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**SOCIAL SERVICES TRAINING  
PROJECT  
608-0157**

**MID-POINT EVALUATION REPORT  
(Final)**

**Evaluation Conducted for  
USAID/Morocco**

by

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**April 6, 1983**

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## SOCIAL SERVICES TRAINING PROJECT

### MID-POINT EVALUATION REPORT

#### I. BACKGROUND

##### A. The Problem

Several recent factors such as worldwide economic malaise leading to increasing unemployment and the explosive population growth rate have aggravated the existing problems of poverty and inequality in Morocco. Particularly women have been affected recently by increased divorce, abandonment, loss of husbands and migration to urban centers, to mention just a few problems.

The Ministry of Handicrafts and Social Affairs (MAAS), in recognizing the scope and magnitude of these problems and its own limited resources, particularly in the field of social services, requested the collaboration of USAID. This collaboration was sought in two different but integrated areas: training of MAAS personnel in social work and employment counseling and training of disadvantaged boys, girls and women in income-earning skills.

##### B. Project Purpose

The purpose of the project is two-fold: (i) to improve the quality and range of skill-training opportunities for low-income Moroccan youth and thereby increase their employability; (ii) to improve the administrative and management capability of MAAS.

### C. Project Description

The project is made up of the following components:

1. The establishment of a National Institute of Social Action (INAS) in Tangier to provide a two-year training program and a variety of short-term in-service sessions for Ministry personnel;
2. The establishment of five pilot centers for training women in income-generating skills;
3. The participant-training of 14 Moroccans overseas;
4. The improvement of vocational training programs predominantly for men conducted in 13 centers by the Peace Corps; and
5. The creation of an Evaluation Unit within MAAS.

### D. Host-Country Contract

In July 1980, AID and MAAS signed a Project Grant Agreement (PGA) for a total authorized amount of \$3,545,000. This figure has been subsequently raised through two amendments to an authorized amount of \$5,400,000.

In July 1981, after one month of negotiations, MAAS Office of Social Affairs (DAS) signed a Host-Country Contract with Human Resources Management, Inc. (HRM), Washington, D.C., to carry out a major portion of the project described above. The contract, of the cost-plus, fixed fee, completion type, was for 42 months, at a cost of \$3,139,959. The remaining \$2,260,000 is spent directly by USAID.

The field contract team assigned to carry out the project was originally made up of:

1. Edward H. Thomas, Chief-of-Party
2. Henry J. Tyszka, Specialist in Vocational Education

3. Hind Nassif, Professor of Social Theory
4. Nancy Lust, Professor of Psychology
5. Mario Iachella, Administrative Coordinator

Subsequently, John L. Anderson joined the team as Professor of Economics, and Michele Harway replaced Nancy Lust as Professor of Psychology.

#### E. Project Evaluation

The purpose of this evaluation is to:

1. Assess the performance of the four major parties involved in the implementation of the project, namely MAAS, AID, HRM, and the Peace Corps (PC);
2. Serve as a basis to identify any modifications to be made. This will be done mainly through:
  - a. Appraising the status of INAS and how well it has served the needs of the students, the beneficiaries, and MAAS;
  - b. Examining the training programs at the five CET's and the thirteen CFP's;
  - c. Examining the status and potential effectiveness of the Evaluation Unit within MAAS;
  - d. Measuring the performance of the four parties involved in the implementation process.

## II. PROJECT EVALUATION SUMMARY

### A. Summary

Although without a legal status, the National Institute of Social Action is in its second year of existence, offering short-term (2-4 weeks) and long-term (2 years) programs. About 159 GOM personnel have attended the short-term courses and 103 students are presently enrolled in the 2-year programs, 43 of whom are due to graduate this summer. Three Moroccan participants who were trained in France have returned to assume teaching responsibilities at IMAS, while five others are being prepared to depart for training in the United States. Delays in participant training have partly affected the establishment of an Evaluation Unit within MAAS and the on-going evaluation of the project. The unit is far from developed as yet.

Another delayed component of the project is the establishment and operation of five pilot innovative skill-training centers for women. Plagued by inaccurate project design, reinterpretation of commitments, and preconceived goals, the centers, due to commence operating almost one year ago, are still in the preparation phase. The same cannot be said of 13 vocational training centers for young males run by the Peace Corps volunteers. In the third year of operation, these centers are well on target and will be due to train about 900 young men by this summer.

Although some components are delayed, the project is meeting its objectives and should be continued. The recommendations resulting from this evaluation will assist in putting the project back on track.

## B. Evaluation Methodology

A planned mid-term project evaluation was conducted to assess the progress on the five major components of the project: National Institute for Social Action, (INAS) Participant Training, Evaluation Unit, CET skill training centers, and Peace Corps-operated CFP's. Four parties are involved in the project: USAID, MAAS, HRM and PC. Their performance was also to be assessed. It is expected that the evaluation would point out which modifications could be made.

The evaluation was planned in four phases, coinciding with the four weeks between February 26 and March 26, 1983, when the two Evaluation Specialists from Creative Associates, Washington D.C., were to be in Morocco.

Data Collection and Analysis Phase. During this phase, key individuals and documents were identified. Officials from USAID, MAAS, HRM, and PC were interviewed and documents were collected, analyzed and classified. The interview form used for data collection in the various centers is shown in Appendix (1).

Site Visits and Observations Phase. Visits were made to INAS in Tangier and to a number of CFP's, CET's, and pilot CET's in Tetouan, Larache, Fez, Fquih Ben Salah, and Marrakech. A list of the key contacts met during these and other visits is included in Appendix (2).

Synthesis and Report-Drafting Phase. Findings were summarized, synthesized and prioritized. A reporting outline was discussed and conclusions and recommendations were finalized.

Verification, Revision and Final Report Phase. Draft reports were provided to the parties for their comments and verification of the accuracy of factual information. Revisions were made for the final report.

C. External Factors

There has been a great number of changes to the original setting. As mentioned earlier, two amendments have increased the financial commitments. Simultaneously, five revisions of the Logical Framework have resulted in a decrease of the original output of trainees. Other changes resulted from differing interpretations of commitments by certain parties, in particular concerning the beneficiaries of and facilities for the pilot centers. In addition, an apparent change in government priorities has led to a variance in INAS output, dropping the number of short-term trainees. Additional annexes and amendments are also being presently discussed.

