a discrepancy, the applicant was so informed and urged to reconsider her preference. In most cases, applicants agreed to seek admission to the skill program indicated by the orientation profile.

The initial pilot classes in 1979 were selected without any input from the AMIDEAST psychologist, the team not having yet arrived in Morocco when testing took place. Testing procedures for subsequent classes were handled almost entirely by the team psychologist.

Shortly after her arrival in Morocco in early 1980, the psychologist completed a study of existing testing procedures at the OFPPT and determined that the battery of Belgian tests in use were satisfactory. The very high training success rate coupled with a very low dropout rate corroborate these findings. It is expected that with the new computer purchased with project funds that OFPPT's testing validation procedures will be upgraded, one aspect of testing that is in need of improvement.

Unfortunately OFPPT does not feel that it can continue the practice of administering psychological aptitude tests to skilled worker-level women now that the pilot phase is over; the justification for this policy shift is that the goal of the project was to integrate women into the OFPPT and to grant them equal opportunities for training and employment -- henceforth women will take the same tests as men and compete for entrance solely on the basis of their test scores and without benefit of skill

orientation profiles. OFPPT hopes to be able to conduct more exhaustive testing for all applicants in future but is unable to do so at present in view of the very high number of applicants for its skills programs.

2. Career Counseling and Follow-up Activities

Activities under this heading have included pre-training outreach to high schools, counseling in training, pre-graduation workshops and seminars, and on-the-job follow-up. While AMIDEAST's project psychologist was directly responsible for the implementation of the above-mentioned activities, all team members also participated at various stages.

a. Pre-training Outreach to High Schools

The purpose of this activity was to inform school officials as well as eligible female students of the opportunity to receive training in skilled trades that promise good employment futures, to advise them of the broad range of trades open to female trainees within the OFPPT system, and to distribute posters advertising the new programs.

b. Counseling in Training

The psychologist closely monitored the academic performance of all female trainees during their two-year courses in an effort to identify and solve problems as they arose. Individual students were thus provided counseling services on an on-going basis. The psychologist regularly received the student's grades and participated in semester-end evaluation of trainees.

c. Pre-graduation Workshops

Numerous workshops and seminars were held by the psychologist, assisted by team members and OFPPT staff over the life of the project to coach trainees in job-seeking skills, namely on how to prepare a resume, how to conduct oneself in an interview, portfolio presentation where

appropriate, how to communicate with male co-workers, how to approach supervisors when problems arise, what constitutes effective and efficient on-the-job behavior and finally, how to manage being working wives and mothers.

d. On-the-job Follow-up

The purpose of this activity was to:

- o Provide feedback to the OFPPT on the adequacy of training in meeting job requirements so as to modify training curricula as appropriate;
- o Gain feedback from employers on female employees for use by OFPPT psychologists in counseling female trainees;
- o Collect data on employment careers of graduates and provide them with counseling as needed;
- o Keep graduates in touch with one another, share problems and solutions, and participate in counseling sessions conducted with women trainees at OFPPT.

When the psychologist first designed the above program, it was with the idea that a system might be established whereby much of the relevant data could be collected through mail questionnaires and telephone surveys. This proved to be an erroneous assumption. In Morocco, the only feasible method of collecting information is in person, and the reality of this situation greatly limited the scope of possible activities. Nevertheless, numerous seminars were held with program graduates, primarily with a view towards assisting those who had not succeeded in securing employment to find jobs. Two follow-up studies were conducted to determine the employment status of project graduates in September 1981 and February 1982.

3. Evaluation of On-the-job Performance

This very important aspect of the project received considerable

attention on the part of team members: as mentioned earlier in our discussion of industrial apprenticeships, team members regularly visited graduates on the job and sought input from employers on their performance. These data in turn led to modifications in curricula. With the services of the computer, OFPPT should be in a position to better systematize the collection of data and to track the employment careers of its graduates. But the magnitude of this effort cannot be underestimated: data collection in Morocco will remain an arduous labor-intensive task for the foreseeable future.

E. Participant Training

1. Nature of Training

The original goal of the participant training component of this project was to provide replacements for each of the six AMIDEAST project team members, thereby ensuring continuity after the project termination date. The initial group of six women was to be trained in Economics, Vocational Education, and Psychology and Counseling, two in each field. In late 1981, contract amendment #3 was signed, allocating funds for technical training in the U.S. for nine participants (subsequently changed to ten), both men and women, in Electricity, Electronics, Industrial Drafting, and Construction Drafting. This same amendment provided for six additional women to obtain Master's degrees in the U.S. in Electrical Engineering, Electronics Engineering, Industrial Engineering, Mechanical Engineering, Civil Engineering, and Computer Science. Due to problems in recruiting qualified candidates, however, two women and one man were ultimately selected to study Electrical Engineering, Civil Engineering, and Computer Science. Amendment #3 also provided for short-term training for OFPPT administrative staff in vocational education.

a. Six Original Master's Degree Candidates

The six participants arrived in the U.S. in January 1980. After a one-day orientation at AMIDEAST, they left for their English language programs. All students but one (Ms. El-Hajoui) began their academic programs in the Fall of 1980. All six students completed an internship program at the OFPPT in Casablanca during the summer of 1981; the programs were designed and supervised by the AMIDEAST project team. All were expected to have completed their degrees and to have returned to Morocco to take up their positions on OFPPT's staff by mid- to late 1982; three of the group were still in the U.S as the project was ending. Details on each of these students appear below, and their course listings and grades appear in Appendix D.

o Ms. Nadia Chihani

Ms. Chihani attended the English Skills Program at Arizona State University from January to August 1980. She received her Master's degree in Vocational Education from the University of Wisconsin/Stout in May 1982. She returned to Morocco at the end of July of that year following a two-month internship at the International Center for Research on Women in Washington, D.C. Ms. Chihani was an excellent student, finishing her studies with a GPA of 3.83. She is currently working on the administrative staff of OFPPT as planned.

o Ms. Mouna Cherkaoui

Ms. Cherkaoui attended the English Skills Program at Arizona State University from January 1980 to August 1980. She received her Master's degree in Economics from Arizona State in June 1982 with a GPA of 3.23. Upon her return to Morocco in July 1982, Ms. Cherkaoui was granted a waiver from OFPPT and USAID/Rabat to pursue a Ph.D. degree in Economics at

Arizona State at her own expense. Ms. Cherkaoui has indicated that she intends to return to take up her responsibilities with the OFPPT on completion of her Ph.D.

o Ms. Malika Benimmas

Ms. Benimmas also attended the English Skills Program at Arizona State University from January to March 1980. Originally slated to obtain one degree in Vocational Education, Ms. Benimmas elected, with the approval of the OFPPT, to pursue a second degree in Management Technology at the University of Wisconsin/Stout. In addition to these degrees, Ms. Benimmas completed a research paper on job placement, attempting to develop a job placement model for placing women in jobs in Morocco. Unfortunately, this heavy academic load caused some delay in Ms. Benimmas' return to Morocco. She left the U.S. in July 1983 and is presently employed on the central staff of the OFPPT.

o Ms. Asmaa El Alaoui

After attending the Arizona State University English Skills Program from January to March 1980, Ms. El Alaoui began her academic program at Ball State University in Muncie, Indiana. She pursued two degrees in Social Psychology and Social Counseling, and completed all requirements for both degrees in November 1982. Her requests to remain in the U.S. to pursue further graduate studies were denied by OFPPT, and all funding was terminated at the end of November 1982. Ms. El Alaoui was determined, however, to obtain an MBA degree at Ball State University, and refused to depart the U.S. before completing it. She returned to Morocco in late August 1983, and is now working on the central staff of the OFPPT.

o Ms. Rouhel Kouloub El-Hajoui

Ms. El-Hajoui had had no English instruction at all prior to her arrival in the U.S. She therefore took an entire year of English language training, first at the Experiment for International Living program at the Dominican College in San Rafael, and subsequently at the University of San Francisco. Originally slated to pursue a degree in Economics, Ms. El-Hajoui requested and was granted a change to Educational Psychology. To fulfill a requirement of her degree program, Ms. El-Hajoui had a very successful internship with the Career Counseling Service for the San Francisco Community College District. In December 1982, Ms. El-Hajoui completed her degree requirements. Ms. El-Hajoui then informed AMIDEAST that she had been married two years earlier to an American citizen and that it was her intention to remain in the U.S. until she had completed her doctorate and her husband had completed his studies. All funding for her was terminated at the end of January 1983. She is currently awaiting the outcome of her petition for permanent residency.

o Ms. Fatiha Remh

Ms. Remh arrived in the U.S. with the most advanced English skills of the group; she had lived in the U.S. as an American Field Service student following completion of her baccalaureate degree. Initially she attended the Experiment for International Living program at Dominican College in San Rafael, California. In May 1980, Ms. Remh transferred to the University of San Francisco, where she took an Economics class in addition to English classes. She began her full-time academic program in Fall 1980. Ms. Remh experienced severe academic difficulties throughout her academic program. She was first placed on academic probation as a result of her performance in the Spring 1983 semester. She was nearly dropped

from the program on several occasions, but each time was able to bring up her GPA by obtaining adequate grades. As the project was ending, Ms. Remh had been working on her thesis for over a year, with very little progress. In January 1983, the Chairperson of the Department of Economics recommended that OFPPT discontinue funding for Ms. Remh, due to insufficient progress on her thesis, adding that no other student had received more faculty assistance and attention than she. OFPPT granted an extension which allowed her to stay in the U.S. for one more semester at her own expense; all funding was cut off at the end of January 1983. At the end of the semester in June 1983, Ms. Remh's advisor informed AMIDEAST that little progress had been made. OFPPT then asked AMIDEAST to advise Ms. Remh that she was to return to Morocco immediately and to request of the university that she be allowed to complete her thesis there. University officials have not as of this date reached a decision regarding this request. Ms. Remh's visa expired July 31, 1983. It has not been renewed by AMIDEAST. Whether or not Ms. Remh will eventually obtain her degree is very much in doubt.

b. Ten Technical Participants

The ten students selected by the OFPPT to undergo a one-year technical training program in the United States arrived in Denver, Colorado at the end of May 1982 and left the U.S. at the end of May 1983. All ten were first enrolled in intensive English classes at the Spring Institute for International Studies, a language program located on the campus of Arapahoe Community College, for three months. All began their training in their respective fields at the beginning of the fall semester, although three of the participants carried a reduced technical load in their first semester of study due to their continued need for English language training.

Arapahoe Community College, where the students were enrolled, is a community college with approximately 3,000 students that offers a variety of occupational, college-parallel, and community service programs. The group that underwent training consisted of six women and four men in four different disciplines: Electronics, Electricity, Architectural Drafting, and Industrial Drafting.

The ten students enrolled at Arapahoe were:

Electricity: Ms. Fatima Lemchentef
Mr. M'hammed Chajrane
Mr. Ahmed Hamzaoui

Electronics: Ms. Khaddouj Belmokhtar
Ms. Soumia Ghamir
Ms. Fatima El-Fahdi
Mr. Abdessalam Fellah

Architectural Drafting: Ms. Laila Khamliche
Ms. Zahra Chlaikhy

Technical Drafting Mr. Larbi Sayad

All ten students in this special program achieved satisfactory results academically. (See Appendix E for course listings and grades of participants.) The few problems encountered are discussed in Successes and Problems below.

c. Second Group of Master's Degree Candidates

Two of the final group of three graduate students to receive graduate degrees in the context of this project arrived in the United States in January 1983. They are Ms. Soumaya Lrhezzioui, who will obtain a Master's degree in Computer Science from the University of Alabama at Huntsville, and Mr. Kaddour Menay, who will receive a Master's degree in Electrical Engineering from Florida Institute of Technology. Both of these students attended intensive English classes through May and began their academic

programs in June 1983. The third student in the group, Ms. Amina Mechkor, arrived in the U.S. in March 1983 and is attending Michigan State University. She will obtain a Master's degree in Civil Engineering. She also has completed the required English language courses and has begun her academic studies. (See Appendix F for course listings and grades of participants.)

o Ms. Soumaya Lrhezzioui (M.S. in Computer Science)

Ms. Lrhezzioui attended the English Language Institute of the University of Alabama at Tuscaloosa for intensive English from January to June 1983 and then transferred to the University of Alabama at Huntsville to begin her academic work. She obtained excellent results in her English program and an A in the one computer science course she took during the summer 1983 term.

o Mr. Kaddour Menay (M.S. in Electrical Engineering)

Mr. Menay was enrolled in intensive English classes for his first two quarters at Florida Institute of Technology and achieved excellent results. He obtained As in two graduate courses and a C in a non-credit undergraduate course during the summer 1983 term.

o Ms. Amina Mechkor (M.S. in Civil Engineering)

Ms. Mechkor required only one quarter of intensive English classes at Michigan State University and began her academic program in June 1983. She took one course during summer term and achieved a grade of A-.

d. OFPPPT Administrative Staff Training

Four members of OFPPPT's administrative staff, Messrs. Ghali, Ait Ali ou Ali, Saik and Alaoui arrived in the United States on August 3, 1982 following English language training in Casablanca, to undergo a four-week intensive training program at Ohio State University's National Center for

Research in Vocational Education. The program was later extended for a period of one week at the request of the participants and with the concurrence of the Director General of the OFPPT. Training focused on planning, development, and evaluation of vocational programs. Prior to their departure from Columbus, the participants submitted to AMIDEAST and to the National Center a report on their activities over the five-week period (See Appendix G). The participants further requested that a variety of printed materials available at the National Center be purchased by the project for OFPPT use in Morocco; this was also authorized by the Director General. AMIDEAST ordered and forwarded these materials on to Morocco.

AMIDEAST was also responsible for programming two business trips to the U.S. for the Director General of the OFPPT, the first in 1980, and the second in 1982. Itineraries are provided in Appendix H.

B. Successes and Problems

All in all, the participant training component of this project was very successful. With the exception of Ms. Remh, all students, technical and degree alike, performed well academically. The problems, as noted above, centered on the timely return to Morocco of the six original Master's degree candidates. Only one, Ms. Chihani, returned as scheduled to work at OFPPT. Three of the six, however, have now returned to Morocco to take up their positions at OFPPT. Ms. Cherkaoui has indicated that she intends to return to work with the OFPPT upon completion of her Ph.D. Although immigration laws concerning Exchange Visitor (J-1) visas would in theory require Ms. El-Hajoui to return to Morocco, her marriage to a U.S. citizen notwithstanding, the outcome of her petition for permanent residency is still pending. Ms. Remh is expected to return in the near future.

The program designed for the ten technical participants at Arapahoe Community College was in large part a success, despite initial problems in locating an appropriate training institution. The dossiers of the students were received at AMIDEAST less than two months before they were slated to arrive in the U.S. for language training, leaving little time to locate an institution which would accommodate itself to the needs of each of the ten students. This was compounded by a number of additional factors, including the wide range of English proficiency among members of the group, the lack in all cases of a high school diploma, and lastly, the fact that the students were in four different disciplines. As several of the participants had no prior knowledge of English when recruited in January 1982 for English classes at the American Language Center in Casablanca, it was necessary for them to take a reduced load the first semester of study.

A problem did surface at Arapahoe, however, with the three electricity students in the second semester of their studies. They felt by late January that the material being taught them in their electricity class was not relevant. The problem was compounded by the disparity in technical background and English facility of the three students: two of them (Messrs. Hamzaoui and Chajrane) had been instructors at the OFPPT, whereas the third (Ms. Lemchentef) was a recent graduate of the pilot project in Morocco. A good deal of time and effort was spent by AMIDEAST and Arapahoe in determining the exact nature of the problem because of the inability of the students involved to clearly articulate their concerns. It was finally ascertained that the type of training the students would have liked to receive is simply no longer available in the U.S. Their primary interest was in the area of winding motors and the repair of what

are known as "atypical" motors. One expert consulted by AMIDEAST went so far as to call winding a "dinosaur art"; small motor parts are not repaired in the U.S. -- it is cheaper to simply replace them. Larger motors are repaired at a small number of highly specialized electrical repair facilities around the country. One such facility is located in the Denver area and arrangements were made for the students to observe activities there, but they were not interested in this: they wanted hands-on experience, and this was simply not possible to arrange.

The compromise that was finally reached involved setting up a special, intensive eight-week course (four credit hours) focusing on those areas where electronics and electricity converge. This solution appeared to satisfy the students concerned to a great degree. Two of them, Lemchentef and Hamzaoui, nevertheless requested that their programs be extended through the summer in view of the many difficulties that were encountered in arranging suitable programs for them. This request was denied by OFPPT. Mr. Larbi Sayad, selected by the OFPPT to undergo training in industrial drafting, also requested an extension of his program. Because Mr. Sayad's background was not in this field, he felt that he came to the U.S. with little technical experience, although he had worked extensively with AMIDEAST's drafting expert on the project in Morocco. Mr. Sayad took a very heavy technical load at Arapahoe, but felt that he was not sufficiently prepared to assume teaching duties at OFPPT. Mr. Sayad applied for an internship in the Denver area, but was not accepted, and therefore returned to Morocco as scheduled.

III. PROJECT EVALUATIONS

A. Mid-point Evaluation

The project's mid-point evaluation was held in Casablanca June 9 - 12, 1981. The objective of the evaluation was to measure the project's progress toward integrating women into the OFPPT's technical training programs. Key performance indicators and the Logical Framework, as contained in the Project Paper, were used as the standard against which progress was measured. Only 30 of 48 key performance indicators were studied for the mid-point evaluation. Participants in the panel discussions included representatives of OFPPT, AMIDEAST's team, Project Director and Vice-President, the six Moroccan graduate students funded by the project, and local USAID officials. Three AID/Washington resource persons also participated.

The evaluation revealed that the project was making good progress toward realizing its objectives. Women were being trained at three centers in Casablanca and at one center in Fez.

One serious problem was identified, namely the lack of enrollments in Fez. Only 47 women were enrolled instead of the projected 120. Analysis of this situation concluded that this was likely due to the lack of dormitory facilities for women, the center in Fez being located at some distance from the city proper, as well as low demand for skilled workers in construction, industrial drafting, and electronics. OFPPT urged that the pilot project at that location be terminated: the AID/Washington resource persons, following an on-site visit to Fez, came away so impressed with the new center director that they recommended against termination. OFPPT accepted this recommendation.

Secondly, the Project Paper projected that over the life of the project 450 women would be trained and 450 employed. The mid-point evaluation concluded that this level of employment was highly unrealistic and that the Project Paper should be revised accordingly. Finally, the evaluation report recommended that more serious attention be given to the problem of job placement and follow-up services; although a basic system did exist at OFPPT, it required strengthening.

B. Final Evaluation

The project's final evaluation was held in Casablanca May 5 - 28, 1983. It was conducted by an independent team of consultants at the request of USAID/Rabat. The scope of work for the evaluation as defined by USAID/Rabat included the following tasks:

- 1) Examine the vocational training program established by OFPPT and AMIDEAST, including an assessment of the following:
 - a) adequacy and effectiveness of OFPPT's student selection procedures and criteria;
 - b) effectiveness of skills taught by AMIDEAST;
 - c) adequacy of the teaching equipment purchased under the contract;
 - d) adequacy of teacher preparation and curriculum developed by AMIDEAST.
- 2) Examine the results of a follow-up survey on graduates of the pilot training program conducted by OFPPT. Based on the results, determine if OFPPT's job placement system and recruitment practices need strengthening. If so, provide specific recommendations on how this should be done.
- 3) Assess the appropriateness of participant training vis-a-vis the relevance of training toward achieving project goals and objectives, including the utilization of the participant trainees upon their return to Morocco.

4) Examine the methodology, data collected, and conclusions of The Economic Report and Analysis of Women's Employment Situation in the Industrial and Commercial Sectors Report produced by AMIDEAST team members. These reports required almost three years to complete and their accuracy and value need to be determined.

5) Determine the overall per-beneficiary cost of the project, including participant trainees and graduates of the vocational skills program.

6) Determine the overall impact of the project in the OFPPT training system, including a comparison of the following:

a) number of females enrolled in the system at the start and at the end of the project;

b) number of OFPPT teachers/staff at the start and at the end of the project;

c) increase in females employed in the commercial and industrial sector as a direct result of the project.

Activities conducted during the evaluation team's investigation included: study and analysis of documents, meetings with various parties involved in the project, including USAID/Rabat, AID/Washington, OFPPT, AMIDEAST, local trainers and trainees, one returned participant trainee, employers of OFPPT graduates and employed OFPPT graduates, visits to OFPPT centers and institutes, and visits to Moroccan industries employing OFPPT graduates.

The evaluation team identified one major constraint to the evaluation: the absence of many people who had played an important role in the project. AMIDEAST strongly concurs: only one AMIDEAST team member was still in Morocco at the time of the evaluation and the only AMIDEAST representative present at the evaluation who had been connected with the project since its inception was the AMIDEAST Field Office Director.

Furthermore, the AID Project Officer responsible for monitoring the project over a three and a half year period was also no longer in Morocco. Finally, the vast majority of the participant trainees funded by the project had not completed their training and were still in the U.S. AMIDEAST regrets that an evaluation was conducted under these circumstances and feels very strongly that certain aspects of the project might have been evaluated quite differently had those responsible been afforded an opportunity to present their points of view.

The evaluation report concluded that AMIDEAST's performance had been rather highly rated by the USAID/Rabat and Washington Project Officers and that OFPPT had found AMIDEAST's performance satisfactory on the whole as well.

The impact of the project was found to be significant in the area of curriculum development, the provision of equipment and the appropriate selection of the pilot skills. The evaluation report stated that the project's contribution to teacher training remained within the narrow limits of the contract but that the AMIDEAST specialists' performance in the area of counterpart training was very good, two statements that appear to be at odds with one another. As pointed out earlier in this report, it was AMIDEAST's task to upgrade the teaching capabilities of OFPPT's teaching staff -- nowhere in the project design does it state that OFPPT's teacher trainees, who attend regular classes alongside regular students, were to be the focus of a separate and special teacher training program; this misinterpretation on the part of the evaluation team possibly arises out of a lack of understanding of how the OFPPT system functions.

With respect to the employment of graduates, the follow-up of employed graduates and guidance and counseling services for these women, the

evaluation found AMIDEAST's efforts to have been less than satisfactory in that only two follow-up studies were conducted, and that on-the-job evaluation was done on an individual periodic basis as were guidance and counseling. The job placement system was also found to be weak. AMIDEAST disagrees with these findings: the psychologist's counseling services were not provided sporadically, as the report implies, but on a regular, planned basis. While it is true that more work remains to be done in all these areas, it is highly unrealistic to have expected one person, namely the team psychologist, to have accomplished more single-handedly in this area. She was responsible for counseling 660 women over the life of the project, including both those in training and those having graduated. A follow-up study of July 1982 graduates would have been meaningful only if conducted six months after these women had graduated, as was the case with previous studies, but the psychologist was no longer on the project after December 1982, so no follow-up on this group was possible. AMIDEAST recognizes the weaknesses inherent in the existing job placement system, but there are no magical solutions to this very complex problem. The fundamentals of a sound placement service do exist: what is needed is staff to spearhead the effort. Job placement requires intensive individual outreach and legwork -- whereas this legwork has up to now been left up to team members and center directors, returning participant trainees could be assigned to this area in an effort to systematize and enhance the program.

Both the Labor Market Survey and the Report on the Social Constraints Affecting Working Women received considerable criticism. The goals of the economic report were to 1) obtain the number of employees in industry by sex, profession, economic activity, and vacancies. Here the

evaluation team found that while the figures were obtained, they were out of date and needed to be updated; 2) estimate present and future needs in industry for qualified female workers -- the evaluation report found these figures to have been "rather simplistically obtained"; and 3) assess the experiences and attitudes of employers regarding the employment of female personnel -- here the analysis was said to be of use to OFPPT. The evaluation team's assessment of the Labor Market Survey Report unfortunately contains a number of errors and misinterpretations. A total of 7,541 establishments were sent questionnaires. The methodology called for the questionnaire to be mailed to all these establishments, and not to a representative sample, for the simple reason that it was known by the Ministry of Plan's Direction of Statistics that there existed a high number of duplications, false addresses, etc. (estimated at approximately one-third) among these 7,541 establishments. This was indeed borne out by the results: of the total of 7,541 establishments, only 5,257 were retained and of these 52 percent or 2,734 responded. On the other hand, these 52 percent employ 72.6 percent of all wage earners employed by the 5,257 establishments in the sample. The Labor Market Survey Report uses correlation techniques to demonstrate that the non-respondents do not differ significantly from the respondents. The evaluation report, in its critique of the methodology employed states that "fortunately, and perhaps almost by coincidence, 86 percent of the respondents were large-scale industries that employ 90.2 percent of the national work force." This is not at all the case: the figures cited were taken from a table entitled "Response Rate According to Establishment", page 8, OFPPT Report (See Appendix H for copy of table), which shows that the response rate for establishments employing 125 workers or more was 86.8 percent and that

these 86.8 percent employ 90.2 percent of workers in this category (establishments employing 125 workers or more). The evaluation team's report goes on to say: "Furthermore, a careful checking of other data revealed a mistake in the distribution of jobs and vacancies throughout the (labor market) report. The mistake is detailed in Appendix 9." (See Appendix J for copy of Evaluation Report's Appendix 9.) AMIDEAST's checking of this alleged mistake reveals that the evaluators incorrectly reported the number of unskilled workers as 117,903 (instead of 177,903 see p. 90 OFPPT report in Appendix K) from the OFPPT report and inserted this incorrect number in their table in Appendix 9. Consequently, when all the figures were added, the total was 60,000 workers short. Clearly, the Labor Market Survey Report was not checked quite as carefully as one is lead to believe. Furthermore, the entire economic report was impugned on the basis of these so-called mistakes. In short, AMIDEAST finds the evaluation team's work on this report to be lacking in precision and professionalism.

With regard to the psychologist's report investigating the social and cultural constraints encountered by working women, the evaluators found the sample size "rather small", without indicating why or what size it should have been, and that the wrong population had been targeted because 50 percent of the sample was made up of women having had 10 or more years working experience, 57 percent had received their training in private institutions, 51 percent of the sample was made up of women working in the commercial sector and only 5 out of 13 professions practiced by the women interviewed were among those that constitute OFPPT's program. Clearly, it would be impossible to find a population identical to that undergoing training in industrial skills in the context of the pilot program: the

whole purpose of the project was to train women in industrial fields which had not heretofore been available to women. This further explains why only five of the professions cited are trades for which training is available at OFPPT and why a large percentage of the sample were trained in private rather than public institutions. These characteristics do not invalidate the findings of the survey nor do they prohibit some generalization of the results to graduates of OFPPT training programs.

Additionally, the investigators responsible for the economic and psychological reports came under attack for not having collaborated with one another in their research endeavors. But, as pointed out in the AID Mid-Project Evaluation Report, the work of the two researchers are not to be confused. The psychological report looks at the social profile of women, particularly working urban women, whereas the economic report is primarily concerned with understanding the labor market and the attitudes of employers towards employing women.

Finally, the evaluators found that the time consumed by these two investigations was inexplicable and unjustifiable. AMIDEAST recognizes that preparation of these reports involved lengthy delays; on the other hand, it must be acknowledged that the economic report was a mammoth undertaking; research efforts of similar magnitude normally involve a team of investigators, not merely one economist. Perhaps the lesson to be learned here is that such a study should never have been assigned to one person alone. In all likelihood, the decision to undertake a nationwide survey as opposed to the much more limited investigation originally planned may have been a serious mistake, responsibility for which lies with all the parties involved. Insofar as the psychological report is concerned, the evaluation team has placed much greater emphasis on this

study than is appropriate. It simply cannot be compared in scope or in cost to the economic report. As stated by the OFPPT representative at the evaluation roundtable discussions, barely 10 percent of the psychologist's time was devoted to this study over the life of the project. It is clear to AMIDEAST that the overall weight given to this study by the evaluation team was disproportionate.

Another major component of the project analyzed by the evaluation team was participant training: they concluded that no meaningful determination of the effectiveness of this component is possible until the participants return and assume relevant positions within the OFPPT. The evaluation report does, however, reflect the concern of the evaluation team over the delayed return of (at the time) five of the original six Master's candidates. AMIDEAST is pleased to report that an additional two participants have returned since that time, bringing the total of returned participants to 20 out of 23.

The evaluation report goes on to present a financial assessment of the project, including an approximation of the unit cost per trainee and the relative proportions of contract funds used for the main categories of activity. Some rather serious errors were unfortunately made: rather than applying AMIDEAST overhead costs to labor in the three main components identified (local training, participant training, and research), overhead costs appear to have been applied only to the participant training and local training components. In addition, 35 percent of the psychologist's time over the life of the project was costed to the psychological report, whereas in reality only approximately 10 percent of her time was spent on this activity. (For AMIDEAST's cost analysis see Chapter VIII, Financial and Administrative Report.)

Under the heading Other Issues, the evaluation report identifies differences among and weaknesses in project documents, including an ambiguous statement of work in the contract, the lack of explicit detailed description of the project in the contract, the omission from the contract of an annual skills review as described in the Project Paper and the ProAg, and inadequate job descriptions for team members; all the above, it is felt, played a role in limiting the success of the project.

AMIDEAST cannot but agree, as it is the contractor that is ultimately held responsible not only for activities described in its contract, but also for aspects of a project that are implicit in the Project Paper and the ProAg but not clearly defined in the contract. Another issue discussed in the evaluation report is the problem encountered with the Fez center: possible reasons given for low enrollments there include: lack of dormitory space, insufficient publicity, remoteness of the center from the city, logistical difficulties faced by the team and other so-called "socio-economic reasons" according to which "blue collar" trades are looked upon askance by the inhabitants of Fez who are said to enjoy a relatively high socio-cultural standard. This last observation strikes AMIDEAST as being of a highly speculative nature, and quite inappropriate. The other reasons cited probably did contribute in some degree to the poor showing of the pilot project at this one site. It should be pointed out, however, that low enrollments at Fez were compensated for by moving a number of planned sections to Casablanca in order that total enrollment figures for the project might still be achieved, as was indeed the case, the project having trained a total of 660 women.

The next section of the evaluation report deals with performance of the parties involved in the project, namely AID, OFPPT, and AMIDEAST. AID's performance was evaluated based on its responsibilities as outlined in both the ProAg and Handbook 3. AID's performance received a satisfactory rating based on its responsibilities as outlined in the ProAg; these included granting a dollar amount to finance the project, financing the services of three advisors and three experts, and funding participant trainees in the U.S. Based on its responsibilities as defined in Handbook 3, however, AID's performance was found to have been less than satisfactory in several areas, namely in having approved a poorly written contract that was not consistent with the Project Paper and the ProAg, in having caused delays in project start-up with the withdrawal of the original RFP and its subsequent reissuance, in having been negligent in monitoring certain aspects of project implementation, and in having provided a waiver to a returning participant.

OFPPT's performance was rated based on its responsibilities as defined by the ProAg with AID and on the basis of its contract with AMIDEAST. In terms of the ProAg, OFPPT's performance was judged satisfactory with respect to the provision of technical staff and timely financial commitments. It was also found to have consulted with AID as required and to have employed returning participant trainees in appropriate positions. On the other hand, it was found to have neglected to undertake the necessary studies to expand the project in case of success. More seriously, it was found to have unequivocally breached the ProAg by failing to provide dormitory space for female trainees. Finally, OFPPT was found to have failed to participate in the establishment of an on-going evaluation system to monitor project progress. The evaluation

report also criticizes the quality of the document produced as a result of the mid-point evaluation as if OFPPT had produced the report; this document was of course the work of AID and not of OFPPT. With respect to its contract with AMIDEAST, OFPPT's performance was found to have been satisfactory on the whole. OFPPT provided liaison between AMIDEAST and the GOM as appropriate, facilitated AMIDEAST access to the training centers, provided AMIDEAST with office space, and finalized selection of local admission of women candidates for 1981-1982. However, OFPPT failed to appoint an analysis and evaluation team as the evaluators stipulated in the contract were no longer available and did not provide intensive enough English language training to the ten short-term and the three long-term participants in Morocco prior to their departure for the U.S. OFPPT was also rated on a set of tasks AMIDEAST provided OFPPT with assistance on; OFPPT was found to have increased the number of women trainees graduating from OFPPT centers, to have carried out a program to increase the admission of women students to these centers, to have provided counseling and orientation to female students during their training and early months of employment, albeit not frequently enough for the latter. In addition, OFPPT was found not to have done enough to "increase the awareness of the need for employed women with trainers (sic)." The report provides no justification for this assessment and incorrectly quotes the contract which calls for AMIDEAST to assist OFPPT to "increase the awareness of trainers of the special needs of employed women."

The evaluation report deems inadequate OFPPT's placement services for women graduates of the project and finds OFPPT's granting of a waiver to a returning participant to have been detrimental to the project.

AMIDEAST's performance is judged first on the basis of the general tasks outlined in the contract and is found to have been satisfactory with the exception of its counseling services to graduates during their early months of employment, which are said to not to have been frequent enough. AMIDEAST takes exception to this assessment: graduates were regularly visited: more frequent visits would have only served to alienate employers at whose sufferance these visits are conducted and with whom OFPPT must be careful at all times to maintain good relations. AMIDEAST is also cited for having failed to have sufficiently increased the efficiency of placement services for women graduates of the project and for having failed to initiate a system to evaluate the on-the-job performance of these graduates. Again, AMIDEAST points to the evaluation instruments developed by its three technical specialists for this very purpose.

AMIDEAST's performance is also rated based on the work plan outlined in the contract and was found to be "mixed." Unsatisfactory aspects include delays in submitting the economic report, and failure to finalize a second year plan, provide counseling services for employed women, participate in developing a plan to replicate the project and assist in improving the job placement mechanism. While AMIDEAST acknowledges that not every aspect of the project was a total success, and particularly that numerous delays were encountered in certain areas, it clearly did provide counseling services to project graduates and this is documented at length in the twelve quarterly reports produced by AMIDEAST over the life of the project. Separate written plans were admittedly not submitted per se, but these plans were discussed and evaluated in these very same reports; replication plans were discussed with both USAID officials and with OFPPT

by the team leader, particularly at the time when closing the center at Fez was under consideration and the feasibility of selecting Kenitra or Meknes was being evaluated.

Finally, the evaluation report assesses the performance of AMIDEAST staff associated with the project. The three technical specialists, the project director, and AMIDEAST's Director in Morocco receive satisfactory ratings although the project director is cited for having failed to "be involved in the formal evaluation process of the project" even though the Project Director, with the collaboration of the team leader, was responsible for writing all progress reports and actively participated in both the mid-point and the final evaluations. No explanation for this assessment is given. The team leader, economist, and psychologist fared less well: why this is so is not documented; vague references are made to "deteriorating relationships leading to mistrust, loss of authority, and absence of cooperation among team members"; AMIDEAST submits that hearsay and innuendo certainly have no place in a technical report where conclusions and recommendations are based on fact. Once again, the individuals that were the subject of these attacks were not available for interviews. Particularly in the case of the team leader, it is very difficult to understand why his performance was rated so poorly. He was found to have been ineffective in his role as liaison between the team, OFPPT, and USAID (no documentation provided); he is said not to have been sufficiently involved in working with center directors in implementing the project in Casablanca and Fez, totally without basis in fact; he was judged ineffective in overseeing the work of the team members and said to have failed to establish an evaluation system to monitor project progress --again, AMIDEAST refers to the twelve quarterly reports prepared by the

team leader and the project director over the life of the project; and finally, he is slighted for having failed to oversee equipment installation on time -- the fact that equipment was late in being installed was a direct result of AID's having reissued the RFP and the subsequent delays experienced in signing the contract and project start-up; none of these factors did the team leader have any control over whatsoever.