The assumptions for the various project components have not changed significantly since the project conception. However, two assumptions concerning the pilot centers should be given additional consideration:

1. Eventual pilot CET trainees are mobile: Can a woman travel beyond her city or town to acquire semi-industrial skills and be away for the duration of her training? And conversely, can a woman trained in such skills travel beyond her city or town to take up employment?
2. Local training opportunities are scarce: Does a potential pilot center trainee have access to opportunities in her neighborhood that will discourage her from traveling to one of the CET's?

The table shown in Appendix (3) provides some information on the location and size of potential large-scale employing centers for CET graduates

nationwide. Additional investigation is certainly needed to check the validity of the assumptions presented above.

D. Inputs

Initial inputs were very much on time by all parties concerned. Subsequent inputs have been less timely; CET equipment purchases held up, tardy personnel selection and nomination for INAS, CET's and CFP's, a unilateral desire to reassess commitments to the project, remoteness of the various project components from each other and especially from Rabat, have all contributed to a delay in the project activities. Presently, the delay in the pilot center component of the project requires additional inputs in terms of personnel, prompt action to catch up with delayed commitments, as well as a greater management effort.

E. Outputs

The major activities of the project are listed below with their present timing based on the last project revision.

<u>Activity</u>	<u>Timing</u>
Establishment of INAS	On target
Short-term training at INAS	Late
Long-term training at INAS	On target
Establishment of Evaluation Unit	Late
Periodic Evaluation Activities	Late
Participant Training	Late
Establishment of 5 pilot centers	Late
Traning in 5 pilot centers	Late
Establishment of 13 CFP's	On target
Training in 13 CFP's	On target

#### F. Project Purpose

The project purpose is to improve the quality and range of skill training opportunities for low-income Moroccan youth, by (1) improving MAAS's administrative and management capabilities, (2) up-grading and extending skill training capabilities of MAAS instructors, (3) providing innovative skills training in pilot (regional) centers, and (4) providing vocational skills training in 13 centers.

The status of the four activities above is presently as follows:

1. This year, 43 professionals are due to graduate from the INAS two-year program and will be placed in managerial and administrative positions in the government.
2. Approximately 100 mid-level MAAS staff have attended in-service training courses at INAS.
3. Innovative skills training at the pilot centers is in preparation.
4. About 900 boys have received vocational training in the CFP's and 60 percent of last year's graduates have found employment.

#### G. Project Goal

The project goal is to prepare, extend and diversify employment and training opportunities for disadvantaged young Moroccan men and women.

#### H. Beneficiaries

The project targeted a large group of beneficiaries including poor Moroccan boys, girls and women; instructors; low and middle-level administrators; and cadre. All but one category, poor Moroccan girls and women, have at the time of this mid-point evaluation, benefited from the project.

I. Unplanned Effects

Not pertinent at this time.

J. Lessons Learned

1. Allow more careful consideration to the project design. In this situation, additional emphasis on job placement activities would have integrated and linked the various components together: INAS graduates working in CFP's and CET's (and even Centres Socio-Educatifs, CSE's), job descriptions of the employed graduates fed back into the system for revision,... Moreover, it is in the project design phase that inaccuracies and discrepancies are to be detected and ironed out, and definitions carefully formulated.
2. Obtain more tangible evidence about the possibility of commitment of each party involved.
3. Give more importance to periodic evaluation. If these activities had taken place as planned in the original project, discrepancies would have been detected, clarifications sought, differences ironed out, hence leading to an improvement in the implementation of the project.

### III. DISCUSSION OF MAJOR COMPONENTS

#### 1. The Institute

##### 1.1. Intent and Current Status

The intent of the Institute is to improve the administrative and management capability of MAAS by forming new personnel and training existing low-level (moniteurs and monitrices), mid-level, and executive personnel.

Although physically present and operative since 1981, no governmental decree has been issued to formally recognize the existence of INAS and the resulting Social Worker status of graduates.

The number of training cycles within INAS was not clearly defined until lately. The newspaper advertisement of October 18, 1981 (Appendix 4), though stating that admission will be for the first cycle (i.e., 2 years of study) in line 2 of the text, goes on to state a few lines below that the Institute is composed of two cycles for a total of 4 years of study, which was and is still not the case. However, recent information from MAAS (Minister's speech on Fete du Trone; latest INAS publication) seems to indicate that the INAS program will be limited to one cycle for the time being, and that the second cycle is still under study.

##### 1.2. The Staff

The staff is presently composed of a Moroccan Director, the contractor Chief-of-Party, an acting director of studies, an internship director, three full-time Moroccan instructors, three full-time American instructors, and seven part-time instructors, in addition to a small number of American and

Moroccan support personnel. The Director appears to have somewhat insufficient authority. The faculty is on the overall adequate, both in terms of quality and quantity, although some difficulty has emerged in the case of one instructor. Nonetheless, the availability of additional faculty members will undoubtedly add to the quality of training, and would also permit the reallocation of faculty to those project activities which have been neglected.

There is a serious problem of demoralization on the part of the Moroccan faculty, resulting from a combination of relatively low salaries and delayed payments, difficulty in getting the equivalence of their certificates through, and the feeling by some of a lack of disciplinary support from the administration.

### 1.3. The Students

Presently there are 43 second-year students and 60 first-year students. It has been reported that, although fluent in speaking French as far as we could determine, a great number of them are rather weak in reading and writing in the language.

Here too, a serious demoralization problem is manifested through occasional strikes by the students. Their main concerns are the feeling of being short-changed by MAAS through a one-cycle program only, the unsatisfactory living and hygienic conditions (due to insufficient support staff), their concern about finding no employment or irrelevant employment upon graduation, the expected long delays in their payments once employed, and the inability to obtain the desired scale 9 of employment instead of the planned scale 8. This latter demand is based on the fact that graduates of

three institutes of equal level obtain scale 9 if employed in the government. These are the Police Academy, the Teachers' Institute and the Institute of Tourism, the justification being a need for such graduates. Other institutes, however, having no such justification, must contend with scale 8.

#### 1.4. The Facilities

The greatest lack in the present facilities is clearly the library, the cornerstone of any institution of higher education, without which no adequate study or research can take place. This problem is aggravated at INAS because the students have no textbooks and rely only on handouts and class notes to prepare their courses.

The Institute building is on the overall adequate. There seems to be, however, some crowding in both dormitory and classroom space when short-term training is offered along with long-term instruction. The outcome of such crowding is being more dramatically illustrated in the short-term session actually in progress. The Institute Director, reportedly unable to reduce the number of trainees, was almost forced to cancel the trimestrial exams and let the students go on vacation a week in advance in order to provide sufficient housing accommodation for the short-term trainees.