As for the economist's performance, the evaluation team's assessment has already been commented upon in detail, as has their discussion of the psychologist's contributions to the project.

In conclusion, the evaluation report points to some lessons learned and recommendations that should be taken into consideration in planning future projects of a similar nature, including:

- o Timing of project inputs is critical in educational projects involving educational institutions that must adhere to timetables.
- o Project documents must be consistent with one another: when they are not, it is difficult to evaluate performance and to determine responsibility.
- o Projects involving multiple sites face logistical problems that must be adequately planned for.
- o The host country contract mechanism should be selected only when there is clear evidence that the host country is capable of fulfilling the obligations this mechanism imposes on it.
- o Adequate provisions should be made for participants whose training will extend beyond the expiration date of contracts early on.
- o It is imperative to select participants in such a manner as to ensure that they are capable of completing their programs on time and that they have a commitment to the sponsoring institution.

- o Host country institutions should be required to identify jobs and define job descriptions of returning participants prior to their selection.
- o In projects with large procurement components, AID should consider contracting a special procurement company. (No rationale for this recommendation is advanced: on the contrary, in AMIDEAST's experience, the introduction of another contractor could only have served to greatly complicate the process.)

In conclusion the report states that "as the project is nearing its end, it is clear that it has been, overall, successful, and that a great portion of its objectives have been successfully attained." It also concludes: "To summarize, the data from OFPPT indicate that the overall impact of the project is, today, as positive as could be hoped for."

IV. PROJECT DESIGN VS. PROJECT IMPLEMENTATION

A. Accomplishments

The vast majority of the project's objectives have without question been attained. As the various components of the project have been described and analyzed in detail elsewhere in this report, we will discuss them only briefly here.

1. Enrollments

The project had trained a total of 484 women through June 1983 with another 176 expected to graduate in June 1984, for a total of 660 women trained. (See Appendix L for OFPPT enrollment report.)

2. Vocational Training

This all-important aspect of the project has been an unqualified success. The skills chosen for the pilot project were appropriate as evidenced by the high job placement rate achieved. The three technical specialists produced invaluable new curricula in their areas of expertise that benefitted not only the women in this project but the OFPPT training mechanism as a whole. The equipment purchased under the contract contributed significantly to the quality of the training. Teachers were trained in new techniques and the use and maintenance of equipment as appropriate. A system to evaluate on-the-job performance is in place.

3. Counseling and Guidance

Elaborate selection procedures were employed to ensure that women admitted for training possessed the skills required for successful completion of the training. Unfortunately, OFPPT is to discontinue these practices for lower level trades. Counseling services were available to trainees throughout their training and after they had graduated. Their progress in training was carefully monitored in order that any problems that might arise could be dealt with immediately.

4. Job Placement and Outreach

Figures supplied by OFPPT indicate that the project has achieved a job placement rate of 70 percent. This placement rate is satisfactory in light of Moroccan economic conditions. In addition, through its outreach efforts, the project has made progress in sensitizing employers toward the needs of women and encouraging them to hire women in jobs traditionally held by men.

5. Research

Two large research projects were undertaken and successfully concluded. The Labor Market Survey Report will assist the OFPPT in assessing its training needs and provides data of great interest with respect to the attitudes of employers towards women in the workplace. The report on The Cultural and Social Constraints Affecting Working Women provides insights into the status and perceptions of women already employed in the industrial and commercial sectors in Casablanca.

6. Participant Training

This component of the project was also extremely successful. A total of 23 Moroccan men and women were trained in the U.S. at different levels and for varying periods. This training has provided the OFPPT with three women to date with Master's degrees to carry on the work of the non-technical members of AMIDEAST's team. In addition, six women and four men received technical training and are now employed as teachers in OFPPT regional centers; these women in particular will serve as important role models to future generations of Moroccan women seeking careers in industrial trades. Three additional Master's level candidates will complete their training in 1985; upon their return one will work in the Data Processing Department of the OFPPT, and the remaining two will teach engineering subjects.

B. Activities Not Implemented

1. Economist's Functions

As discussed earlier, it was at the request of OFPPT and with the concurrence of AID that it was decided that the economist would conduct a nationwide labor market survey rather than local surveys in the Casablanca and Fez regions. Certainly, at the time, the consequences of this decision were not fully understood, and admittedly, there were lengthy delays in the release of the report, with the result that the economist spent virtually three years on the labor market survey. Consequently, other functions that had been assigned to the economist were not carried out. These include primarily, as stated in the contract, the establishment and strengthening of direct immediate ties with employers in the private and public sectors and potential employers in the regions surrounding the two centers, and in other regions, to help define a strategy for evaluation of present and future needs concerning the employment of women both on an individual and group basis. As part of this responsibility, he was also to establish a program to help employers review and adjust descriptions of qualifications required. In addition, the economist was to analyze training needs and indicate program adjustments to respond to employment potentials, and make appropriate recommendations to project personnel and the concerned staff of OFPPT. While the economist did analyze training needs in his report, the results were available much too late to allow for any adjustments in terms of the pilot project proper. In all fairness, AMIDEAST feels that even had the economist only conducted local surveys the results of which would have been available much earlier on, it would still have been virtually impossible for him to have successfully completed all the tasks he had

been assigned in the contract. In retrospect, AMIDEAST, OFPPT, and AID should have had the foresight to recognize that one person, especially a non-Moroccan, could never have been successful in establishing ties with employers all over Morocco.

2. Job Placement Service

The placement service that exists at the present time at OFPPT is still inadequate. AMIDEAST recommends that OFPPT assign returning participants to the task of upgrading this department; by systematizing procedures and collecting data (with the aid of the computer) progress can be made without OFPPT jeopardizing its legal status.

3. Replication Studies

Although replication was discussed at length with USAID officials and OFPPT at different times, and especially when closing the center at Fez was under consideration, no formal studies per se were conducted. When questioned on this score during the course of the final evaluation, OFPPT responded by saying that replication was in progress as OFPPT is currently recruiting women in all trades in the centers it operates all over the country. Critics have perhaps justifiably pointed out that this decision was precipitous as it was not based on analyses of training needs or labor market conditions in the different regions. In fact, it might well be argued that the decision was particularly hasty in light of the enrollment and job placement problems at Fez.

V. PERFORMANCE OF PARTIES

AMIDEAST's performance has already been commented upon in some detail in our discussion of the final evaluation; we will attempt here to focus on AMIDEAST's appraisal of the other parties involved in the project, namely OFPPT, AID/Washington, and USAID/Rabat.

OFPPT

AMIDEAST finds OFPPT's cooperation to have been, on the whole, satisfactory. However, its refusal to honor its commitment to provide dormitory space for female trainees in Fez was, in AMIDEAST's estimation, detrimental to the project. In addition to dormitory space, OFPPT was required to provide adequate classrooms: in many instances the classrooms available were not adequate and required substantial work before they could be used as such. A case in point was the electronics lab at Ain Bordja -- considerable delays were experienced while AMIDEAST's electronics/electricity specialist singlehandedly installed the lab from the ground up -- from carpentry chores to unloading crates from trucks, etc. Other team members had similar experiences. Team members often were subjected to pressure from the Center directors to which they were assigned who were reluctant to allow them to spend time at other project sites such as Maarif or Fez. The wheels of the bureaucracy also moved exceedingly slowly: some of the curricula produced by team members is still lacking "official" sanction and is not in use. In the area of job placement, AMIDEAST made numerous recommendations such as U.S. training in placement techniques, etc., which were not accepted. It must be recognized that AMIDEAST could not act unilaterally -- without the approval and assistance of OFPPT, AMIDEAST's hands were tied. OFPPT allowed a returning participant who had completed her Master's degree in

Economics to return to the U.S. for doctoral work and was most reluctant to pressure other participants to return in a timely fashion -- telegrams were finally sent to the participants the very day the final evaluation was due to begin. AMIDEAST has had great difficulty throughout the project getting data on enrollments, etc. These data were also finally made available at the final evaluation. Replication was another area OFPPT simply did not want to get involved in, feeling that this was its prerogative and no one else's -- certainly not AMIDEAST's. But, on the whole, the AMIDEAST/OFPPT working relationship was sound, and their goal one and the same, with the result that the project is a success.

AID/Washington

AMIDEAST has enjoyed an excellent working relationship with the Project Officer assigned to the project at AID/Washington. This individual was always very supportive of the project and of AMIDEAST's goals and always provided whatever assistance was necessary.

USAID/Rabat

AMIDEAST was also fortunate in having an excellent Project Officer assigned to the project in Morocco. This individual was always available for advice and closely monitored project progress. AMIDEAST regrets his reassignment prior to the conclusion of the project. AMIDEAST did not always receive the same support from other parties associated with the project at the Rabat Mission, particularly following the departure of the Project Officer. Negotiations leading to Amendment #5 were unnecessarily lengthy, resulting for example in one U.S. participant being without support from any sources as the project was ending: AMIDEAST was no longer authorized to pay her expenses yet her paperwork had not yet reached Washington and she was not yet officially funded under another contract -- a very distressing situation for the participant.

VI. UNPLANNED EFFECTS

Women sought admission to the training programs in far greater numbers, particularly in the Casablanca area, than had ever been anticipated: in fact it had been expected that extensive advertising would be needed to insure that applicants would present themselves in sufficient numbers. Females performed academically much better than anticipated: in many cases women outperformed the men in coed classes. Coed classes were found to perform better and to maintain a more serious atmosphere than classes with only males or females. None of the social strains or tensions that were anticipated ever materialized. The number of female teachers employed by OFPPT has doubled over the life of the project and the number of females in training throughout the OFPPT has gone from 782 (7.29 percent) in 1979 to 2178 (12.29 percent) in 1983.

VII. RECOMMENDATIONS AND LESSONS LEARNED

A. Host Country Contracts

The host country contract mechanism was selected to implement this project contrary to the wishes of the Government of Morocco which feared that it was lacking the resources to implement it successfully. There is no question that this contracting mode, although in principle well-intentioned, often places unreasonable burdens both on the host country and on the contractor while absolving AID of any real responsibility for the outcome of the project, even though it is AID which both designs and finances the project and thus has an equally large stake in its success or failure. Ultimately, it is the contractor who is held responsible for activities not implemented regardless of the host country's infrastructural deficiencies or whatever constraints it might impose on the contractor. By the same token, AID's role can vary considerably, depending on the circumstances and/or on the individuals at the Mission level, with the consequence that the contractor is often at something of a loss as to how to function: although it recognizes that it must comply with AID's desires, its contract is with the host country whose priorities may differ significantly from AID's. The end result is that the contractor is caught in the middle, often playing the role of intermediary between the Mission and the host country's implementing agency, to the detriment of the project.

B. Wording of Contract

AMIDEAST acknowledges that its contract with OFPPT is often imprecise and ambiguous thus permitting various interpretations of work and activities to be performed; for example, the contract refers to two centers -- it is unclear whether this means two training centers or two

cities, Casablanca and Fez, and the training centers located there. Furthermore, reporting procedures are not clearly defined -- no distinction exists in the contract between evaluation and progress reports and what each should contain; consequently AMIDEAST has been faulted for not producing evaluation reports, only progress reports, although these reports do contain evaluations of progress and recommendations.

C. Awarding of Contract

The delays to which this contract was subject, and the subsequent haste with which project start-up activities had to be undertaken, were responsible for many of the problems encountered in this project. After the contract was finally signed, AMIDEAST had less than two weeks to field its team, and no time for necessary groundwork, either in Morocco or in the U.S. as OFPPT classes were already underway; the feasibility study had allocated 145 days for procurement of necessary equipment and a total of 180 days of team preparation prior to beginning of classes: even this much more realistic timetable would have been difficult to follow. It must be recognized in all projects involving the purchase of equipment that six months must be allotted for equipment to be ordered, shipped, and received, particularly when electrical equipment of 220 volts will be required, and that projects involving educational institutions must respect these institutions' timetables.

D. AMIDEAST Cost Sharing

AMIDEAST faced serious financial difficulties while implementing this project; the contract, while cost-reimbursable, allowed for an overhead rate not to exceed 16 percent. AMIDEAST signed the contract assuming that this overhead rate could be adjusted should circumstances so warrant. When AMIDEAST did later substantiate the need for a higher overhead rate,

this request was denied by USAID with the result that AMIDEAST was never permitted to recover its true overhead at a cost of over \$95,000 to the organization over the life of the project. AMIDEAST feels that USAID was unjustified in its decision to deny AMIDEAST's request for an adjustment to its overhead rate and took unfair advantage of the organization in so doing. The project was not, as represented, truly cost-reimbursable.

E. Project Team

The project design had originally called for a joint U.S. - Moroccan team: it is in some ways unfortunate that this concept was dropped. In retrospect, many of the duties assigned in the project to the economist in terms of outreach to employers could only have been effectively and persuasively accomplished by a native Moroccan.

F. Project Evaluations

The very same spirit of haste and expediency that characterizes the signing and start-up of AID projects is again present at the end of a project when AID expects a team of "experts" to evaluate a complex four-year project in a matter of weeks. Greater attention should be placed on the composition of such teams: in this case, neither an economist nor a psycho-sociologist was included on the team, and yet members of this team evaluated highly technical documents, with questionable results.

G. Vocational Training

AMIDEAST recommends that a number of steps be taken by OFPPT in this area:

1) Reduce teaching loads: with teachers in classrooms up to 40 hours per week, regular and necessary in-service training is impossible.

- 2) Greater attention should be paid to the selection and training of qualified worker level teachers; by selecting teachers from among the ranks of students and giving them little or no training in addition, mediocre teaching quality is the inevitable result.
- 3) Future teachers require industrial experience if they are to effectively communicate industry requirements and needs to their students. OFPPT should either hire teachers with industrial experience or place their student teachers in apprenticeships along with their regular students.
- 4) Center directors that have been impacted by the project have no doubt come away with greater sensitivity to the issue of the integration of women into training. With OFPPT opening its doors to women all over the country, OFPPT should take steps to ensure that center directors in other regions of the country understand the goals of integration and become sensitive to the special needs of women, particularly in the area of employment. This is particularly important in view of the role of center directors in job placement. Seminars to this end could be developed by OFPPT's very competent staff of psychologists, including the project's returning participants.
- 5) The way the selection and testing system works at present, candidates who apply for training in a specific trade often have only the vaguest idea of what the trade involves. It is true that the volume of applicants precludes at the present time intensive individual counseling, but OFPPT is in a position to improve on the existing system. For example, films could be shown to large audiences describing the trades in sufficient detail to permit a potential applicant to make a selection on a rational basis.

6) Needless to say, it is essential that at least the first graduating classes of project trainees be followed up over time. Both AID and OFPPT bear equal responsibility in this area and a plan must be developed now towards this end.

7) The labor market survey conducted in the context of this project has provided OFPPT with invaluable data concerning employment trends for female personnel and the attitudes of employers regarding hiring practices in general and the hiring of female personnel in particular. OFPPT can take steps now to modify its training programs in the directions indicated by the results of the survey in order to maximize its training potential and better service the labor needs of the economy.

H. Replicability

Replicability per se is not really at issue here for two reasons: 1) OFPPT has taken the unilateral decision, as is its prerogative, to open its training programs all over the country to women, and 2) replicability was never really possible -- no funds are available to actually replicate this project in all its different aspects, nor was this ever a desirable or logical objective. A very important accomplishment of this project is that its success has convinced OFPPT management that the integration of women into its training system is both feasible and advantageous and this in and of itself is a most desirable outcome. That lessons learned from this pilot endeavor must be taken into consideration in future goes without saying: the results of the labor market survey clearly point to those areas of economic activity where women can be successfully absorbed and therefore where they must be trained by OFPPT. OFPPT should guard against the impulse to train women and men in areas where there is no demonstrated need for labor simply to swell its student ranks without regard for their employability.

VIII. ADMINISTRATIVE AND FINANCIAL REPORT

This chapter provides summaries of project financial data, including the final project budget approved in Amendment #5 dated June 30, 1983, and final allocations of project costs for the three major categories of project activity, i.e., local training, U.S. participant training, and research.

Schedules A through G represent the final budget; Table 1 provides local training costs, including the life of project cost per local trainee; Table 2 presents the cost of the two research reports and the computer; Table 3 details the costs associated with U.S. participant training; and Table 4 provides a breakdown of these participant training costs per participant and per participant month.

SCHEDULE A

MOROCCAN WOMEN'S TRAINING PROJECT

Summary of Costs (Dollars)

<u>COST ITEMS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>TOTAL BUDGET</u>
<u>I. DIRECT COSTS:</u>					
HOME OFFICE LABOR (Schedule B)	65,515	67,649	58,165	66,391	257,720
PROJECT TEAM LABOR (Schedule C)	193,126	223,144	202,257	56,965	675,492
PROJECT TEAM TRAVEL AND ALLOWANCES (Schedule C)	145,024	82,401	77,533	26,768	331,726
PROJECT TRAVEL & PER DIEM-HOME OFFICE (Schedule D)	6,490	6,806	1,781	6,700	21,777
PROJECT TRAVEL & PER DIEM-TEAM (Schedule D)	17,107	16,181	25,867	1,600	60,755
PROJECT TRAVEL & PER DIEM-OFPP (Schedule D)	5,908	--	4,068		9,976
U.S. TRAINING (Schedule E)	49,693	80,809	140,816	137,908	409,226
EQUIPMENT (Schedule F)	414,533	363,380	56,883	23,176	857,972
COMMUNICATION (Schedule G)	7,757	2,729	3,570	4,700	18,756
<u>II. INDIRECT COSTS:</u>					
OVERHEAD	<u>72,873</u>	<u>111,743</u>	<u>107,090</u>	<u>64,894</u>	<u>356,600</u>
GRAND TOTAL	978,026	954,842	678,030	389,102	3,000,000

SCHEDULE B
MOROCCAN WOMEN'S TRAINING PROJECT

AMIDEAST, Home Office Labor

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL BUDGET
<u>SALARIES:</u>					
Vice President (1/3 time)	5,868	5,576	9,524	14,667	35,635
Project Coordinator (full time)	25,150	23,597	20,651	22,000	91,398
AMIDEAST Representative (1/3 time)	5,506	5,432	6,269	7,209	24,416
Secretary (full time)	12,320	14,783	12,895	11,250	51,248
Procurement Officer (1/2 time, Year 1)	7,400	5,281	--	--	12,681
Clerical/Secretarial Support	1,875	1,331	228	200	3,634
SUBTOTAL	58,119	56,000	49,567	55,326	219,012
BENEFITS (20.8% of the amount)****	<u>7,396</u>	<u>11,649</u>	<u>8,598</u>	<u>11,065</u>	<u>38,708</u>
TOTAL	65,515	67,649	58,165	66,391	257,720

SCHEDULE C
MOROCCAN WOMEN'S TRAINING PROJECT

Project Team, Labor

<u>SALARIES</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>TOTAL BUDGET</u>
Team Leader	30,000	33,000	35,718	--	98,718
Human Resource Economist	29,000	31,900	34,543	8,772	104,215
Social Psychologist	30,221	30,450	34,231	8,772	103,674
Training Specialist (Electricity/Electronics)	18,259	18,664	22,880	29,927	89,730
Training Specialist (Drafting)	26,833	29,400	29,620	--	85,853
Training Specialist (Business Education)	28,000	30,800	--	--	58,800
Secretary	6,341	8,250	11,570	--	26,161
Driver	<u>1,593</u>	<u>3,670</u>	<u>4,638</u>	<u>--</u>	<u>9,901</u>
TOTAL SALARIES	170,247	186,134	173,200	47,471	577,052
06 BENEFITS (20.8% of the amount, including special overseas travel insurance)	<u>22,879</u>	<u>37,010</u>	<u>29,057</u>	<u>9,494</u>	<u>98,440</u>
TOTAL	193,126	223,144	202,257	56,965	675,492
COST OF LIVING ALLOWANCE (12% of disposable income)	9,815	10,483	10,068	2,848	33,214
HOUSING (6 x \$11,040)	72,807	64,619	55,310	14,720	207,456
FURNITURE ALLOWANCE (6 x \$5,000)	30,000	--	--	--	30,000
EDUCATION (4 dependents)	3,506	3,910	1,824	--	9,240
TRAVEL & PER DIEM-TEAM & DEPENDENTS					
Air Travel to Morocco & Return	9,139	870	700	4,200	14,909
Excess Baggage - Air	5,127	332	378	1,000	6,837
Excess Baggage - Sea	--	--	5,000	4,000	9,000
Pre-Departure Per Diem	540	148	--	--	688
Settling-In Per Diem	7,560	1,097	--	--	8,657
Home Leave Air Fare	<u>6,530</u>	<u>942</u>	<u>4,253</u>	<u>--</u>	<u>11,725</u>
TOTAL	145,024	82,401	77,533	26,768	331,726

SCHEDULE D
MOROCCAN WOMEN'S TRAINING PROJECT

Project Travel

<u>TRAVEL & PER DIEM - HOME OFFICE</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>TOTAL BUDGET</u>
Vice President, Travel	868	1,392	--	2,000	4,260
Per Diem	725	537	356	--	1,618
Project Director, Travel	1,719	3,203	135	2,700	7,757
Per Diem	1,632	1,674	1,290	2,000	6,596
Procurement Officer, Travel	868	--	--	--	868
Per Diem	678	--	--	--	678
TOTAL	6,490	6,806	1,781	6,700	21,777
<u>TRAVEL & PER DIEM - TEAM</u>					
Per Diem, Washington, Team Leader	825	--	--	--	825
Project Vehicle, Gas, Maintenance	6,059	8,467	10,206	--	24,732
Local Air Fare, Casa-Fez	820	396	1,069	--	2,285
Miscellaneous Local Transportation	6,440	4,244	12,393	1,600	24,677
Per Diem, Fez & Other Cities	2,747	3,074	1,330	--	7,151
Consultation Visit to AMIDEAST/ Headquarters - Team Leader	216	--	869	--	1,085
TOTAL	17,107	16,181	25,867	1,600	60,755
<u>TRAVEL & PER DIEM - OFPPT OFFICIALS</u>					
Travel to U.S. & Local Travel in U.S.	1,605	--	668	--	2,273
Per Diem	1,500	--	1,000	--	2,500
Escort/Interpreter, Travel, Per Diem & Labor	2,803	--	2,400	--	5,203
TOTAL	5,908	--	4,568	--	9,976

SCHEDULE C
MOROCCAN WOMEN'S TRAINING PROJECT

U.S. Training

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>TOTAL BUDGET</u>
RABAT PRE-DEPARTURE ORIENTATION	300	--	--	--	300
TRAVEL U.S., MOROCCO, U.S.	--	10,285	--	--	10,285
DOMESTIC TRAVEL	--	--	5,570	2,600	8,170
SETTLING-IN ALLOWANCE	3,520	--	11,600	4,300	19,420
APPLICATION FEES	1,270	--	865	--	2,135
UNIVERSITY TUITION AND FEES	9,165	21,609	40,476	45,400	116,650
MAINTENANCE	30,000	42,840	70,650	79,908	223,398
BOOKS, SUPPLIES	3,250	3,000	3,760	2,000	12,010
MEDICAL INSURANCE	1,411	1,722	2,027	2,200	7,360
FIELD TRIPS	--	174	3,626	--	3,800
THESIS EXPENSES	--	--	850	--	850
SPECIAL TRAINING EQUIPMENT	--	--	--	500	500
PRE-RETURN ORIENTATION	--	--	--	--	--
CAMPUS VISITS BY AMIDEAST	<u>777</u>	<u>1,179</u>	<u>1,392</u>	<u>1,000</u>	<u>4,348</u>
TOTAL	49,693	80,809	140,816	137,908	409,226

MOROCCAN WOMEN'S TRAINING PROJECT

Procurement

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>TOTAL BUDGET</u>
Typewriter, Electric, French	2,243	--	--	--	2,243
Typewriter, Electric, English	1,277	--	--	--	1,277
Language Laboratory	13,780	272	--	--	14,052
Electrical Equipment	141,708	218,589	(8,465)	--	351,832
Electronic Equipment					
Audio-Visual Equipment	130,467	27,459	17	--	157,943
Touching Materials					
Project Vehicle	10,248	--	--	--	10,248
BUSINESS EDUCATION SECTION:					
Procurement	60,873	35,553	1,017	--	97,443
RESEARCH DEPARTMENT:					
Procurement (including one computer)	156	--	48,319	20,681	69,156
Expenses for Survey	12,667	32,234	(495)	2,495	46,901
APPLIED PSYCHOLOGY DEPARTMENT:					
Procurement	34	222	--	--	256
Expenses for Survey	--	4,000	2,616	--	6,616
SPARE PARTS AND MAINTENANCE	315	6,732	224	--	7,271
SHIPPING COSTS	40,196	36,288	12,472	--	88,956
CLEARING FROM STORAGE	<u>567</u>	<u>2,031</u>	<u>1,138</u>	<u>--</u>	<u>3,736</u>
TOTAL	414,533	363,380	56,883	23,176	857,972

SCHEDULE G
MOROCCAN WOMEN'S TRAINING PROJECT

Communications

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>TOTAL BUDGET</u>
LOCAL, LONG DISTANCE AND INTERNATIONAL TELEPHONE CHARGES AND TELEX EXPENSES	3,400	3,176	2,721	3,000	12,297
POSTAGE FEES AND XEROXING	<u>4,357</u>	<u>(447)</u>	<u>849</u>	<u>1,700</u>	<u>6,459</u>
TOTAL	7,757	2,729	3,570	4,700	18,756

TABLE 1
LOCAL TRAINING

<u>Home Office Labor and Overhead</u> [*] (Schedule B)	
52.5 percent of total.....	\$186,989
<u>Team Labor and Overhead</u> (Schedule C)	
100 percent team leader, training specialists, driver, and secretary.....	597,201
5 percent economist.....	8,433
80 percent psychologist.....	134,228
<u>Team Travel and Allowances</u> (Schedule C)	
100 percent team leader and training specialists.....	221,152
5 percent economist.....	2,764
80 percent psychologist.....	44,231
<u>Project Travel and Per Diem -- Team</u> (Schedule D)	
100 percent team leader and training specialists.....	40,503
5 percent economist.....	506
80 percent psychologist.....	8,102
<u>Project Travel and Per Diem -- Home Office</u> (Schedule D)	
100 percent of total.....	21,777
<u>Project Travel and Per Diem -- OFPPT</u> (Schedule D)	
100 percent of total.....	9,976
<u>Equipment</u> (Schedule F)	
Total excluding computer, labor market and psychological survey costs.....	735,043
<u>Communications</u> (Schedule G)	
52.5 percent of total.....	9,847
TOTAL, LOCAL TRAINING.....	\$ <u>2,020,752</u>
Cost per local trainee: \$2,020,752 ÷ 572 trainees ^{**}	3,532

^{*}Overhead rate of 38.2 percent over life of project applied to labor.

^{**}484 women were graduated through June 1983; 176 will graduate in June 1984. Half of these women were included in the above calculations. (484 + 88 = 572.)

TABLE 2

RESEARCH

Computer (Schedule F).....	\$ 69,156
<hr/>	
<u>Labor Market Survey</u>	
Team Labor and Overhead (Schedule C)	
90 percent economist.....	151,792
Team Travel and Allowances (Schedule C)	
90 percent economist.....	49,759
Project Travel and Per Diem -- Team (Schedule D)	
90 percent economist.....	9,114
Survey costs (Schedule F).....	46,901
Total, labor market survey costs.....	257,566
<hr/>	
<u>Psychological Survey</u>	
Team Labor and Overhead (Schedule E)	
10 percent psychologist.....	16,778
Team Travel and Allowances (Schedule C)	
10 percent psychologist.....	5,528
Project Travel and Per Diem (Schedule D)	
10 percent psychologist.....	1,012
Survey costs (Schedule F).....	6,872
Total, psychological survey costs.....	30,190
<hr/>	
TOTAL, RESEARCH.....	<u>\$356,912</u>

TABLE 3

U.S. PARTICIPANT TRAINING

<u>Home Office Labor and Overhead (Schedule B)</u>	
47.5 percent of total.....	\$169,180
<u>Team Labor and Overhead (Schedule C)</u>	
5 percent economist.....	8,433
10 percent psychologist.....	16,778
<u>Team Travel and Allowances (Schedule C)</u>	
5 percent economist.....	2,764
10 percent psychologist.....	5,528
<u>Project Travel and Per Diem (Schedule D)</u>	
5 percent economist.....	506
10 percent psychologist.....	1,012
<u>U.S. Training (Schedule E)</u>	
100 percent of total.....	609,226*
<u>Communications (Schedule G)</u>	
47.5 percent of total.....	8,509
TOTAL, U.S. PARTICIPANT TRAINING.....	<u>\$822,336</u>

* Includes \$200,000 to fund participants past contract expiration date per Amendment #5.

TABLE 4

U.S. Training Costs Per Participant

<u>Category of training</u>	<u>Person months of training</u>	<u>Percentage of total training</u>	<u>Cost of training</u>	<u>Cost per participant</u>	<u>Cost per participant month</u>
<u>Nine Master's candidates</u>	324 36 mos. x 9 participants	72%	\$592,084	\$65,787	\$1,827
<u>Ten technical trainees</u>	120 12 mos. x 10 participants	27	222,032	22,203	1,850
<u>Four administrative staff</u>	5 5 wks. x 4 participants = 20 wks.; 20 wks. = 5 mos.	1	8,220	2,055	1,644
TOTAL	449	100%	\$822,336		

CONCLUSION

AMIDEAST feels that this project has been, overall, very successful, and that the great majority of the project's objectives have been accomplished. The project has trained 660 women in commercial and industrial skills over a four-year period as planned. Twenty-three participants have successfully completed training in the U.S. and have rejoined OPPPT ranks where they will be important resources for the future; curricula have been developed in electricity/electronics, industrial drafting, and business education; teachers of these disciplines have been trained in modern teaching techniques and in the use and maintenance of teaching equipment; and finally, important research studies have been completed which provide OPPPT with essential information regarding the labor market and the situation of working women.

AMIDEAST is proud of its accomplishments on this project and wishes to thank all those individuals with whom it has been associated over the past four years and who have contributed to the project's success, particularly the members of its team and the OPPPT officials involved in the project.

APPENDICES

- Appendix A.....Text of amendments to contract
- Appendix B.....Chronology of project
- Appendix C.....Industrial drafting program outline
- Appendix D.....Courses and grades for original six
Master's candidates
- Appendix E.....Courses and grades for ten technical
participants
- Appendix F.....Courses and grades for second group of
Master's candidates
- Appendix G.....OPPPT administrative staff report on
training
- Appendix H.....Itineraries for OPPPT Director General's
two trips to the U.S.
- Appendix I.....Labor market survey report Table no. 2,
page 8
- Appendix J.....Evaluation report Appendix 9
- Appendix K.....Labor market survey report, page 90
- Appendix L.....Project enrollments

A M E N D E M E N T I . .PROJET DE FORMATION DES FEMMES MAROCAINES.

Le contrat pour la formation commerciale et industrielle des femmes au Maroc a fait l'objet d'une augmentation du budget de 2.250.537S à 2.328.850S. La différence de 78.313S sera utilisée de la manière suivante.

1. SALAIRE ANNUEL DU DIRECTEUR DU PROJET:	21.000S	
Charges sociales 13,5%	<u>2.035S</u>	
TOTAL	23.035S	
Salaire des mois d'Août et Septembre		3.973S
2. ALLOCATION LOGEMENT DES FORMATEURS		
920S x 12 mois x 6 formateurs x 7/8 années		<u>231.840S</u>
TOTAL		235.013S
3. ALLOCATION LOGEMENT TOTALE comme indiquée précédemment		
Table C du budget		157.500S
AJOUT AU COUT TOTAL du projet		78.313S
COUT TOTAL DU PROJET, comme indiqué Table A		<u>2.250.537S</u>
COUT TOTAL DU PROJET		<u><u>2.328.850S</u></u>

Toutes les autres prévisions demeurent les mêmes.

Les parties au présent amendement, par l'entremise de leurs représentants dûment autorisés, conviennent par la présente les clauses du présent amendement.

Entrepreneur : AMIDEAST

Al Baret

Par Fonction

Date 29 November 1979

Organisme de passation des marchés

Par Fonction

Date

AMENDMENT #2

Mr. Harold S. Fleming
 Director of U.S. AID
 Rabat, Morocco

August 8, 1980

REF: Proposed Amendment to Contract

Dear Mr. Fleming:

In the initial work plans and schedule for implementing our project, it was foreseen that the contracting agency (AMIDEAST) would send its Team Leader and the Project Director ahead of other members of the team, in order to adequately determine the quantities of material needed for skills training and the conducting of research. Unfortunately, due to the late signing of the contract, this pre-implementation activity was not accomplished.

In contract with AMIDEAST, we have used the past 9 months of the project's operation to clearly analyse our material and other project component needs.

As suggested by your letter of May 30, 1980 and in compliance with Article 24 of the contract, the OFPPT therefore wishes to amend the contract as noted below. The terms of which have already been agreed to by AMIDEAST. If approved, this amendment to the contract will essentially allow AMIDEAST to use funds allocated to the last twelve months (6 months in year three and six months in year 4) of the contract at the present time, in order to more adequately respond to the immediate needs of the project.

New line items and/or increases total \$500,000. Spending this amount in years 1 and 2 of the contract will be offset by corresponding reductions in all items for the last twelve months of the project. However, AID/Rabat shall allocate the total amount of \$500,000 in either fiscal year 1981 or 1982 upon availability of funds.

The reductions in all items shall be as follows:

SALARIES

Schedule B of original budget - Home Office Labor.....	\$ 63,000
Schedule C of original budget - Project Team Labor.....	\$264,000

U.S. TRAINING

Schedule E of original budget.....	\$ 49,000
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PROJECT TEAM TRAVEL & ALLOWANCES

Schedule C of original budget.....	\$ 78,000
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PROJECT TRAVEL AND PER DIEM

Schedule D of original budget - Home Office.....	\$ 8,000
Schedule D of original budget - Project Team.....	\$ 12,373
Schedule D of original budget - OFPPT.....	\$ 5,627

TOTAL	<u>\$500,000</u>
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The changes are reflected in a revised Annex I, page 1. A copy of page 1 of Annex I, as amended, is attached.

The specific items and corresponding dollar amounts we propose for this amendment are attached, along with an explanatory commentary and reformulated tables of the budget. These tables reflect increases and decreases in the line items. Unless otherwise indicated, all items in the original budget have been maintained intact. Kindly note that the supporting schedules A - G, are intended to be illustrative and should not be considered as binding limitations on spending per line item.