It should be noted that MAAS has recently allocated the amount of 10 million dirhams to build an annex adjacent to the Institute that will include a lecture hall, a theater, a gymnasium, a library, and a number of offices.

## 1.5. The Programs

### A. The Two-Year Program

The objective of the two-year program is to develop mid-level staff for MAAS to administer and manage social action and non-formal education programs. With the possible exception of military students, the positions for which individuals are being trained have not yet been identified, nor have the job descriptions been developed.

In the first year, 1981-82, the academic program was relatively short, extending from December 1981 to June 1982 with intermittent instructor and student strikes leading to temporary halts in the program. For the academic year 1982-83, several courses have been added to the first-year program, and two streams of study were developed for the second-year program: Administration and Intervention, with students roughly equally divided among them. Also for the second-year group, a number of outside field trainings were organized in neighboring hospitals and social action centers, apparently with great difficulty, particularly in obtaining the required permits.

The program follows closely the original outline. A look at the curriculum suggests it to be more geared towards a bent for understanding social problems in general rather than aiming at forming specific skills. This approach is perhaps a result of the lack of information concerning the jobs the students are destined to perform.

## B. The Short-Term Programs

The objectives of the short-term programs are to improve the administrative, management and skill-training capabilities of MAAS personnel. Four such activities have taken place: the first one in March 1982 was mainly for regional directors of CET's; the second in May 1982 was for monitrices; the third in January 1983 was for mid-level ministry personnel; the fourth one, presently in session, is for monitrices.

Although greater emphasis on such training was originally planned, a number of reasons have diminished this emphasis, such as the request by MAAS to start rather suddenly and ahead of time with the two-year program, unlike the original work plan agreed upon and at the expense of short-term training. Another reason was the heavy teaching load of the smaller-than-expected INAS staff throughout the major part of last academic year. It is clear, however, that if short-term training activities are to proceed at their current rate, the projected output of trainees, as stated in the Fifth Revision of the Logical Framework, will not be reached.

The procedure that is followed for the initiation of such programs seems to be in the form of a request from MAAS without sufficient prior notice, providing the type and number of the trainees, the training program, and the trainers' names. In the process, a number of arrangements that were originally called for seem to have been overlooked. Examples are the planned duration of four weeks for the training compared to the current two weeks, the intended participation of second-year students, which is not taking place, and the provision of 20 hours of literacy to monitrices (RFP p. 15), which is not offered.

A look at the approaches followed in these trainings suggest that, on the overall, additional emphasis should be given to the participation of the trainees in the learning activities as opposed to straight lecturing. However, the result of trainee evaluation of the three sessions suggested they were satisfied in general with their training, although having some difficulty in French. In the third session, however, some instruction was given in Arabic, whereas the current session is almost entirely conducted in Arabic.

#### 1.6. Input by Parties

Below is a list of the major activities related to INAS to date along with the name of the party or parties mainly responsible for their implementation. The list is based on Annex I to Project Agreement.

<u>Activity</u>	<u>Party in Charge</u>
Structural modification in building	MAAS/USAID
Equipment purchase and installation	MAAS/USAID
Short-term programs prepared	HRM/MAAS
Long-term programs developed	HRM
Employment of short-term consultants	USAID & HRM
Moroccans being trained in France and U.S.A.	USAID
Initiate long-term courses	HRM
Teach short-term courses	HRM/MAAS
Curriculum revision	HRM/MAAS

#### 1.7. Project Output

Based on the fifth revision of the Logical Framework, below is a list of the projected output. Another column showing actual output to date is also provided.

<u>Activity</u>	<u>Projected Output</u>	<u>Actual Output</u>
CET and CFP instructors trained	500-630	60
Mid-level MAAS staff trained	265	99
Social Action workers trained	150	0
Moroccan staff for Institute back	5	3
Library at Institute	1	0

These figures do not reflect data from the programs that are presently in session.

## 1.8. Recommendations

### A. Legal Status

GOM is urged to formalize the Institute status as soon as possible. This action will lead to a series of positive outcomes, such as finalizing the pay scale of the Institute graduates, hopefully in an equitable manner. The formalization of the Institute will also give it some much-needed prestige it presently lacks. In this context, we also recommend the program of studies not to exceed two years (premier cycle) for the time being and to clarify this point in future enrollment advertisements. It is our belief that INAS is just not ready for such extension now, nor does such extension serve the national interest.

### B. Programs

The number of two-year students should be reduced in subsequent years, hopefully not to exceed 40 per year. This is because of the difficulty in employing them (in spite of a number of promises given contrary to that effect). This will also allow the use of the facilities and faculty for more frequent short-term sessions, which we recommend to be 6 per year. The duration of these sessions would be 2-3 weeks and some student participation

could take place. The technical aspects of these sessions should be the Institute's responsibility, including program, duration, guests, and number of trainees, subject to MAAS approval and cooperation.

The urgent need for establishing a library with multiple copies of major textbooks is to be emphasized again here. Assistance in this task is to be provided by the Psychology Professor, as stipulated in Annex A of the Contract (p.4).

### C. Student Placement

A cooperative effort should be made between MAAS and INAS officials to start an early placement procedure whereby INAS would provide a profile for each student expected to graduate and a small MAAS delegation would visit INAS to conduct employment interviews with the candidates. There, MAAS needs would be made evident, including position, employment date and salary. This procedure will not only give credibility to MAAS promises, but will also have a powerful positive psychological impact on all INAS students. Finally, it will provide INAS with the information needed to start revising the curriculum and gearing it more towards the Moroccan reality.

## 2. The Evaluation Unit

### 2.1. Intent and Current Status

The intent of the Evaluation Unit is to collect data on needs for social programs within MAAS and to study and recommend changes in training curricula.

The February 1982 report by Amal Rassam suggested to start this unit at the Institute but considered it premature to start it then. In July 1982, the

report by Daniel Wagner recommended the creation of two units, one in DAS Rabat headquarters and one at INAS, equipped with three to four microcomputer systems and interconnected by modem telephone linkage. To date, this Evaluation Unit has not been established, and its structure and functions not clarified. One major reason for this delay is the lack of qualified personnel within MAAS.

## 2.2. The Staff

The Unit staffing is addressed in Annex I to PGA as being made up of two Moroccans who will be trained abroad for 6-12 months (p. 8, No. 3). The Wagner report suggested each of the two units to be headed by a returning participant with a Master's degree in Social Work with emphasis in Evaluation, to be assisted by two to four Institute graduates; in the interim, the Institute faculty would begin evaluation and planning studies.