The OFPPT and AMIDEAST jointly request that AID favourably review and provide its agreement to the proposed amendment.

Sincerely,

Monsieur Fassi-Fihri
Director General

SCHEDULE A is amended to show:

A change in the overhead rate from 16% to 22%. This represents \$87,632 which when added to the existing \$203,036 produces a total of \$290,668.

SCHEDULE B is amended as follows:

(a) The position of Administrative Officer is eliminated and the \$4,000 allocated will be used to supplement the salary of the Procurement Officer.

(b) Time for the Procurement Officer is increased from $\frac{1}{2}$ time to full time for five months as of June 1, 1980. Total costs for the 5 months allocated over the life of the project is \$7,500 (-\$4,000 from eliminated Administrative Officer's position, which produces a total of \$3,500).

(c) Half time clerical support for the Procurement Officer for 5 months for a total of \$3,750. A copy of Schedule B as amended is attached.

SCHEDULE C

Two new items will be added to schedule C under the following previously designated categories:

(a) Project Team Salaries

Salary of project vehicle chauffeur over 3 years - \$12,689.

(b) Travel, Per Diem-Team Dependents

Two hundred kilos unaccompanied sea freight for each team member - \$9,000.

A copy of Schedule C as amended is attached.

SCHEDULE D is amended as regards the following existing itemsTravel and Per Diem, Project Team

(a) Consultation Visit to AMIDEAST Headquarters by Team Leader - \$1,500.

(b) Project Vehicle: Gas, Maintenance, Insurance increased by \$6,000.

(c) Miscellaneous Local Transportation, Taxis Augmented by \$10,250.

Travel and Per Diem

Per Diem in Morocco has been augmented from \$55 to \$67, in accord with the State Department practices. This increase will result in an amended amount of \$1,629 for home office Per Diem while in Morocco.

Per Diem for OFPPT Officials is adjusted from \$55 to \$100. This represents an additional \$,353 for the line item.

US Escort/Interpreter for Visits of OFPPT Officials has been added to the existing schedule D. Labor, travel and Per Diem under this item total \$4,530. A copy of Schedule D as amended is attached.

SCHEDULE E is amended as follows:

- (a) Maintenance allotment for the six participants in the U.S. is increased from a current \$500 per month to \$600 per month. This will increase the existing estimation for this category by \$17,931.
- (b) An educational counselor will visit each of the six participants once per year for three years. Travel and Per Diem to support this activity will total \$4,500. A copy of Schedule E as amended is attached.

SCHEDULE F is amended as follows:

- (a) Equipment for the Business Education Section, \$123,000.
- (b) Equipment and economic survey related expenses for the Research Department - \$68,500.
- (c) Equipment and survey related expenses for the Social Psychology Department - \$33,000.
- (d) An additional \$23,164 for the purchase of electronics/electricity equipment.
- (e) Spare parts and maintenance for all project equipment - \$30,000.
- (f) Shipping and storage costs for equipment - \$43,000.

A copy of Schedule F as amended is attached.

SCHEDULE G

It has been agreed to add the following items as DIRECT COSTS of the Project. They will constitute schedule G of the project budget.

- 1) Local long distance and international telephone charges, telex expenses:
Year one: \$5,000, Year two: \$4,000 and Year three: \$3,000.....\$12,000
- 2) Postage fees and xeroxing: Year one: \$325, Year two: \$358 and
Year three: \$300.....\$ 1,083

A copy of Schedule G is attached.

ANNEX I

The following budget establishes limitations for reimbursements of cost for individual line items. The Contractor may not exceed either the grand total or the Contractor's fee as set forth in the budget. However, the Contractor may transfer funds among line items provided that actual expenditures for any line item do not exceed the amount stated below by more than 15 percent.

	<u>ORIGINAL BUDGET</u>	<u>ADJUSTED BUDGET</u>
I. DIRECT COSTS:		
Home Office Labor (Schedule B)	210,657	155,886
Project Team Labor (Schedule C)	820,644	569,333
U.S. Training (Schedule E)	241,641	215,072
Communications (Schedule G)	-	13,083
Project Team Travel & Allowance (Schedule C)	387,651	298,651
Project Travel & Per Diem, Home Office (Schedule D)	21,005	14,634
Project Travel & Per Diem, Team (Schedule D)	40,039	45,799
Project Travel & Per Diem, OFPPT (Schedule D)	10,277	11,160
Equipment (Schedule F)	393,900	714,564
II. INDIRECT COSTS:		
Overhead (Schedule A)	<u>203,036</u>	<u>290,668</u>
GRAND TOTAL	\$ 2,328,850	2,328,850

AMENDMENT NBR 3THE INDUSTRIAL AND COMMERCIAL
JOB TRAINING FOR WOMEN IN
MOROCCO - CONTRACT NBR 0147

In compliance with article 25 of the project contract, the OFPPT wishes to amend the above mentioned contract as stated below, the terms of which have already been discussed and agreed to by AMIDEAST.

1. Extend the termination date of the contract between OFPPT and AMIDEAST from March 31, 1983 to September 30, 1984. As a result, this extension represents a change in the present budget from \$2,328,850 to \$3,200,000. The parties agree that the amount currently available under the contract is \$2,980,000. It is anticipated that additional funds of \$220,000 will become available for payment under this contract in the total amount of \$3,200,000.

2. Schedule A is amended to show a change in the overhead dollar amount received by AMIDEAST. In lieu of cost-reimbursement for actual overhead costs applied to this project, AMIDEAST will receive a fixed sum of \$300,000 through the period 12/31/1982.

As of 1/1/1983 and until 9/30/1984, AMIDEAST will receive \$56,600 as a fixed contribution to AMIDEAST overhead. USAID/Rabat shall pay AMIDEAST this fixed fee on a prorated basis between 1/1/1983 and 9/30/1984.

3. As agreed upon and stated in our letter of August 8, 1980 (Appendix 1) and Mr. Fleming's letter of October 14, 1980 (Appendix 2), we request that five hundred thousand dollars (\$500,000) be allocated to replace funds for the last 12 months of the contract which were used for Amendment nbr 2 as shown in the above mentioned letter of August 8, 1980.

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4. Schedule B is amended as follows:

a. Terminate all positions under home office labor effective December 31, 1982, except AMIDEAST Senior Vice President and AMIDEAST/Rabat Director whose positions will be extended until September 30, 1984.

b. An educational specialist will be hired by AMIDEAST/Headquarters effective January 1, 1983 and until September 30, 1984 at an annual salary of \$18,500 for the first year and \$20,350 for the second year. The educational specialist will administer additional U.S. participants.

5. Schedule C is amended as follows:

a. Terminate Team Leader, Economist, Psychologist, Local Secretary and Driver effective December 31, 1982.

b. Terminate the Drafting Specialist effective August 31, 1982.

c. Extend the Electricity/Electronics Specialist until July 31, 1983.

6. Schedule E is amended as follows:

a. An additional nine (9) women and men U.S. participants to complete a one year (12 months) training program in electricity, electronics, industrial drafting, and constructional drafting. In addition, they will receive 4 months of English training in the U.S. prior to their academic training. The OFPPT will provide for their English training in Morocco prior to their departure for the U.S.

b. An additional six (6) women U.S. participants to complete graduate studies for two years leading to master's degrees in electrical engineering, electronics engineering, industrial engineering, mechanical engineering, civil engineering, and computer science.

.../...

In addition, these participants will receive (4) months of English training in the U.S. prior to their academic training. The OFPPT will provide for English training in Morocco prior to their departure for the U.S.

c. Four (4) short term participants to be selected by the OFPPT from its administrative staff and sent to the U.S. for four (4) months training. These participants should have working knowledge of English prior to their departure for the U.S.

7. Schedule F is amended as follows:

One locally purchased computer	\$65,000
Shipping costs increased by	\$ 4,000
Economic survey increased by	\$10,000
Psychological survey increased by	\$ 2,000
Clearing from customs	\$ 1,000
T O T A L	<u>\$82,000</u>

All above mentioned changes are reflected in a revised Annex I, a copy of which is attached. Kindly note that schedules A through G are intended to be illustrative and should not be considered as binding limitations on spending per line item.

CONTRACTOR : AMIDEAST

O.F.P.P.T.

AMIDEAST/Rabat, Director

Director General.

Date : October 19, 1981

Date : October 19, 1981.

.../...

ANNEX I

The following budget establishes limitations for reimbursements of cost for individual line items. The contractor may not exceed either the grand total or the contractor's fee as set forth in the budget. However, the contractor may transfer funds among line items provided that actual expenditures for any item do not exceed the amount stated below by more than 15 percent.

<u>I. DIRECT COSTS:</u>	<u>PRESENT</u> <u>BUDGET</u>	<u>PROPOSED</u> <u>BUDGET</u>
Home Office Labor (schedule B)	\$155,886	\$274,207
Project Team Labor (schedule C)	569,333	706,446
Project Team Travel and Allowances (schedule C)	298,651	331,583
Project Travel and Per Diem Home Office (schedule D)	14,634	22,634
Project Travel and Per Diem Team (schedule D)	45,799	57,799
Project Travel and Per Diem OFPPT (schedule D)	11,160	17,160
U.S. Training (schedule E)	215,072	532,717
Equipment (schedule F)	714,564	885,771
Communication (schedule G)	13,083	15,083
 <u>II. INDIRECT COSTS:</u>		
Overhead (schedule A)	<u>\$ 290,668</u>	<u>\$ 356,600</u>
 GRAND TOTAL	 <u>\$ 2,328,850</u>	 <u>\$ 3,200,000</u>

AMENDMENT NUMBER 4
TO
THE CONTRACT
BETWEEN
THE OFFICE OF TECHNICAL TRAINING AND JOB
DEVELOPMENT (OFPPT), MINISTRY OF LABOR AND TECHNICAL TRAINING.
CASABLANCA
AND
AMERICA-MIDEAST EDUCATIONAL AND TRAINING SERVICES, INC (AMIDEAST)
WASHINGTON, D.C. U.S.A.
FOR
THE INDUSTRIAL AND COMMERCIAL JOB TRAINING FOR WOMEN IN MOROCCO.
(PROJECT 608-0147)

The contract entered into on September 28, 1979, as amended, between OFPPT and AMIDEAST for the Industrial and Commercial Job Training for Women Project is hereby further amended as follows:

1. Clause 5, Nature of the Project. Add the following new paragraphs

D, E & F:

D. Nine (9) Moroccan participants (men and women) to receive one year of training in the U.S. in electricity, electronics, industrial drafting, and construction drafting. In addition, they will receive 4 months of English training in the U.S. prior to their academic training. The OFPPT will provide for their English training in Morocco prior to their departure for the U.S.

E. Six (6) additional participants (men and women) to complete studies for two years in the U.S. leading to Master's Degrees in technical fields. In addition, these participants will receive four (4) months of English training in the U.S. prior to their academic training. The OFPPT will provide for English training in Morocco prior to their departure for the U.S.

F. Four (4) short-term participants to be selected by the OFPPT from its administrative staff and sent to the U.S. for four (4) months of training. These participants should have a working knowledge of

AMENDMENT No 4 TO THE CONTRACT BETWEEN OFPPT & AMIDEAST (CONT'D)

English prior to their departure for the U.S.

2. Clause 12, Contract Amount and Payment. Delete Paragraph A in its entirety and substitute in lieu thereof "Based on the estimated budget in Annex I, the maximum amount payable according to the terms of this contract (including a fixed contribution to AMIDEAST's overhead of \$356,600) is \$ 3,200,000. This amount may not be exceeded unless the contract is amended to increase the maximum amount".

Delete Paragraph D, Fee Payments, and insert the following new Paragraph D "Contribution to Overhead".

AMIDEAST shall be paid a fixed contribution to overhead of \$356,600. This contribution shall be paid on a prorated basis based on \$ 300,000 from September 28, 1979 through December 31, 1982 and \$ 56,600 from January 1, 1983 through September 30, 1984.

3. ANNEX I is deleted in its entirety and the following new ANNEX I substituted in lieu thereof:

ANNEX I

The following budget establishes limitations for reimbursements of cost for individual line items. The contractor may not exceed either the grand total or the contractor's fee as set forth in the budget. However, the contractor may transfer funds among line items provided that actual expenditures for any item do not exceed the amount stated below by more than 15 percent.

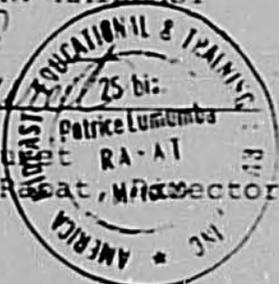
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AMENDMENT No. 4 TO THE CONTRACT BETWEEN OFPPT AND AMIDEAST (CONT'D)

<u>I. DIRECT COSTS:</u>	<u>BUDGET</u>
Home Office Labor (schedule B)	\$274,207
Project Team Labor (schedule C)	706,446
Project Team Travel & Allowances (schedule C)	331,583
Project Travel & Per Diem Home Office (schedule D)	22,634
Project Travel and Per Diem (schedule D)	57,799
Project Travel and Per Diem OFPPT (schedule D)	17,160
U.S. Training (schedule E)	532,717
Equipment (schedule F)	885,771
Communication (schedule G)	15,083
 <u>II. INDIRECT COSTS:</u>	
Contribution to Overhead (schedule A)	\$356,600
GRAND TOTAL.....	\$3,200,000 =====

THE PARTIES HERETO, THROUGH THEIR DULY AUTHORIZED REPRESENTATIVES, HEREBY AGREE TO THE PROVISIONS OF THIS CONTRACT AMENDMENT.

CONTRACTOR: AMIDEAST

SAB

 Mrs Sue Budget RA-AT
 AMIDEAST/Rabat, Morocco Director

DATE: 3/2/82

Le Directeur General
 O.F.R.P.T.

Mr Abderrahman FASSI FIHRI
 Director General

DATE: 25/1/82

AMENDMENT NUMBER FIVE

TO THE

CONTRACT

BETWEEN

THE OFFICE OF TECHNICAL TRAINING AND JOB DEVELOPMENT
MINISTRY OF PLAN, CASABLANCA

AND

AMERICA-MIDEAST EDUCATIONAL AND TRAINING SERVICE, INC.
WASHINGTON D.C.

FOR

INDUSTRIAL AND COMMERCIAL JOB TRAINING FOR WOMEN

PROJECT 608-0147

AMENDMENT No. 5

PROJECT 608-0147

AMIDEAST CONTRACT

The purpose of this Amendment Number Five is to consolidate in one final amendment changes that have been made to the original contract in Amendments One through Four and, to detail activities to be performed by the contractor during the last year of the contract.

The contract between the Office of Technical Training and Job Development (OFFPT), Ministry of Plan and America-Mideast Educational and Training Services, Inc. (AMIDEAST), for the Industrial and Commercial Job Training for Women project which was entered into on September 28, 1979 and subsequently amended, is hereby further amended as follows:

5. Nature of the Project. Paragraphs B, D, E, and F are deleted and the following new paragraph B is substituted in lieu thereof. "Participant Training: During the life of the contract AMIDEAST will assist OFFPT in the placement of qualified Moroccan personnel in U.S. educational institutions for the purposes of both long and short term academic training. It is anticipated that the following categories of personnel will receive training in the U.S.

1. Six long-term participants may receive up to thirty seven months each of English language and academic training in the fields of economics, psychology and vocational education. Training will take place in the United States and will enable participants to obtain Master's degrees in their selected fields of study.

2. Ten short-term participants may receive up to sixteen months

- 2 -

each of English language and academic training in the fields of electricity, electronics, and industrial and commercial drafting. Training will take place in the United States.

3. Four short-term participants from OFPPT's administrative staff, who have a working knowledge of English, may receive up to four months each of U.S. training in vocational education.

4. Three members of OFPPT's staff who have an acceptable level of English language fluency may receive up to four months each of intensive English language training in the U.S. in preparation for their entry into a U.S. university to pursue M.A. degrees in a technical field. Funding for academic training for these three participants will be provided under this contract through August 31, 1983.

6. Statement of Work

Sub-paragraph B.8 is deleted and the following is substituted in lieu thereof. "October 1, 1982 - March 31, 1983: All team members, except one, will have departed Morocco by December 31, 1982. The remaining team member, the electronics/electricity expert will continue to provide advisory services to the OFPPT through July 31, 1983.

April 1, 1983 - September 30, 1983: A final evaluation will be carried out between May and June 1983 and the electronics/electricity expert will leave Morocco in July 1983. AMIDEAST will submit a final project report no later than September 30, 1983."

8. Reports. Paragraph C, the last sentence, is deleted and the following is substituted in lieu thereof: "A final report will be submitted by AMIDEAST to OFPPT and USAID within 30 days after completion of the last project activity but in no case later than September 30, 1983."

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9. Terms of Contract. The second sentence of this paragraph is deleted and the following substituted in lieu thereof: "All work under this contract, including submission of the final report shall be completed by September 30, 1983."

12. Contract Amount and Payment. Paragraph A is deleted in its entirety and the following is substituted in lieu thereof: "Based on the estimated budget in Annex 1, the maximum amount payable according to the terms of this contract (including a fixed contribution to AMIDEAST's overhead of \$356,600) is \$3,000,000. This amount may not be exceeded unless the contract is amended to increase the maximum amount."

Paragraph D. Contribution to Overhead. Delete the entire paragraph and substitute the following in lieu thereof: "AMIDEAST shall be paid a fixed contribution to overhead of \$356,600. This contribution shall be paid on a prorated basis based on \$300,000 from September 28, 1979 through December 31, 1982 and \$56,600 from January 1, 1983 through September 30, 1983."

15. Cost Provisions. Delete paragraph B in its entirety.

20. Property and Logistic Support Furnished by OFPPT. Add the following new sub-paragraph I: "OFPPT acknowledges receipt of all equipment and commodities purchased by AMIDEAST with project funds."

ANNEX I

Annex I as amended is deleted in its entirety and the following new Annex I is substituted in lieu thereof:

"The following budget establishes limitations for reimbursements of cost for individual line items. The contractor may not exceed either the grand total or the contractor's fee as set forth in the budget. However, the

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contractor may transfer funds among line items provided that actual expenditures for any item do not exceed the amount stated below by more than 15 percent.

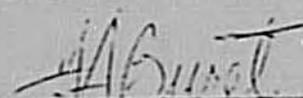
<u>I. DIRECT COSTS:</u>	<u>BUDGET</u>
Home Office Labor	257,720
Project Team Labor	675,492
Project Team Travel & Allowances	331,726
Project Travel & Per Diem, Home Office	21,777
Project Travel and Per Diem, Team	60,755
Project Travel and Per Diem, O/P/P/T	9,976
U.S. Training	409,226
Equipment	857,972
Communications	18,756
<u>II. INDIRECT COSTS:</u>	
contribution to Overhead	356,600
GRAND TOTAL	<u>3,000,000</u>

Except as amended herein, the Contract is unchanged and remains in full force and effect.

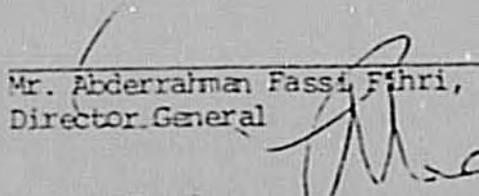
THE PARTIES HERETO, THROUGH THEIR DULY AUTHORIZED REPRESENTATIVES, HEREBY AGREE TO THE PROVISIONS OF THIS CONTRACT AMENDMENT.

CONTRACTOR: AMIDEAST

O.P.P.P.T.



 Mrs. Sue Buret, Director
 AMIDEAST/Rabat



 Mr. Abderrahman Fassi Fihri,
 Director General

DATE: 30 June 1983DATE: 30 June 1983

UNITED STATES OF AMERICA Appendix A, page 19
AGENCY FOR INTERNATIONAL DEVELOPMENT
RABAT, MOROCCO

مبارك بن محمد
مبارك بن محمد بن عبد الله
مستوفى البريد
بوزارة التعليم
الرياض 203-01

171 Avenue, M...
R.P. 120
Rabat, Maroc
Morocco

JULY 5, 1983

AmericanMideast Educational &
Training Services, Inc.
1717 Massachusetts Avenue, NW
Washington D.C. 20036, U.S.A.

Re: A.I.D. Letter of Commitment No. 608-0147-001, Amendment
No. 6, Contract between Government of Morocco and
AMIDEAST dated September 28, 1979 and Amendments
Nos 1 through 5 thereto. Value \$ 3,000,000

Gentlemen:

This Letter of Commitment is hereby amended by the
deletion of the figure "3,200,000" in the statement of
value and in Paragraph 1 and the substitution therefore
of "\$3,000,000" in each place. All other terms and con-
ditions of this Letter of Commitment remain unchanged.

This Amendment shall become effective upon your accep-
tance which shall be indicated by your signing and returning
the enclosed copy hereof.

Sincerely yours,

Administrator, Agency for
International Development
under Foreign Assistance
Act of 1961, as amended

by:


Donald F. Walls
Controller
USAID/Rabat

Accepted: America-Mideast Educational
and Training Services, Inc.
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036, U.S.A.

by:


Authorized representative

ACTIVITIES 1979

	1	2	3	4	5	6	7	8	9	10	11	12
I. PRE-IMPLEMENTATION:												
•Request for Technical Proposal issued by AID-----			█	█								
•AMIDEAST submitted Technical Proposal-----				█								
•AMIDEAST was selected by OFPPT to negotiate contract-----							█					
•AMIDEAST and OFPPT negotiated project contract-----							█	█				
•AMIDEAST and OFPPT signed project contract-----								█				
•Team members and Project Director left for Morocco-----										█		
•Team's orientation and settling-in process-----										█		
•Negotiations of Amendment #1-----										█		
•Project Social Psychologist had an accident and was admitted to the hospital-----										█		
II. IMPLEMENTATION:												
•Team members began working with OFPPT-----											█	
•The drafting expert gave 3-month notice to terminate his duties in Morocco due to unexpected illness-----											█	
•OFPPT Director General requested AMIDEAST to replace psychologist-----												█
•6 Moroccan women graduate students were placed in language programs in U.S.-----												█

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ACTIVITIES 1980

	1	2	3	4	5	6	7	8	9	10	11	12
●177 female trainees began training in Casablanca and Fez-----	█											
●6 Moroccan women arrived in U.S. for language training-----	█											
●Drafting expert left for U.S.-----	█											
●First shipment of project equipment was airfreighted to Morocco-----		█										
●Project economist began work on the development of the questionnaire for the labor market survey-----		█										
●Project vehicle arrived in Casablanca-----		█										
●Applications for 6 participants submitted to U.S. universities for academic program-----			█									
●Second shipment of project equipment was airfreighted to Morocco-----			█									
●Replacements for the drafting expert and psychologist positions left for Casablanca-----			█									
●First shipment cleared Moroccan customs-----				█								
●Second shipment arrived in Morocco-----				█								
●Third shipment of project equipment was airfreighted to Morocco-----				█								
●AMIDEAST Vice President, Project Director, and Procurement Officer left for Morocco-----					█							
●Negotiations of Amendment #2 with OFPPT-----					█							
●OFPPT requested AMIDEAST to replace the electricity/electronics expert-----					█							
●Economist obtained visa clearance to launch labor market survey-----					█							
●Economist mailed questionnaire to all economically active institutions in Morocco-----						█						
●Project Director visited the 6 Moroccan women graduate students on their campuses-----							█					
●Fourth shipment of project equipment was airfreighted to Morocco-----								█				

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ACTIVITIES 1980, continued

	1	2	3	4	5	6	7	8	9	10	11	12
●Fifth shipment of project equipment was airfreighted to Morocco						■						
●Mr. Fassi-Fihri, Director General of OFPPT visited AMIDEAST/HQ in Washington, DC							■					
●17 women trainees graduated in construction design in Casablanca							■					
●Sixth shipment of project equipment was airfreighted to Morocco								■				
●AMIDEAST/HQ requested additional funds to purchase equipment listed in Amendment #2								■				
●6 women participants started their academic programs									■			
●Seventh shipment of project equipment was airfreighted to Morocco									■			
●155 women trainees began training in Casablanca									■			
●Amendment #2 was signed and approved by USAID/Rabat and OFPPT									■			
●Project Director left for Morocco										■		
●Eighth shipment of project equipment was airfreighted to Morocco										■		

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ACTIVITIES 1981

	1	2	3	4	5	6	7	8	9	10	11	12	
●Ninth shipment of project equipment was sent to Morocco-----	█												
●Electricity/electronics specialist arrives in Morocco-----		█											
●Follow-up survey of project graduates held in Casablanca-----		█											
●Business education workshops-----		█											
●Tenth shipment of project equipment was sent to Morocco-----			█										
●Project Director visits participants in Arizona and California-----			█										
●Employment skills workshop held in Casablanca-----				█									
●Project Director visits participants in Wisconsin and Indiana-----				█									
●Psychologist launches survey-----					█								
●Psychologist completes analysis of OFPPT admissions aptitude tests-----						█							
●OFPPT advertises Fall 1982 classes-----							█						
●Eleventh shipment of project equipment was sent to Morocco-----								█					
●Mid-point evaluation; Project Director and AMIDEAST Vice-President travel to Morocco-----									█				
●6 female U.S. participants begin OFPPT internship-----										█			
●Economist submits progress report on survey-----											█		
●12th shipment of project equipment was sent to Morocco-----												█	
●13th shipment of project equipment was sent to Morocco-----													█
●Project Director travels to Morocco-----													█
●121 female students begin training in Casablanca and Fez-----													█
●Team conducts employment survey of project graduates-----													█

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ACTIVITIES 1981, continued

	1	2	3	4	5	6	7	8	9	10	11	12
●AMIDEAST and OPPT sign Amendment #3												
●14th shipment of project equipment sent to Morocco												
●Technician's course in Electronics starts												
●15th shipment of project equipment was sent to Morocco												
●16th shipment of project equipment was sent to Morocco												
●Economist submits report on survey methodology												
●Project Director resigns and is replaced by Project Coordinator												

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ACTIVITIES 1982

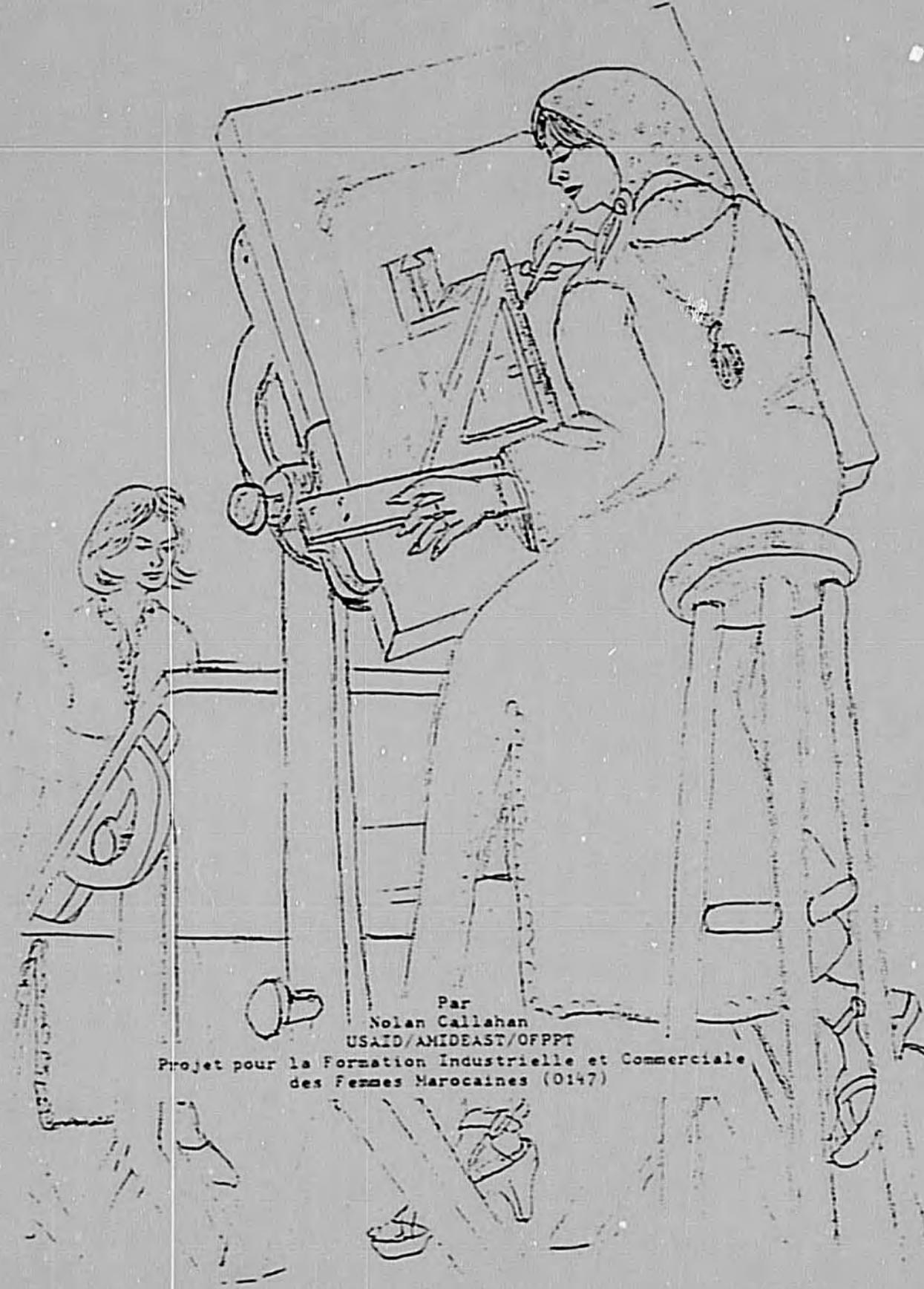
	1	2	3	4	5	6	7	8	9	10	11	12
●17th shipment of project equipment sent to Morocco-----	█											
●AMIDEAST and OFPPT sign Amendment #4-----	█											
●10 technical participants selected for 1-year program-----	█	█										
●Psychologist submits report on employment status of program graduates-----			█									
●4 OFPPT administrative staff selected for short-term U.S. training-----				█								
●Dossiers of 10 technical participants arrive at AMIDEAST/HQ-----				█								
●3 Master's degree candidates selected by OFPPT-----				█								
●10 technical participants arrive in U.S.-----					█							
●Dossiers of 3 Master's candidates arrive at AMIDEAST/HQ-----						█						
●IBM System 34 computer installed-----							█					
●Economist submits labor market survey report-----							█					
●Annual admissions tests held at OFPPT-----							█					
●Industrial drafting specialist submits Industrial Drafting Program and leaves Morocco-----							█					
●4 OFPPT administrative staff arrive in U.S. for 1-month training program-----								█				
●OFPPT Director travels to U.S.-----								█				
●Project Coordinator visits participants in Colorado and California-----								█				
●2 participants obtain M.S. degrees and return to Morocco-----								█				
●Psychologist submits first draft of survey report-----								█				
●Team Leader resigns and leaves Morocco; is replaced by AMIDEAST Field Office Director-----									█			
●Project Coordinator and AMIDEAST Vice President travel to Morocco-----									█			
●176 female students begin training in Casablanca and Fez-----										█		
●Economist's and psychologist's contracts under project terminate-----												█
●Psychologist submits final report-----												█

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ACTIVITIES 1983

	1	2	3	4	5	6	7	8	9	10	11	12
●2 Master's candidates arrive in U.S.	█											
●Third Master's candidate arrives in U.S.			█									
●Project Coordinator visits participants in Colorado			█									
●Final Evaluation: Project Coordinator travels to Morocco					█							
●10 technical participants return to Morocco					█							
●AMIDEAST and OFPPT sign Amendment #5						█						
●Third female Master's candidate obtains degree and returns to Morocco								█				
●Fourth Master's candidate returns to Morocco								█				
●Fifth Master's candidate returns to Morocco									█			
●Project ends; AMIDEAST submits final report										█		

PROGRAMME DE DESSIN INDUSTRIEL LES FEMMES MAROCAINES



Par
Nolan Callahan
USAID/AMIDEAST/OPFPT
Projet pour la Formation Industrielle et Commerciale
des Femmes Marocaines (0147)

RAPPORT TERMINAL DE
L'EXPERT DE DESSIN INDUSTRIEL

Ce projet a pour but d'intégrer des stagiaires féminines dans les centres de formation industrielle et commerciale du ministère du travail (OFPPT) pour leur permettre d'acquérir des qualifications professionnelles appropriées et les aider à trouver un emploi correspondant à leur formation. Le programme de dessin industriel a commencé en novembre 1979 avec un effectif de 15 stagiaires.

OBSERVATIONS

La situation réelle du programme de dessin industriel quand je suis arrivé :

- Il n'y avait pas un instructeur principal pour le programme de dessin industriel.
- Il n'y avait pas d'instruments de dessin pour les stagiaires.
- Il n'y avait pas un programme de dessin industriel.

METHODOLOGIE

J'ai fait une enquête de dessin industriel (APP.A). Le but de cette enquête était de connaître qu'est ce qu'un dessinateur fait réellement en industrie pour que nous puissions développer un programme à besoin d'industrie, et de mettre au courant les responsables dans l'industrie que nous avons mise sur pied une formation industrielle pour les stagiaires féminines.

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DÉVELOPPEMENT DU PROGRAMME

Un programme de dessin industriel a été réalisé sous la responsabilité de l'America-Mideast Educational and Training Services, Inc. (AMIDEAST), liée par contrat avec l'Agence des Etats Unis d'Amérique pour le développement international (US/AID), intitulé, Projet pour la Formation Industrielle et Commerciale des Femmes Marocaines. Le programme a été mené sous les auspices de l'Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT).

LES INSTRUCTEURS

Les instructeurs du programme de dessin industriel étaient des débutants, ils n'avaient jamais enseigné le dessin industriel. Ils étaient faibles en pédagogie et méthodologie d'enseignement. J'ai développé un programme de pédagogie et méthodologie d'enseignement, avec ce programme j'ai montré aux instructeurs comment il faut planifier, organiser, donner et évaluer une leçon. J'ai développé un formulaire pour évaluer les planches de dessin industriel (APP.B).

LES VISITES EN INDUSTRIE

Les stagiaires ont visité les bureaux d'étude et les ateliers de mécanique générale. Le but est de leur montrer une situation de travail réelle concernant leur métier et de leur donner l'occasion de parler avec les dessinateurs en industrie.

STAGE EN INDUSTRIE

A la fin de leur formation, les stagiaires ont passé un stage d'un mois en industrie. Le stage a pour but deux choses : premièrement, ça donne aux stagiaires l'occasion d'appliquer ce qu'ils ont appris au centre, deuxièmement, ça donne l'occasion pour les responsables en industrie de voir la qualité de travail que nos stagiaires sont capables de faire, souhaitant qu'ils embaucheront quelques unes après avoir terminé leurs stage. La majorité des stagiaires était placée en stage par les efforts des instructeurs du centre.

NOTE : La majorité des dessins que les stagiaires ont fait pendant leur stage était le dessin de la chaudronnerie.

SUIVI DES STAGIAIRES

Les instructeurs visitent les stagiaires à leurs postes de travail au moins trois fois pendant la durée de leur stage. Les visites donnent aux instructeurs l'occasion de parler avec les responsables en industrie concernant le travail des stagiaires, aussi, ça renforce les lignes de communication entre les centres de qualification et l'industrie.