## 2.3. Input by Parties

The major activities related to the Evaluation Unit to date are listed below, along with the name of the party mainly responsible for their implementation.

<u>Activity</u>	<u>Party in Charge</u>
Participant Training in Social Work	HRM/GOM
Employment of short-term consultants	HRM
Provision of continuous advice on Evaluation Unit	HRM
Advice on Evaluation plan to monitor project	HRM
Provision of Institute Evaluation Personnel	MAAS

## 2.4. Project Output

If we attempt to interpret the original work plan in Annex A of the contract, we find that the Evaluation Unit would have been expected to be

pretty well established by now, or just about to, while the participants would be undergoing their training in the U.S.A. As far as we could determine, no serious evaluation activities are taking place either at DAS or at INAS, nor does the Unit have any physical presence (office, employees,...). The planned evaluation personnel has not been made available by MAAS. Recently, however, an INAS committee of three persons met to discuss preliminary actions related to this Unit (HRM Quarterly Report for October - December 1982).

## 2.5. Recommendations

To salvage the concept of the Evaluation Unit, the following procedure is suggested:

The same committee set up this year at INAS (Messrs. Thomas and Zaanouny and Dr. Massif) would proceed with data collection and simple opinion poll-based evaluations throughout next academic year, 1983-84. These activities would be supported by three to four second-year students who would be identified early on in the year and who would concentrate on these activities as part of their required field training. The Moroccan instructor would be gradually groomed so that he could assume the Unit's responsibility upon departure of the American staff and until such time as the return of the participant(s) destined to take over the Unit's direction.

For this procedure to succeed, it would be helpful to have a formal "announcement" of the existence of the nucleus unit along with a statement of its structure and responsibility issued by INAS Director, and an office provided for it if possible. Budgetary positions for two of the students involved in the Unit's activity should be planned by MAAS starting with 1984 to employ these students in the Unit upon their graduation. The establishment

of these positions would partially fulfill MAAS' obligation to provide the Evaluation Unit personnel, as stated in Annex I to PA (p. 10).

Concerning the ultimate structure of the Unit, it is our belief that there should be only one, physically located at INAS where the facilities are more conducive for the type of assignments envisioned for it. The Unit's responsibilities should, however, not cater solely to the Institute nor depend on it. Rather, it will be administratively part of DAS, perhaps falling under its Service des Etudes et des Recherches Sociales. The Unit's assignments could then be decided upon in a way to fulfill the needs of both Institute and DAS as a whole.

As to the proposed computerized equipment proposed by Dr. Wagner, it appears to be a little superfluous and can be done without at least until the return of the Moroccan participant(s).

### 3. Participant Training

#### 3.1. Intent and Current Status

The obvious intent of participant training is to help develop staff for MAAS in needed fields. A more precise intent is hard to arrive at because of the variations in related statements. In Annex I to the Project Agreement there is talk about sending 7 Moroccans for 6-12 months for overseas training, 5 in job Counseling and 2 in Evaluation (pp. 5,8). Also in the same document, the training of 7 Moroccans for up to 2 years is mentioned (p. 7), 5 as Institute professors and 2 as administrators. It can be presumed that the 5

Moroccans who were sent to Europe in 1980, three of whom being now at INAS, are part of this last group of 7. However, in paragraph B6 of the contract, HRM's responsibility in this domain is stated as supervising participant training of 5 Moroccans. Later on, the fields of study for this group were identified as being 3 in Social Work/Evaluation, and 2 in Vocational Education. To complicate matters even further, the training of these 5 participants is included under the heading of "Education and Work Centers", suggesting the participants' responsibilities to be job counseling in the 5 pilot CET's. These figures do not match, nor do the proposed fields of study. Futhermore, the educational levels of participants are not specified in the original documents.

Presently, five candidates have been identified and are having English training in preparation for their anticipated departure in the summer. One candidate is due to specialize in Vocational Education and four in Social Work with emphasis on Evaluation. The expected degree is the Master's.

### 3.2. Input by Parties

The major activities related to Participant Training are listed below along with the name of the party mainly responsible for their implementation.

<u>Activity</u>	<u>Party in Charge</u>
Training of 5 participants in France	USAID
Decision on U.S. Participant's major field of study	MAAS/HRM
Selection of U.S. Participants	MAAS/HRM
Guidance in selecting/ applying to US institutions	HRM
Preparatory and remedial courses	HRM
Supervision in the U.S.	HRM

### 3.3. Project Output

Three of the five participants trained in France have returned and are currently teaching at the Institute. One participant was dropped after about one year, and the last one is still in France completing his studies.

It was originally anticipated that the five candidates to be trained in the U.S. would be due to obtain their Master's degree sometime between the summer of 1983 and the end of 1984. The fact is that they will not have graduated by the time the contract will end in December 1984.

### 3.4. Recommendations

The following difficulties exist presently:

- a. the candidates' acceptance by a graduate educational institution is doubtful because of a number of reasons including their level of English and the fact that they may be required to take other difficult tests such as the GRE;
- b. the termination of HRM contract prior to the anticipated graduation of the participants.

These observations lead us to recommend that a source of financing for and supervising of the participants for the period of training past the project termination date (be it GOM, AID, or any other) should be identified immediately. This source should take into consideration the fact that a two-year study period for a Master's degree in the U.S. for a non-American who is not even familiar with the American educational system is rather the exception than the rule. A more realistic expectation would be 2 1/2 - 3 years. Moreover, satisfactory assurances should be obtained as to the proper utilization of these trainees upon their return, including budgetary

allocations. If the funding source cannot be promptly identified or such assurances cannot be obtained, then we recommend participant training activities to be dropped.

One alternative to this impasse would be to confine the training to one year. In this case, an effort should be made to identify institutions that offer such programs as soon as possible. It should be noted, however, that such length of training is not favorably looked upon, mainly because of the difficulty in placing graduates in an appropriate employment scale in the Moroccan civil service.

Finally, should the training go through, we recommend to train the five participants in the following areas: two in job counseling, two in Social Work/Evaluation, and one in Vocational Education.

#### 4. The Five Pilot CET's

##### 4.1. Intent and Current Status

The intent of the creation of the five CET's is to extend training to poor females in new skills areas. Sites were to be selected by MAAS based on economic activity in the area, urban versus rural composition, transportation, and the availability of buildings. The selected sites were to be approved by USAID.