En parlant avec les responsables en industrie, il y avait un point entre eux concernant la formation des dessinatrices de dessin industriel, ce point est "il faut que les dessinatrices sachent la mécanique générale".

QUESTIONNAIRE (APP. C)

Quand les stagiaires ont terminé leur stage, j'ai demandé à la responsable de remplir un questionnaire. Le but de ce questionnaire était de recevoir feed-back des employeurs concernant la qualité de formation que les stagiaires ont reçu de notre programme.

PLACEMENT DES STAGIAIRES

J'ai développé un formulaire pour le suivi d'emploi des stagiaires après avoir terminé leur formation (APP.D).

Il y a un "bureau de placement" dont la fonction principale est de placer les stagiaires en stage, leur suivi pendant le stage, et leur trouver un emploi après avoir terminé leur formation.

La première promotion des dessinatrices était en juillet 1981. Il y avait 14 qui ont réussi une a abandonné le programme. De ces 14 il y avait deux qui ont trouvé du travail. Il y a plusieurs raisons possibles pour l'emploi bas des stagiaires de notre programme.

1. Il y avait une récession à cause de la sécheresse pendant les dernières années.
2. Les stagiaires manquent la connaissance en mécanique générale.
3. Il n'y avait pas assez de publicité concernant notre projet. Il n'y avait aucune responsable en industrie qui était au courant qu'il existe actuellement une formation industrielle pour les stagiaires féminines.
4. Les dessinatrices de notre programme ont un niveau scolaire de la quatrième année, le niveau scolaire des dessinateurs en industrie est la septième année.

P R O B L E M E

Mélange des stagiaires de premières année (deux garçons) qui n'ont jamais fait de dessin avec les stagiaires de la deuxième année (les filles) qui ont déjà complété un an de formation en dessin.

Je ne pense pas qu'un arrangement pareille puisse rendre un résultat positif. C'est possible que les filles et les garçons puissent étudier ensemble, mais il faut qu'ils aient le même niveau.

EQUIPEMENT

L'équipement de dessin est arrivé neuf mois en retard. La première année du programme, les stagiaires ont travaillé sans équipement de dessin.

CONCLUSION

Un programme de dessin industriel a été réalisé, le programme est divisé en huit parties qui incluent ce qui suit :

- Leçon de dessin (avec les aides didactiques)
- Technologie de construction
- Technologie de fabrication
- Technologie générale
- Mathématiques
- Mécanique appliquée
- Résistance des matériaux
- Les exercices

La proportion le travaux pratiques est de théorie correspondante peut varier de 50% à 80% et de 50% à 20% respectivement. Le programme dure deux ans. Les stagiaires étudient 8 heures par jour, 5 jours par semaine. A la fin de leur formation, les stagiaires reçoivent un certificat de qualification professionnelle (C.Q.P.) en dessin industriel.

RECOMMENDATIONS

1. Je recommande que tous les débutants instructeurs suivent une formation pédagogiques d'un an avant de commencer d'enseigner, pour cette formation pédagogique, je recommande le programme de "pédagogie et méthodologie d'enseignement" que j'ai développé.

2. Je recommande six mois de mécanique générale et deux mois de chaudronnerie pour les stagiaires de dessin industriel.

3. Je recommande que le niveau scolaire de recrutement des filles pour notre programme soit élevé de la quatrième année à la septième année.

4. Je recommande que l'OFFPPT utilise tous les moyens à leur disposition (la radio, la télévision, les journaux), de mettre les responsables en industrie au courant qu'il existe une formation industrielle pour les stagiaires féminines.

5. Je recommande une rénovation de "bureau de placement".

A

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Ms. Asmaa El Alaoui (M.A. Social Psychology,
M.A. Counseling Psychology)

Fall 1980

Course No.	Title	Credit hours	Grade
CPsy 505	Introduction to Counseling and Community	4	B
EdPsy 541	Methodology of Psychological Research	4	B

Spring 1981

Course No.	Title	Credit hours	Grade
SoPsy 510	Introduction to Social Psychology	4	B
SoPsy 515	Advanced Social Psychology	4	B
SoPsy 529	Problems of Adult Adjustment	4	A
SoPsy 560	Psychodynamics Theory	4	A

Fall 1981

Course No.	Title	Credit hours	Grade
CPsy 566	Psychopathology	4	B
MS 520	Business Data Processing	4	B

Winter 1982

Course No.	Title	Credit hours	Grade
CPsy 581	Theories of Counseling	4	B
CPsy 583	Procedures and Techniques of Counseling	4	B
MS 581	Personnel Administration	4	I
MS 583	Production and Operations Management	4	B

Ms. Asmaa El Alaoui, continuedSpring 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
CPsy 584	Practicum in Counseling	4	B
MS 585	Organizational Behavior	3	A
SoPsy 540	Social Psychology of Attitudes	4	A
EdPsy 541	Methodology of Psychological Research	4	B

Summer 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
SoPsy 510	Advanced Practicum	4	
MS 521	Statistics	4	

Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
EdPsy 541	Research Methods	3	
MS 521	Statistics	4	
FIN 552	International Relations	4	
MS 566	Business Law	4	

Ms. Malika Benimmas (M.S. in Vocational Education
M.S. in Management Technology)

Fall 1980

Course No.	Title	Credit hours	Grade
413-501	Introduction to Guidance	2	A
469-502	PR VC TC AD ED	2	A
479-110	General Psychology	3	A
190-405	Current Developments	2	A
479-570	Assertiveness Training	2	I
367-121	Exercise and Fitness	1/2	-

Spring 1981

Course No.	Title	Credit hours	Grade
150-600	Organizational Leadership	3	IP
190-739	FRB IND & TECH	1	B+
320-720	Labor Industrial Relations	2	A
479-730	Advanced Psychology of Learning	2	A
421-726	Administration	2	B+

Fall 1981

Course No.	Title	Credit hours	Grade
150-700	Systems Analysis and Design	3	B+
150-710	Seminar in Industrial Relations	3	A
421-641	Educational Evaluation	2	B+
160-206	Accounting I	3	B
150-200	Production Management	3	A

Ms. Benimmas, continuedSpring 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
199-560	Cooperative Educational Program	2	A
198-550	Introduction to Training	2	A
150-740	Introduction to Decision Theory	3	A
150-540	Time and Motion Study	3	A
150-505	Production and Inventory Control	3	A
150-720	Foundations of Industrial Operations	2	A

Summer 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
199-736	Problems in Vocational Education	2	I
354-741	Computer Programming Techniques	2	B
150-790	Synergistic Experience	3	I

Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
326-516	Technical Writing	3	
199-534	Task Analysis	3	

Ms. Mouna Cherkaoui (M.A. Economics)Fall 1980

Course No.	Title	Credit hours	Grade
ECON 498	Introduction to Econometrics	3	B
ECON 501	Managerial Economics	3	A

Spring 1981

Course No.	Title	Credit hours	Grade
ECON 408	Math Economics	3	B
ECON 503	International Economics Theory	3	A
ECON 511	Macroeconomics Analysis I	3	B
ECON 541	Development Economics	3	B

Fall 1981

Course No.	Title	Credit hours	Grade
ECON 570	Economics of Developing Countries	3	B
ECON 580	Econometrics	3	B
ECON 512	Micro-Theory I	3	A

Spring 1982

Course No.	Title	Credit hours	Grade
ECON 521	Manpower Economic	3	B
ECON 514	Micro-Economic Theory II	3	B
ECON 590	Reading and Conferences	3	B

Ms. Rouhel Kouloub El-Hajoui (M.A. Educational Psychology)Spring 1981

Course No.	Title	Credit hours	Grade
Educ 121	Personality Development	3	B+
EdPsy 247	Group Process and Procedure	3	B+

Fall 1981

Course No.	Title	Credit hours	Grade
EdPsy 241	Techniques of Counseling	3	B+
EdPsy 261	Life Transitions Counseling	3	A-
CARTS 74	Dynamics of Speaking	3	B-
PE 10	Hatha Yoga	1	C

Spring 1982

Course No.	Title	Credit hours	Grade
EdPsy 643	Occupational Guidance	3	B+
EdPsy 644	Psychology of Careers	3	A
EdPsy 659	Career Counseling Fieldwork	3	A
EdPsy 603	Methods of Educational Research	3	B

Summer 1982

Course No.	Title	Credit hours	Grade
MBA 601	Organizational Behavior	3	A

Ms. Rouhel Kouloub El-Hajoui, continuedFall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
EdPsy 642	Tests and Measurements	3	
EdPsy 635	Human Sexuality	3	
EdPsy 672	Career Counseling Fieldwork	3	

Ms. Nadia Chihani (M.A. Vocational Education)Fall 1980

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
326-101	English Composition	3	A
479-110	General Psychology	3	A
190-405	Curriculum Development	2	A
469-502	Principles of Voc. Tech. Educ.	2	A
413-501	Introduction to Guidance	2	A

Spring 1981

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
320-720	Labor Industrial Relations	2	A
479-730	Advanced Psychology Learning	2	A
421-740	Research Foundation	4	A
479-582	Personnel Management	3	B

Fall 1981

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
469-534	Task Analysis	2	A
150-600	Problems in Vocational Education	2	A
469-736	Organizational Leadership	3	A
421-700	Philosophy of Modern Education	2	B+
469-560	Cooperative Occupational Education Programs	2	A
469-550	Introduction to Training	2	A

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Ms. Chihani, continuedSpring 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
421-742	Program Evaluation	3	A
195-733	Impact of Technology	2	B
199-674	Adult Education	2	A
479-570	Assertiveness Training	2	A

Ms. Fatiha Remh (M.A. Economics)Summer 1980

Course No.	Title	Credit hours	Grade
	Computer Science		D

Fall 1980

Course No.	Title	Credit hours	Grade
ECON 105	Mathematical Economics	3	B
ECON 161	Labor Economics	3	A-
CALC 009	Basic Calculus	3	B

Spring 1981

Course No.	Title	Credit hours	Grade
ECON 101	Microeconomics	3	B-
ECON 172	Economic Development	3	C
ECON 102	Macroeconomics	3	I
WEC 4	Advanced Writing (World English Center)	3	A-
CA 074	Dynamics of Speaking	3	Audit

Fall 1981

Course No.	Title	Credit hours	Grade
ECON 202	Macroeconomics	3	B-
ECON 201	Microeconomics	3	C+

Ms. Remh, continuedSpring 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECON 601	Microeconomics	3	B
ECON 641	Managerial Economics	3	B
ECON 643	Commodity Analysis	3	B

Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECON 623	Econometrics	3	

Ms. Fatima Lemchentef (Electricity)Fall 1982

Course No.	Title	Credit hours	Grade
CSC 105	Introduction to Computers	0	NC
ECG 115	Foreign Student Orientation	2	A
ELT 212	Discrete Power Devices	2	C*
ESL 112	English as a Second Language	3	B
HRM 101	Principles and Methods of Instruction	3	A
MAT 170	College Trigonometry	0	W
PER 103	Aerobic Activities II	0	NC
PER 111	Aquatics I	0	W

Spring 1983

Course No.	Title	Credit hours	Grade
HRM 102	Curriculum and Course Design	3	A
HRM 103	Program Design and Management	3	B
MAT 202	Calculus and Analytic Geometry II	5	C
ESL 113	English as a Second Language	3	C
ELM 104	Electro-Mechanical Systems	3	B
ELT 299	Independent Study	4	B
PER 103	Aerobic Activities II	1	W

*Course listed as "Incomplete" on fall grade report; Ms. Lemchentef met all course requirements during the spring term.

Mr. M'hammed Chajrane (Electricity)Fall 1982

Course No.	Title	Credit hours	Grade
ECG 115	Foreign Student Orientation	2	A
ELT 212	Discrete Power Devices	2	A
HRM 101	Principles and Methods of Instruction	3	A
MAT 116	Introduction to Algebra	2	A
MAT 117	Triangle Trigonometry	2	A

Spring 1983

Course No.	Title	Credit hours	Grade
MEC 216	Metrology	2	W
HRM 102	Curriculum and Course Design	3	A
HRM 103	Program Design and Management	3	A
ESL 112	English as a Second Language	3	B
ELM 104	Electro-Mechanical Systems	3	B
MAT 150	Intermediate Algebra	4	W
ELT 299	Independent Study	4	A
ELT 140	Circuit Construction	2	B

Mr. Ahmed Hamzaoui (Electricity)Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECG 115	Foreign Student Orientation	2	A
ELT 110	Circuit Fundamentals	6	A*
HRM 101	Principles and Methods of Instruction	3	A
MAT 116	Introduction to Algebra	2	A
MAT 117	Triangle Trigonometry	2	A

Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
HRM 103	Program Design and Management	3	C
HRM 102	Curriculum and Course Design	3	A
MAT 150	Intermediate Algebra	4	W
ESL 112	English as a Second Language	3	A
ELM 104	Electro-Mechanical Systems	3	B
CSC 102	Introduction to BASIC	1	W
ELT 299	Independent Study	4	A
PER 111	Aquatics	1	I

*Course listed as "Incomplete" on fall grade report; Mr. Hamzaoui met all course requirements during the spring term.

Ms. Kaddouj Belmokhtar (Electronics)Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECG 115	Foreign Student Orientation	2	A
ELT 120	Digital ICS: Introduction	4	B
ELT 121	Digital ICS: Sequential Circuits	2	B
ELT 122	Digital ICS: Special Components	2	B
ELT 212	Discrete Power Devices	2	A
ESL 112	English as a Second Language	3	A
HRM 101	Principles and Methods of Instruction	3	A
PER 103	Aerobic Activities II	0	NC
PER 111	Aquatics I	1	D

Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ELT 130	Analog ICS: OP Amps	3	A
ELT 137	Analog ICS: Special Components	2	B
HRM 102	Curriculum and Course Design	3	A
HRM 103	Program Design and Management	3	A
ESL 113	English as a Second Language	3	B
ELT 140	Circuit Construction	2	C
ELT 250	Communications Systems	3	C

Ms. Soumia Ghanir (Electronics)Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECG 115	Foreign Student Orientation	2	A
ELT 120	Digital ICS: Introduction	4	A
ELT 121	Digital ICS: Sequential Circuits	2	B
ELT 122	Digital ICS: Special Components	2	A
ELT 212	Discrete Power Devices	2	A
ESL 112	English as a Second Language	3	A
HRM 101	Principles and Methods of Instruction	3	A
PER 103	Aerobic Activities II	0	NC
PER 111	Aquatics I	1	D

Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ELT 250	Communications Systems	3	A
ELT 130	Analog ICS: OP Amps	3	A
ELT 131	Analog ICS: Special Components	2	A
HRM 102	Curriculum and Course Design	3	A
HRM 103	Program Design and Management	3	A
ESL 113	English as a Second Language	3	B
ELT 140	Circuit Construction	2	C

Ms. Fatima El-Fahdi (Electronics)Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECG 115	Foreign Student Orientation	2	A
ELT 120	Digital ICS: Introduction	4	A
ELT 121	Digital ICS: Sequential Circuits	2	B
ELT 122	Digital ICS: Special Components	2	A
ESL 112	English as a Second Language	3	A
HRM 101	Principles and Methods of Instruction	3	A
PER 103	Aerobic Activities II	0	W
PER 111	Aquatics I	1	D

Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ELT 250	Communications Systems	3	D
ELT 130	Analog ICS: OP Amps	3	A
ELT 131	Analog ICS: Special Components	2	C
HRM 102	Curriculum and Course Design	3	A
HRM 103	Program Design and Management	3	B
ESL 113	English as a Second Language	3	C
ELT 140	Circuit Construction	2	NC

Mr. Abdesselam Fellah (Electronics)Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ECG 115	Foreign Student Orientation	2	A
ELT 120	Digital ICS: Introduction	4	A
ELT 121	Digital ICS: Sequential Circuits	2	B
ELT 122	Digital ICS: Special Components	2	B
ELT 212	Discrete Power Devices	2	A
ESL 112	English as a Second Language	3	A
HRM 101	Principles and Methods of Instruction	3	A
PER 111	Aquatics I	1	D

Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ELT 130	Analog ICS: Op Amps	3	A
ELT 131	Analog ICS: Special Components	2	B
HRM 103	Program Design and Management	3	A
ESL 113	English as a Second Language	3	B
ELT 140	Circuit Construction	2	C
ELT 250	Communication: Systems	3	C
HRM 102	Curriculum and Course Design	3	A

Ms. Laila Khamliche (Architectural Drafting)Fall 1982

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
ARC 111	Introduction to Architectural Drawing	4	B
ARC 112	Architectural Practice I	4	B
ECG 115	Foreign Student Orientation	2	A
ESL 112	English as a Second Language	3	B
HRM 101	Principles and Methods of Instruction	3	A

Spring 1983

<u>Course No.</u>	<u>Title</u>	<u>Credit hours</u>	<u>Grade</u>
HRM 103	Program Design and Management	3	B
ARC 127	Architectural Perspective Drafting	3	B
ESL 113	English as a Second Language	3	B
ARC 201	Architectural Practice II	5	B
HRM 102	Curriculum and Course Design	3	A

Ms. Zahra Chlaikhy (Architectural Drafting)Fall 1982

Course No.	Title	Credit hours	Grade
ARC 111	Introduction to Architectural Drawing	4	B
ARC 112	Architectural Practice I	4	A
ECG 115	Foreign Student Orientation	2	A
ESL 112	English as a Second Language	3	B
HRM 101	Principles and Methods of Instruction	3	A
PER 111	Aquatics I	0	W

Spring 1983

Course No.	Title	Credit hours	Grade
HRM 103	Program Design and Management	3	B
ARC 127	Architectural Perspective Drafting	3	A
ESL 113	English as a Second Language	3	C
ARC 201	Architectural Practice II	5	C
HRM 102	Curriculum and Course Design	3	A

Mr. Larbi Sayad (Mechanics)Fall 1982

Course No.	Title	Credit hours	Grade
DRT 101	Technical Drafting I	4	C
MAT 117	Triangle Trigonometry	2	A
ECG 115	Foreign Student Orientation	2	A
HRM 101	Principles and Methods of Instruction	3	A

Spring 1983

Course No.	Title	Credit hours	Grade
DRT 102	Technical Drafting II	3	A
DRT 105	Drawing with Ink	2	A
DRT 106	Sketching/Shape Description	2	A
DRT 107	Revision/Maintenance Drafting	1	B
ESL 112	English as a Second Language	3	A
HRM 103	Program Design and Management	3	A
MEC 216	Metrology	2	W
PER 108	Self-Defense/Karate	1	A
HRM 102	Curriculum and Course Design	3	A

Ms. Soumaya Lrhezzioui (M.S. Computer Science)Summer 1983

Course No.	Title	Credit hours	Grade
CS 310	Structured Cobol	3	A

Ms. Amina Mechkor (M.S. Civil Engineering)Summer 1983

Course No.	Title	Credit hours	Grade
CE 819	Soil Stabilization	3	3.5

Mr. Kaddour Menay (M.S. Electrical Engineering)Summer 1983

Course No.	Title	Credit hours	Grade
M5087	Boundary Value Problems	3	A
M5085	Special Functions	3	A
CS 2100	Fortran	-0-	C

Columbus, Ohio
September 9, 1982

Presented by:

Mohamed Alaoui
Mohamed Ghali
Mohamed Saik
Mahdi Ait Ali Ou Ali

Report on Training Program at Ohio State University's
National Center for Research in Vocational Education

In the context of the AID-OFFPT pilot project which seeks to integrate Moroccan women into non-traditional occupations, Messrs. Mohamed Alaoui, Mohamed Ghali, Mohamed Saik, and Mahdi Ait Ali Ou Ali took part in a five-week training program at the National Center for Research in Vocational Education at Ohio State University in Columbus.