All skills and their locations have been finalized. These are:

- typewriter repair in Rabat/Sale;
- leatherwork in Fez;
- woodworking and welding in Marrakech (two separate programs);
- food processing in Fquih Ben Salah; and
- child care in Agadir.

Although none of the five centers is operative yet, some concrete work has started lately in the form of preparing provisional centers, equipment and tools purchase, programs and materials list preparation, and even first-stone laying for new buildings. The various developmental stages in which these centers are at present are illustrated in the table shown in Appendix 5.

#### 4.2. The Staff

For each center, a master-teacher (maitre-professeur) was to be selected by MAAS and hired for one year by HRM. Also for each center, two to four monitrices were to be appointed by MAAS. Currently, three master-teachers have been hired for typewriter repair, food processing, and leatherwork respectively. Because of budgetary constraints, two technicians instead of one master-teacher are to be in charge of the Marrakech center, one technician for welding having been already hired, the other for woodworking being sought. These teachers were recruited thanks to additional efforts by HRM in helping MAAS. The monitrices, on the other hand, have not yet been appointed by MAAS.

#### 4.3. The Students

There has been some confusion as to the beneficiaries of the five centers. This is a result of ambiguity in the formal project documents. In Annex I to the Project Agreement, for instance, whereas the beneficiaries are clearly stated to be "poor teenage girls in non-traditional skills" on page 1, yet in the very next page, they are described as "young, principally female, monitors." This matter seems to have been resolved in the Second Amendment to the PP, which states that only 20-30 monitrices will be trained next to 500 community women (pp. 9, 15).

At this point, no students have been identified.

#### 4.4. The Facilities

Here too, there are a number of misunderstandings between MAAS and USAID. The first one is in regards to center dormitories that MAAS understood USAID to be in charge of, whereas the latter interprets this matter differently. However, by identifying community women as the major beneficiaries of the pilot centers, the need for dormitories is eliminated. The other one consists of USAID's preference to house the pilot centers in provisional buildings, where MAAS intends to go ahead with building new centers and has already budgeted for them.

Currently, four of the five CET's are being provisionally installed in existing buildings which are in various stages of readiness. The current users of these buildings are to be provided with alternative premises. None of the provisional facilities, however, have space for cooperatives, nor was such space reserved on the architectural plan in Fez. Only in Marrakech is a cooperative located in the same compound which presently manufactures wheelchairs and crutches.

#### 4.5. The Programs

The skills proposed for the pilot centers have gone through various iterations until the five skills mentioned earlier were agreed upon. It is also interesting to note that the emphasis on the type of skills has shifted from what can be called cottage industry skills (e.g. poultry raising, cosmetics,

nurses' aides) as originally envisioned in Annex XIV to the PP, to the more semi-industrially-bent set that has been selected.

The skill site selection seemed to be mainly based on perceived enthusiasm for the training by local authorities as well as other incidental evidence rather than its potential for employment opportunities. Of the six skills approved, only two, food processing and child care, have simultaneously employment, income-generation, and living-condition-improvement potentials.

The programs for the pilot centers are in various stages of development. This activity is the responsibility of the recently-hired master-teachers, some programs being reportedly partly inspired by those used in other established centers. It is planned to include some formal education in the program, mainly literacy and numeracy.

#### 4.6. Input by Parties

Below is a list of the major activities related to the pilot CET's together with the name of the party mainly responsible for their implementation.

<u>Activity</u>	<u>Parties in Charge</u>
Select skills and choose sites	MAAS/HRM
Select sites	MAAS
List and review equipment	IRM
Prepare programs	IRM/MAAS
Order equipment	IRM/USAID
Select master-teachers	MAAS
Approve and appoint master-teachers	IRM/USAID
Select students	MAAS
Transport and install equipment	MAAS
Conduct classes	MAAS/HRM
Employ two to four <u>monitrices</u> per pilot center	MAAS

#### 4.7. Project Output

Based on the Logical Framework (Fifth Revision), the projected output is presented below and compared with the actual output.

<u>Activity</u>	<u>Projected Outputs</u>	<u>Actual Output</u>
Operating pilot centers	5	0
Community women trained in innovative skills	500	0
<u>Monitrices</u> trained in innovative skills	20-30	0

#### 4.8. Recommendations

- A. A number of factors strongly suggest that the idea of replicability of the pilot centers and transferability of the same skills to other centers should be shelved for a while. Some of these factors are the doubt about the income-generating power of some of these innovative skills, a matter that should require a thorough market study before such duplication is to take place. Another factor is the need for equipment and material - some being quite costly for MAAS budget - for most skills to be duplicated in other centers. If the idea of replicability is deferred, then there may be more justification in training poor women in the pilot centers rather than monitrices, hence the availability of a larger audience should these skills prove to be successful.
- B. The significant delay in this component of the project can be improved by MAAS' rapid action on a number of appointments:
  1. A Director for each of the five centers, as is being done in the CFP's. This function is especially important in this formative stage where equipment delivery and installation, structural modifications, and other administrative matters need to be supervised closely and continuously.
  2. At least two monitrices per center, one being in charge of formal education, mainly literacy and numeracy lessons. Since

it can be assumed that these monitrices will have no training in the innovative skills, it is important to appoint them early. This will allow them to get involved in the preparation phase under the supervision of the master-teacher, thereby acquiring some needed information about the skill in question.

3. The two missing teachers, namely the technician for the Marrakech woodworking shop and the Agadir childcare master-teacher. MAAS should take a more active role in this endeavor.
  4. One job counselor for each pilot center. This person would be recruited from among the 1984 INAS graduates who have specialized in the Intervention stream. The counselor's responsibilities would be, among others, to inform the industrial community of the existing skilled graduates, to help these graduates find employment, and to organize trainings (stages) for them in local industries, artisanats, and cooperatives.
  5. One counterpart to HRM's Vocational Education Specialist, who is a MAAS employee, capable of spending a sizable portion of his time on the road, and with enough authority to make unilateral decisions up to a certain magnitude.
- C. The appointment of each master-teacher, as it now stands, is for a period of one year only. Today, a significant portion of some master-teacher appointments has elapsed so that, by the time the centers are ready to operate, very little of the appointment period would remain. This situation gives these master-teachers a sentiment of instability and uncertainty and is detrimental to the project flow. It is therefore recommended that the appointment period for the master-teachers be extended to coincide with the end of the HRM contract. In this context, it is also recommended that HRM's Vocational Education Specialist's appointment also be extended by the same amount, instead of ending in the summer of 1984, essentially for the same reasons.

- D. It is suggested that MAAS reconsider its policy of building five new sites for the pilot centers. The reasons are manyfold, among them the uncertainty about the success of all five skills at the present moment, and the adequacy of some of the temporary sites selected, e.g. in Fez. Furthermore, if the size of each group of trainees will be in the order of 25 as planned, and these trainees are community women, there will be no urgent need to build dormitories.
- E. Finally the center-cooperative relationship should be reemphasized. Originally conceived as an employment outlet for center graduates, this area seems to have been somewhat neglected. Reportedly, there are presently about 105 cooperatives in operation. The pilot center graduates could either join these cooperatives or, in case their skills do not fit, start up new ones under MAAS guidance.

## 5. The Thirteen CFP's

### 5.1 Intent and Current Status

The intent of the thirteen CFP's is to provide vocational training to poor Moroccan youth, mainly males, who have an average of four to five years of education and little access to other educational or training programs.

Under the project, the sum of \$500,000 has been allocated to the Peace Corps (PC) to establish four new CFP's, and equip and teach there as well as in nine existing ones. To date, the Peace Corps has equipped and manned all thirteen CFP's, developed new programs, introduced and taught four new skills and graduated the first group of about 450 youth last summer.

This component of the project has been evaluated at its midpoint in June 1982. Since that evaluation, 6 CFP's have been vacated by the scheduled departure of 26 volunteers and taken over a few months later by Moroccan teachers. Seven other CFP's have been improved, equipped and staffed by the second group of 20 volunteers, due to depart this summer. In addition, two volunteers are operating and managing a cooperative for female CFP graduates manufacturing crutches and wheelchairs.

### 5.2 The Staff

The first group of 28 volunteers arrived in the summer of 1980. A year later, the second group of 20 volunteers arrived. This group had reportedly received more intensive training and was therefore better prepared to assume its duties. Moreover, the program had been revised, thus allowing this second group to benefit from improved instructional material.

Each of the seven CFP's currently staffed by volunteers has a Moroccan director, although record-keeping is mostly done by the volunteers. A maintenance person is also employed in each center, although most maintenance and repair work is also done by the volunteers.

### 5.3 The Students

The number of students enrolled in the thirteen CFP's is in the order of 900. The student-instructor ratio in the workshops is 12 to 1. The trainee baseline data collected by the Peace Corps show that the trainees' average number of years of formal education is 6 to 7. The second and last group of PC-supervised trainees is due to graduate this summer.

### 5.4 The Facilities

The CFP's are located mainly in areas where there are no comparable training opportunities. In all 13 centers, 40 workshops have been set up. Today, 22 of these are still manned by volunteers in the 7 centers. Of these, only the Marrakech and Larache centers were visited for this evaluation. The Marrakech center is old and not too adequate, whereas the Larache center was found to be spacious and intelligently arranged by the volunteers, including lighting, power supply, equipment and furniture installation. Some difficulty was experienced with the electric motors of the American machinery because of large voltage fluctuations.

### 5.5 The Program

The current program is an improved version of the first program. Revisions were made in collaboration with the Professional Training Director

of Entraide Nationale. The program offers 900 hours of instruction. Approximately 600 hours are given to practical work and 300 hours to theoretical instruction given in Arabic by the volunteers and consisting mainly of blackboard-assisted demonstrations, in shop technology, shop calculation, and drawing. Unfortunately, no textbooks or handouts are available for the students. On the other hand, sufficient consumable materials are always available in these centers, the distribution system developed by the first group continues to supply the centers until the present time. Unfortunately, this is not the case for CFP's taken over by the Moroccan teachers. Two such centers visited had submitted requests for materials in October 1982 which had not arrived to date. As a consequence, the students in these two CFP's could not be given any practical work. Their theoretical instruction is partly in French which the students copy from the blackboard while explanations are given in Arabic.

#### 5.6 Input by Parties

The major activities for this component of the project are listed below, together with the party responsible for their implementation.

<u>Activity</u>	<u>Party in Charge</u>
Recruit and train PC volunteers	PC
Select 13 CFP's	PC/MAAS
Specify, purchase and install equipment	PC/USAID
Prepare facilities	MAAS
Teach classes	PC
Supply consumable materials	PC
Administer CFP	MAAS

## 5.7 Project Output

Below is a list of project output, planned and actual, for the period from July 1982 (after the first evaluation) to date.

<u>Activity</u>	<u>Project Output</u>	<u>Actual Output</u>
Moroccan teachers replace departing PC Volunteers	19	19
CFP's equipped and staffed by PC Volunteers	7	7
Employment arranged for CFP graduates	0	60%
Baseline data collected on new students	100%	100%

## 5.8 Recommendations

### A. Staff

MAAS should appoint Moroccan teachers two or three months before the second group of PC Volunteers departs this June. This overlap is essential for the effective utilization of the PC input and efforts, such as programs, classnotes, project files, etc., and also for the proper utilization of the American machinery and tools. Moroccan teachers could benefit in particular from the practical approach of the volunteers and the pedagogically sound use of raw materials which are turned into functional objects by the students.

### B. Employment

As was mentioned in the first evaluation report, the employment and job placement unit of Entraide Nationale needs to be strengthened. Here is another opportunity to assign IIAS students to work with the PC volunteers, who have taken upon themselves to develop systematic job counseling and placement services for their graduates.

### C. Program Materials

MAAS should make consumable materials available to the CFP's at the beginning of the school year. With regards to reference material, the PC volunteers could provide to MAAS copies of collected instructional materials that they have used. A simple central publication unit could be set up by MAAS to revise and print this material in the form of inexpensive textbooks.

Another suggestion is for MAAS to set up a mobile repair and maintenance system for machines and equipment in those provinces where CFP's are concentrated. PC could help in this context by providing MAAS with a list of the most commonly needed spare parts for the equipment presently in use.

D. Internal Regulations

MAAS is urged to establish and maintain operating budgets and adopt a set of internal regulations for the CFP's. The regulations list submitted by PC for this could be used after being modified if necessary.