The purpose of this training program was for the trainees to familiarize themselves, generally speaking, with vocational training systems in use in the United States, with emphasis on the following:

- o planning strategies;
- o program development;
- o teacher training;
- o evaluation; and
- o the American experience regarding the integration of women into non-traditional fields of employment.

Training Program

The program was designed to advance progressively as established by officials of the National Center for Research in Vocational Education, with our input.

Activities can be categorized as follows:

- o seminars;
- o discussion groups;
- o study and research;
- o visits; and
- o cultural activities.

A. Seminars:

Two themes were developed under this heading:

1. PBTE (Performance Based Teacher Education):
This theme dealt with the pedagogical training of teachers as well as teaching and training techniques based on competencies.
2. Evaluation: This seminar focussed on cost/benefit analysis and evaluation of instructors, trainees, and programs.

B. Discussion Groups:

These sessions involved meetings with eminent professors and officials from the Center and gave us the opportunity to exchange points of view and discuss specific subjects of particular interest to us, such as continuing education, apprenticeships, the integration of women into non-traditional occupations, training technology, aptitude testing, and professional interests, assessing vocational training needs and the function of vocational education in the United States.

C. Study and Research:

Part of our time was devoted to research and study by tapping the many resources at our disposal at the Center. In view of the vast array of materials available, it would have been beneficial to have had more time for this activity.

D. Visits:

Four visits were organized. Two involved industrial sites and the two others were to training institutions. In view of the importance of such visits, it is our opinion that more should have been included in the program.

E. Cultural Activities:

In general the training program in which we have just participated was profitable and well organized. In fact, thanks to the calibre of the training and to the efforts of the organizers at the National Academy, our goals were, for the most part, realized.

We would like to thank all those who contributed to the success of our visit, especially Drs. Mark Newton and Barbara Kline. We also congratulate AMIDEAST on their judicious choice of a training site and we thank them for their warm welcome and responsiveness to us during our stay.

Finally, in view of the short period that we were able to stay, we hope that it will be possible to participate in other training programs in order to concentrate more specifically on a number of themes and derive greater benefit from the "capital information" available at the National Center for Research in Vocational Education.

Columbus, Ohio
9 septembre 1982

MM. ALAOUI, Mohamed
GHALI, Mohamed
SAIK, Mohamed
AIT ALI-OU-ALI, Mahdi

Synthese des activites entreprises lors du stage
au "National Center for Research in Vocational Education"
The Ohio State University

Dans le cadre du projet pilote AID-OFPPPT, visant l'integration de la femme Marocaine dans des occupations non-traditionnelles, Messieurs ALAOUI, Mohamed; GHALI, Mohamed; SAIK, Mohamed; et AIT ALI-OU-ALI, Mahdi ont effectue un stage de cinq semaines au "National Center for Research in Vocational Education" - The Ohio State University, Columbus.

L'objectif de ce stage etait de s'informer, d'une facon generale, sur les systemes de formation professionnelle aux Etats Unis et plus particulierement sur les aspects suivants:

- o Methodes de planification;
- o Methodes d'elaboration des programmes;
- o Formation des formateurs;
- o l'Evaluation;
- o l'Experience Americaine en matiere de l'integration de la femme dans des metiers non-traditionnels

Programme de Stage

Le programme a ete etabli d'une facon progressive par les responsables du "National Center for Research in Vocational Education" avec notre collaboration.

Les differentes activites ont ete reparties comme suit:

- o Seminaires;
- o Rencontres/discussions;
- o Etudes et recherches;
- o Visites;
- o Activites culturelles

A. Séminaires

Sous cette rubrique, ont été développés les deux thèmes suivants:

1. PBTE (Performance-Based Teacher Education): ce thème traitait de la formation pédagogique des formateurs et des techniques d'enseignement et l'apprentissage basées sur les performances.
2. l'Évaluation: au cours de ce séminaire ont été abordées les études de coûts/efficacité et l'évaluation des formateurs, des stagiaires et des programmes.

B. Rencontres/discussions

Ces rencontres/discussions organisées avec d'éminents professeurs et des responsables du Centre nous ont permis d'échanger des points de vues et de discuter des sujets spécifiques qui nous intéressaient particulièrement, tels que la formation continue et l'apprentissage, l'intégration de la femme dans des professions non-traditionnelles, la technologie et la formation, les tests d'aptitudes et les intérêts professionnels, la détermination des besoins en matière de formation professionnelle et le fonctionnement de la formation professionnelle aux États-Unis.

C. Études et recherches

Une partie de notre temps a été consacrée à des travaux de recherches et d'études, utilisant les nombreux moyens dont dispose le Centre. Cependant, du fait de l'importance de l'information disponible en matière de Formation Professionnelle, il aurait été souhaitable de disposer de plus de temps pour ces travaux.

D. Visites

Quatre visites ont été organisées. Deux, d'entre elles, à des entreprises industrielles et les deux autres à des établissements de formation.

Compte tenu de l'importance de ces visites, il nous semble qu'elles auraient dû être plus fréquentes.

E. Activités culturelles

Ces activités culturelles ont été d'un intérêt particulier: nous citons l'exemple de la tournée effectuée dans la zone d'Atika, Ohio, où nous avons pu visiter, à la fois, une école de formation professionnelle d'agriculture et une exploitation agricole. De même, cette tournée nous a permis d'appréhender certains aspects du monde rural.

Conclusion

Dans l'ensemble, le stage que nous venons d'effectuer, etait profitable et s'est deroule dans de bonnes conditions. En effet, grace a la qualite d'encadrement et aux efforts deployes par les responsables de "National Academy", nos objectifs ont ete, en grande partie, atteints.

Nous tenons a remercier toutes les personnes ayant participe de pres ou de loin a la reussite de notre sejour. Nos remerciements vont plus particulierement aux Docteurs Mark Newton et Barbara Kline. De meme, nous felicitons les responsables de l'AMIDEAST du choix judicieux de l'organisme ou s'est deroule notre stage et nous les remercions pour l'accueil qu'ils nous ont reserve et la disponibilite dont ils ont temoignee durant notre sejour.

Enfin, du fait de la courte duree de notre sejour, nous emettons l'espoir de beneficier d'une stage similaire pour approfondir certains themes specifiques et tirer meilleurs profit du "Capital Formation" disponible au National Center for Research in Vocational Education.

ITINERARY

Monsieur Abderrahman Fassi-Fihri

August 1982

FRIDAY
August 20

Arrive JFK Airport New York
Iberia # 951 at 3:20

Summit Hotel \$58/double
51st & Lexington
212-752-7000

MONDAY
August 23

NY/LaGuardiaWash/National

8:30

Dr. Reardon
737 Park Avenue
212-832-0770

Eastern Shuttle

St. Charles Hotel \$46/double
1731 New Hampshire Ave, NW
Washington, DC 20009
202-332-2226

TUESDAY
August 24

Lunch with Dorothy LaGuardia and Diana Kamal

WEDNESDAY
August 25

10:00-12:00am Meetings with AID:

Ann Domidion
10:00am Barry Hayman, Chief, NE/TECH/HRST
10:30am George Lewis, Moroccan Desk Officer
11:00am Kenneth Sherper, Chief, NE/TECH

Enter the New State building from 21st Street. Call Ann Domidion
at 21078, she will take you to Mr. Hayman's office at 6754 NS.

Dinner at Mr. Parker's home at 7:30

THURSDAY
August 26

Wash/NationalBoston/Logan

EA #866

5:30pm

7:00pm

Fenway-Boylston Motor Hotel \$62/double
1271 Boylston Street
Boston, MA 02105
617-267-8300
800-228-5151

FRIDAY
August 27

9:30-11:30am Ms. Sybil Smith
Wentworth Institute of Technology
550 Huntington Avenue
Boston, MA 02155
617-442-9010

165

SUNDAYAugust 29Boston/LoganSyracuse

U.S. Air #161 4:25pm

5:28pm

Staying with Gerald Mark's family.
will be met at airport by Gerald
Marks.

MONDAYAugust 30

9:00-12:00am Tour of Carrier Airconditioner Plant
Mr. James Carlon 315-432-3141
Building 100
Carrier Parkway
Syracuse, NY

TUESDAYAugust 31WEDNESDAYSeptember 1

9:00am meeting with: Ambassador Goodwin Cooke
Director, International Programs
304 Administration Building
Syracuse University
Syracuse, NY 13210
315-423-4431

meeting to include staff from schools of Education & Engineering
and lunch.

THURSDAYSeptember 2SyracuseOrlando

Eastern #307 8:50am 12:15pm
one stop with lunch

Sheraton Lakeside \$45 a night
7711 Vine Street
Kissimmee, FL 32741
305-846-3221
\$2 shuttle to Disneyworld
25 miles to University

2:30pm Mr. Dan Moore
Mid-Florida Technical Institute
2900 West Oak Ridge Road
Orlando, FL 32809
305-855-5880

FRIDAYSeptember 3

9:30-12:00 Dr. Glen Fardig, Director
Performance Based Vocational Teacher Program
University of Central Florida
Department of Education
Orlando, FL 32816
305-275-2019

MONDAY
September 6

Orlando

NY/LaGuardia

EA #862

12:30pm

2:52pm

Summit Hotel \$58/double
51st & Lexington
New York, NY
212-752-7000

ITINERARY

Monsieur FASSI FIHRI

MONDAY, July 28

- 9:30am - arrive at AMIDEAST office
- meeting with AMIDEAST staff
- 12:00pm - lunch with AMIDEAST President, Mr. Orin Parker
and Samira Harfoush
- 3:00pm - meeting with Mr. Kuniholm, Moroccan Desk,
State Department, Room 5248 A, C Street entrance
Telephone # 632-0279

TUESDAY, July 29

- 10:30am - Miss Huntington - Moroccan Desk, AID/Washington, Rm 6927
11:00am - Dr. Ann Domidion - Near East Tech., AID/Washington
- 11:30am - Mr. Stanley Applegate - Near East Tech., AID/Washington
Room 3312, C Street entrance
Telephone # 632-8164
- 7:30pm - Dinner at Samira Harfoush & Allyn Strickland's residence

WEDNESDAY, July 30

- 12:00pm - lunch with Dorothy Laguardia

WEDNESDAY, July 30 -COLUMBUS, OHIO

Reservations at:

Stouffer University Inn
3025 Olentangy River Road
Columbus, Ohio
Telephone # 614-267-9911

- contact Ms. Paula Kurth at the National Center for
Research on Vocational Education
Telephone # 486-3655

ITINERARY

Monsieur FASSI-FIHRI

THURSDAY, July 31 - LOS ANGELES, CALIFORNIA

Reservations at: Sheraton Townhouse (one single)
2961 Wilshire Street
Los Angeles, California
Telephone # 382-7171

MONDAY, August 4 - SAN FRANCISCO, CALIFORNIA

Reservations at: El Cor Tez
550 Geary Street
San Francisco, California
Telephone # 775-5000

- the hotel will hold the reservation until 4:00pm, if you are arriving after 4:00pm please call the hotel and let them know.
- contact Diane Duys at Telephone # 986-1388 for further information about your program in San Francisco
- Ms. Rouhel Kouloub El Hajoui, Telephone # 986-3136
418 Union Street B
San Francisco, California
- Ms. Fatiha Rehm, Telephone # 668-7239
Gilson Hall
2325 Golden Gate Avenue
Room 317
San Francisco, California

FRIDAY, August 8 - NEW YORK, NEW YORK

Reservations at: Abbey Victoria Hotel
151 West 51st Street
(7th Avenue & 51st Street)
New York, New York

TUESDAY, August 12 - MONTREAL, CANADA

Reservations at: Ritz Carlton Hotel
1228 Sherbrooke Street, West
Montreal, Quebec
Telephone # 514-842-4213

SATURDAY, August 16 - PARIS

TABLEAU no. 2

- 8 -

Taux de réponses selon la taille des établissements

Taille des établissements (Salariés occupés)	L'ensemble de la population de référence (1)		Taux de réponse	
	Etablissements	Effectif Salariés	Etablissements	Effectif salariés
<u>Petits établissements</u> (10 à 20 salariés)	<u>3,437</u>	<u>52,293</u>	<u>46,3</u>	<u>46,7</u>
10 à 19 salariés	2,648	33,833	46,2	46,7
20 à 29 salariés	789	18,460	46,6	46,7
<u>Etablissements moyens</u> (30 à 124 salariés)	<u>1,315</u>	<u>77,547</u>	<u>56,0</u>	<u>58,2</u>
30 à 39 salariés	374	12,490	52,4	52,6
40 à 49 salariés	214	9,288	53,7	53,4
50 à 74 salariés	378	22,397	53,7	54,6
75 à 99 salariés	208	17,792	61,1	61,0
100 à 124 salariés	141	15,580	67,4	67,7
<u>Grands établissements</u> (125 salariés et plus)	<u>505</u>	<u>192,290</u>	<u>81,0</u>	<u>80,6</u>
125 à 199 salariés	204	33,302	79,4	80,6
200 à 499 salariés	218	65,179	80,3	80,8
500 salariés et plus	83	93,809	86,8	90,2
Ensemble	5,257	322,130	52,0	72,6

1/ Population de référence après la mise à jour du fichier des établissements de 1978.

APPENDIX 9
DISTRIBUTION OF JOBS AND VACANCIES BY CATEGORY
IN THE ECONOMIC REPORT

CATEGORY	ACTUAL NO. OF EMPLOYEES
1. High-level personnel	9,807
2. Middle-level personnel	14,527
3. Supervisors (production workers)	19,817
4. Supervisors (administrative)	12,226
5. Technical personnel	15,946
6. Administrative support personnel	64,910
7. Skilled workers	103,897
8. Semi-skilled workers	100,462
9. Non-skilled workers	117,903
TOTAL NUMBER OF EMPLOYEES (ACTUAL)	459,495
TOTAL NUMBER OF EMPLOYEES USED IN THE ECONOMIC REPORT	519,495
DIFFERENCE BETWEEN THE SUM OF EMPLOYEES AND TOTAL USED IN THE REPORT (This error represents 11.5% of the actual number of employees)	<u>60,000</u>

EFFECTIFS DES STAGIAIRES FILLES FORMÉES
DANS LE CADRE DU PROJET A. I. D.
PAR RAPPORT AUX FILLES INSCRITES DANS LES
ETABLISSEMENTS DE FORMATION

SECTEURS	1979 - 1980			1980 - 1981			1981 - 1982			1982 - 1983			Total Général			OBSERVATI
	Total	AID	%	Total	AID	%										
INDUSTRIEL	49	-	-	120	80	66,67	291	69	23,37	513	99	19,30	973	247	25,39	
BATIMENT	38	20	52,63	45	36	80	50	47	94	137	51	29,93	270	154	57,04	
COMMERCIAL	460	30	6,52	611	30	4,91	812	55	6,77	1103	144	13,00	2986	259	8,67	
TAILLEUR	235	-	-	280	-	-	343	-	-	425	-	-	1263	-	-	
TOTAL	782	50	6,39	1036	146	14,09	1496	170	11,36	2178	294	13,04	5492	660	11,84	

Appendix K

- N.B. : 1) Pour l'année 1982-83, il est tenu compte des effectifs inscrits en 1ère année dans le cadre du Projet A.I.D. Ces effectifs se répartissent comme suit : Industriel : 60 ; Bâtiment : 26 ; Commercial : 90 ; soit un total de 176 stagiaires en 1ère Année et 108 en 2ème Année.
- 2) En Juin 83, le nombre de stagiaires filles formées dans le cadre du projet sera de 484.