#### IV. DISCUSSION OF SPECIAL ISSUES

##### 1. Performance of the Four Parties

###### A. USAID

USAID can be criticized for the insufficient thought put into the program design. Some undesirable repercussions resulted from contradictions in the formal documents, notably regarding Participant Training, the pilot CET beneficiaries, and the premises that should house the CET's. Also, there are too many messy add-ons in the form of annexes and amendments, and too many revisions. On the other hand, the flow of work was often slowed down by the Agency because of excessive rules and regulations; and the frequent change in leading managerial positions within USAID's ranks has certainly not contributed to the smooth flow of the operations. Finally, a number of unilateral objections and changes, though often well thought out, had no justification in the formal project documents.

###### B. HRM

The contractor's performance is, on the overall, good, witness the satisfaction expressed towards it by the parties concerned. It is characterized by a prompt and responsive leadership. In many instances, HRM assumed tasks above and beyond their contractual obligations, such as overload teaching at INAS and master-teacher recruitment for the CET's. HRM's performance was, however, not impressive on the CET's. It was not until June 1982 that the first formal report on recommended actions on this matter was issued by HRM. There were, however, a number of external reasons that contributed to this delay, such as the robbery and injury of the Vocational

Education Specialist, differences in interpreting related documents, additional workload at INAS, and a general slowness in MAAS participation.

C. MAAS

MAAS is a young ministry having tasks dealing with near insurmountable problems. Although eventually meeting its project obligations, the tardiness in its actions (INAS statute, CET staff appointment, employment commitments to INAS graduates, Participant Training nominations) has complicated matters further. There may also be disagreement on MAAS' budgetary resource allocation which emphasizes building construction (INAS annex, five pilot CET's) at the expense of a multitude of other needy areas. However, this situation is not a result of negligence or incapability. Quite to the contrary, it is our impression that MAAS staff does not spare efforts in attempting to fulfill its commitments. A better explanation is that MAAS is not an autonomous entity, but rather part of a greater mechanism that often dictates policies and actions.

D. PC

The Peace Corps performance is characterized by action and dynamism. They were pretty accurate on their work plan and often took the initiative when delayed by other parties, erecting walls, renovating workshops, and providing placement services to their graduates. Volunteers, though not highly experienced, performed their teaching functions adequately on the whole.

## 2. Budgetary Constraint Alternatives

What aspects of the project should be sacrificed if budgetary constraints are inevitable? The answer is, obviously, not easy.

It is our feeling that the first component to be sacrificed could be Participant Training. The reasons are that it may be less crucial to fulfilling the project goal than the other components and that it is presently running into serious timing problems with the contract termination date, as detailed earlier. Next in line is the Marrakech pilot center. This is because, in addition to the unknown employment opportunities for female welders and woodworkers, the fact that this is not an innovative skill, and the fact that so many young males acquire these skills nationwide, renders the employment opportunities for these females even more remote, thus not fulfilling the goal of the project.

## 3. The Post-Project Era

If we allow our imagination to run wild, an infinite number of scenarios can be devised on the status of the project components once GOM assumes responsibility. The impression we have is that there is great enthusiasm and support, even commitment, for all the project phases on the part of MAAS, both at the leadership and regional levels. What remains to be seen, and is of crucial importance at this point in time, is the formal financial commitment of GOM to the project for the near future. Such document should not be hard to obtain soon, our understanding being that budgetary allocations by the Ministry of Finance for 1983 are expected anytime now.

#### 4. Placement Activities

If there is one single element that has clearly been overlooked in this project, it is undoubtedly the placement aspect. A project of such magnitude whose ultimate goal is to increase employment opportunities for disadvantaged youth should have, as an essential component, placement efforts in most of its phases: INAS, CET, and CFP. This effort would also address the question of diploma granting by these institutions as well as their equivalence and recognition.

## V. CONCLUSION

This study has attempted to answer two broad questions: What is the present situation, and what should be the situation after this study to fulfill the project's goal. A deliberate attempt has been made to avoid addressing the question of what should have been the situation in the past, the reasons for that being manyfold. First, such attempt will quickly show that all the parties' responsibilities in this project are so interwoven and dependent upon one another that any subtle change at a certain point can lead to an avalanche of other changes. It becomes then virtually impossible to pinpoint these changes on one or more parties involved. Another reason is that it is our belief that it is presumptuous and not the least bit constructive to place the blame on the parties involved. If this evaluation is to have any impact, this is exactly what it had to avoid addressing.

From the conceptual standpoint, this project is unique in that it is aimed at a large chunk of the Moroccan society that eagerly awaits social action: unemployed youth, disadvantaged women, exploited workers and children, are just a few examples. From the implementation standpoint, the project is currently experiencing delay in some areas and in need for some issues to be clarified. The importance of the project, coupled with the convictions that these difficulties are not insurmountable points out to the conclusion that the project should go on with the full input by all parties.

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APPENDIX 1

INTERVIEW FORM FOR CBT & CFP PRINCIPALS

School Name: \_\_\_\_\_ Interviewee Name & Title: \_\_\_\_\_

Topic \_\_\_\_\_ Comments \_\_\_\_\_

1. School objectives
2. Amount of fulfillment of objectives
3. Region's development objectives & efforts
4. School's response to region's development
5. Education and training opportunities in school's catchment area
6. 

	<u>Intake</u>	<u>Graduates</u>
1980	_____	_____
1981	_____	_____
1982	_____	_____
1983	_____	_____
7. Student's socio-economic background
8. Major subjects in curriculum
9. Quality of teaching staff
10. Teacher's workload
11. Availability of support staff
12. Availability of textbooks
13. Availability of library
14. Availability of consumable materials
15. Availability of A/V equipment
16. Availability of machines and tools
17. Availability of training space
18. Availability of staff housing
19. Availability of student housing
20. Availability of nutrition
21. Student disciplinary problems
22. Repetition and dropout rate
23. Success in placing alumni for employment
24. Feedback to and from authorities
25. Opinion about other surrounding educational institutions
26. Opinion of community about this school
27. Possibility of phasing out
28. Other comments

APPENDIX 2

LIST OF KEY CONTACTS

AID/Washington

- . Dr. Ann Davidson, Human Resource Officer/NE/TECH

HRM, Inc., Washington, D.C.

- . Mr. Gary Thomas, President
- . Mr. George Doumani, Vice-President

AID/Rabat

- . Mr. George Corinaldi, Human Resources Division Officer
- . Ms. Sherry E. Suggs, Human Resources Division
- . Mr. Abdellatif Benabdesselam, Education Analyst
- . Ms. Ursula Nadolny, Evaluation Officer
- . Mr. William Erdahl, Program Officer
- . Mr. Harry J. Petrequin, Deputy Director
- . Mr. Robert C. Chase, Mission Director

HRM, Inc., Field Team/Tangier

- . Mr. Edward H. Thomas, Chief-of-Party
- . Dr. Hind Nassif, Professor of Sociology
- . Dr. Michèle Harway, Professor of Psychology
- . Mr. John L. Anderson, Professor of Economics
- . Mr. Henry Tyszka, Vocational Education Specialist
- . Mr. Mario A. Iachella, Administrative Coordinator

MARS/Rabat

- . Mr. Mohamed Boulasri, Director of Social Affairs/DAS
- . Mrs. Zahra Akesbi, Chief of Social Affairs Division/DAS
- . Mrs. Nezha El Boukili
- . Mr. Abdeslam Barkal, Planning and Research
- . Mrs. Saadia Ayach, Training
- . Mr. Nouredine Hajibi, Vocational Training Officer

IWS Tangier

- . Mr. Mohamed Allal Sanhadji, Institute Director
- . Dr. Sidi A. Lamsaoui, Director of Studies

ENTS/Tanjier (Cont'd)

- . Ms. Aïcha Ettaj, Assistant Professor
- . Mr. Ahmed Zancun, Assistant Professor
- . Mr. Mohamed Zehouani, Assistant Professor

Pilot Centers

- . Mr. Curiaghli Abdeslam, Master Teacher, Typewriter Repair
- . Mr. Ahmed El-Filali, Délégué Entraide Nationale, Fes
- . Mr. Mohammed Skalli, Délégué Artisanat, Fes
  
- . Mr. Abdelaziz Bourzik, Délégué Entraide Nationale, Marrakech
- . Mr. Saïd Saadi, Délégué Entraide Nationale, Beni-Mellal

Peace Corps

- . Mr. Howard Cpper, Acting Director
- . Mr. John Hines, Woodworking Instructor, Larache
- . Mr. Bruce Severson, Welding Instructor, Larache
- . Mr. Phil Snyder, Electricity Instructor, Larache
- . Mr. Pat Nickerson, Welding Instructor, Larache
- . Mr. R. Ott, Electricity Instructor, Marrakech
- . Ms. Pamela Jackson, Welding Instructor, Marrakech
- . Ms. Janes Ott, Woodworking Instructor, Marrakech

-

APPENDIX 3

EMPLOYMENT OPPORTUNITIES IN CET PILOT SKILL AREAS

NUMBER OF FACTORIES AND EMPLOYEES NATIONWIDE AND BY PROVINCE

SKILL AREA AND PROVINCE	NATIONWIDE		IN PROVINCE WERE CET IS LOCATED
	NO. OF FACTORIES	NO. OF EMPLOYEES	NO. OF FACTORIES
Leathermaking - Fez	24	1370	2
Fruit & Vegetables Conservation Beni-Mellal/Fquih Ben Salah	93	14250 (estim 90% women)	0
Furniture Factories Marrakech	47	2785	5
Typewriter repair Rabat/Sale	NA	NA	NA
Child Care Agadir	NA	NA	NA

Source: Kompas-Maroc, Kompas, Répertoire Industriel et Commercial, 8ème Edition, 1981/82.

INTS NEWSPAPER ADVERTISEMENT

ROYAUME DU MAROC  
 MINISTERE DES AFFAIRES SOCIALES  
 ET DE L'ARTISANAT

## AVIS DE CONCOURS

pour l'admission au Premier Cycle  
 des assistants en travail social

Le Ministère des Affaires Sociales et de l'Artisanat organise un concours d'entrée au premier cycle pour la formation des Assistants en travail social à l'Institut National du Travail Social à Tanger, le 25 octobre 1981.

Le concours sera ouvert aux candidats marocains titulaires du Baccalauréat de l'enseignement secondaire (Lettres Modernes, Sciences Economiques, Sciences Expérimentales).

Le concours comporte deux épreuves (en langue française) :

- Une dissertation.
- Un test psychotechnique.

L'Institut comprend deux cycles de formation :

— Le premier cycle d'une durée de deux années de formation qui est sanctionné par le diplôme d'assistant en travail social.

Les titulaires du diplôme d'assistant en travail social peuvent être recrutés en cette qualité et sont classés à l'échelle de rémunération n° 9.

— Le deuxième cycle d'une durée de deux années de formation est sanctionné par le diplôme supérieur de cadre en travail social.

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L'Institut National du Travail Social dispose d'un internat et les étudiants admis au concours bénéficient d'une bourse d'études.

Le dossier du candidat doit comprendre les pièces suivantes :

- Une demande d'inscription manuscrite.
- Un extrait d'acte de naissance (moins de trois mois).
- Une copie certifiée conforme du Baccalauréat ou attestation de réussite à ce diplôme.
- Trois photos d'identité.
- Deux enveloppes timbrées.

Les candidats intéressés par ce concours devront envoyer leur dossier de candidature au Ministère des Affaires Sociales et de l'Artisanat, 1<sup>er</sup> Rue de Marrakech, KABAT.

Le présent avis leur lieu de convocation.

Les candidats se présenteront à l'adresse :

INSTITUT NATIONAL DU TRAVAIL SOCIAL

1<sup>er</sup> Rue des Balzacs et Marconi - TANGER

le 25 octobre à 9 heures précises munis d'une carte d'identité et éventuellement des pièces restantes de leur dossier.

APPENDIX 5

STAGES OF DEVELOPMENT FOR THE PILOT CENTERS

Legend:

In progress /  
Completed X

	RAIRNI Typewriter Repair	Woodworking	Welding	NAIRAKDCH	Food Conservation and Drying	PCUIH BEN SALAH Leather Work	AGADIR Child Care Centers
Skill and site selected	X	X X			X	X	X
Master teacher selected	X	/	X		X	X	/
USAID approves master teacher	X		X		X	X	
Master teacher appointed	X		X		X	X	/
Equipment list prepared	X	X X			/	X	
Bids for equipment obtained	/	X X				X	
USAID authorizes purchase of equipment		X X				X	
Purchase of equipment		X X					
Delivery of equipment		/ /					
Provisional buildings located	/	X X			X	X	
Provisional buildings ready							
Building site available					/	X	
Architectural plans for new center					X	X	
Instructional programs		/ /			/		
Recruitment of Students							
Start of classes							
Request for Peace Corps Volunteers					X	X	X
Recruitment of P.C. Volunteers							
Training of P.C. Volunteers							
P.C. Volunteers arrive							
Food conservation expert study					/		
Establishment of cooperatives							
Baseline data collection							