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REPORT

March 15 - April 10, 1982

**FIRST PROGRAM IN TRAINING FOR
MID-LEVEL MAAS PERSONNEL**

HRM Project #HRM-2160-81-C-1

**Project for the Ministry of Social Affairs
and Handicrafts of the Kingdom of Morocco**

REPORT ON THE SHORT-TERM TRAINING-PROGRAM
FOR MID-LEVEL PERSONNEL OF
THE MINISTRY OF HANDICRAFTS AND SOCIAL AFFAIRS
OF THE KINGDOM OF MOROCCO

Held from March 15 to April 10, 1982
in Tangier, Morocco

Submitted to:
HUMAN RESOURCES MANAGEMENT, INC.
WASHINGTON, D.C.

By:
Miss Myrna Norris
Consultant

April 16, 1982

CONTENTS

I.	Background of The Training Program	1
II.	Preparation of the Program	2
III.	Weekly Activities	4
	A. Week 1	4
	B. Week 2	7
	C. Week 3	8
	D. Week 4	9
IV.	Evaluation	10
	A. Weekly Evaluations	11
	B. Global Evaluation	13
V.	Recommendations for Future Training Programs	16
	A. Staffing	16
	B. Training Materials	17
	C. Composition of Trainees	17
	D. Coordination	18
VI.	Conclusion	19
VII.	Appendices	20
	1. Minutes of the Preparatory Meeting	
	2. Program Staff	
	3. Participants	
	4. Topics to be covered in the Training Program	
	5. Weekly Schedules	
	6. Detailed Weekly Programs and Documentation	
	a. Week 1	
	b. Week 2	
	c. Week 3	
	d. Week 4	
	7. Questionnaire and Evaluation Data	

I. BACKGROUND OF THE TRAINING PROGRAM

The contract for the Moroccan Services Training Project specifies that one of the functions of the Contractor, Human Resources Management, Inc. (HRM), is to assist in providing short-term training to mid-level personnel of the Ministry of Handicrafts and Social Affairs (MAAS). The documents on which the contract was based (the Project Agreement, and the RFP), as well as the preliminary work plan appended to the contract, stipulate that such short-term, mid-level training should begin before other training, and notably before the start of the two-year program. At MAAS insistence, however, and with the approval of US/AID, HRM agreed to devote its initial efforts to the establishment of the two-year training program. As a result, the Curriculum Specialist present in Morocco during the Summer of 1981 worked almost exclusively on the long-term program including in her report only a preliminary outline for a short-term training program for mid-level MAAS personnel.

On February 5, 1982, when the long-term training program at the Tangier Institute had been underway for about two months, and was absorbing the full-time efforts of the HRM teaching staff of three, Ministry officials announced that the first short-term, mid-level training program should begin on March 5, 1982. The 100 trainees were to be mainly Regional Directrices of Centres d'Education et du Travail (CET) and of Centres Socio-Educatifs (CSE); the duration of the training was to be two weeks.

II. PREPARATION OF THE PROGRAM

At a meeting held in Rabat on February 18, 1982, and attended by representatives of MAAS, AID and HRM, it was decided--partly in response to HRM's position that preparation time was too short, and the number of trainees too high--to postpone the starting date of the program to March 15, and to decrease the number of trainees to 60.

At the same time, however, Ministry officials directed that the period of training should be increased to four weeks. There was agreement, as the attached minutes of the February 18 meeting confirm, that participation of the three Moroccan assistants on the training staff would play a decisive role in the success of the program.

Also during this period, and at the request of the Forces Armees Royales, MAAS agreed to enroll in the training program a number of "Aides-Assistantes Sociales" (Assistant Social Workers), despite the significantly different professional roles, training needs and educational backgrounds of these persons. Of the final 63 program participants, 13 were these "Aides-Assistantes Sociales". MAAS also drew from its own ranks a number of participants who were not Regional Directrices. The actual composition of the group of trainees, known to the training staff only upon arrival at the Institute of the trainees themselves, was as follows:

CET Directrices	24
CSE Directrices	15
Accountants	5
Literacy Instructors	6
Assistant Social Workers:	
(ARMY)	13
Secretaries	1

It is also to be noted that at the February 18 meeting HRM supplied to the Ministry a questionnaire designed to elicit background information to help key the training program to the needs of the participants. Unfortunately, the completed questionnaires reached the HRM staff only on the starting date of the program. Meanwhile, HRM staff designed a tentative program, inspired in part by the Curriculum Specialist's recommendations, and in part by discussions with the Regional Directrices of Tangier regarding their own roles and training needs. The two main themes of needs which emerged were that of administrative training and that of training in Moroccan social problems.

From the start, HRM felt that the most effective approach to meeting the first need, administrative training, would be to have the trainees engage in participatory, experiential exercises - an approach which required that the participants spend much of their time in small groups, with a trainer assigned to each group. This approach put a considerable demand on the HRM teaching staff and Institute assistants, who had other teaching obligations with the long-term students. In order to relieve some of this pressure, it was decided to recruit a Training Specialist for the four-week period, to work full time on

coordinating program content and activities. It was not possible, however, because of the short lead time, to have the Training Coordinator participate in the preliminary planning or develop any training materials in advance.

To meet the second need, that of training in social services, HRM made arrangements with several specialists, both Moroccan and foreign, to give presentations on social topics of major concern in the Moroccan context. HRM also proposed that MAAS assign its own experts to treat subjects directly related to Ministry activities.

Thus, the staffing of the training program at the time of its opening was as follows: one full-time Coordinator-Trainer, five part-time Trainers (two HRM staff, and the three Moroccan assistants) and a tentative list of approximately 15 guest speakers.

A full list of participants, trainers and guest speakers is appended to this report.

III. WEEKLY ACTIVITIES

A. WEEK I

The training program was opened on March 15, 1982, in the presence of the Governor of Tangier, and of representatives of MAAS and AID. The activities of the first week were, deliberately, almost entirely in the administrative stream. During the second morning, the trainees filled out a questionnaire

pertaining to their background, problems and needs, and then participated in a series of exercises in which they themselves analyzed the results of these questionnaires, defined objectives for their training program based on this analysis, and planned activities to meet these objectives. These exercises had a dual purpose: the first was to finalize the program's goals and contents, based on the needs expressed by the participants. (The tentative program underwent several modifications as a result of questionnaire analysis). The second purpose of the exercises was to train the participants, as they helped to shape their own program, in the skills of needs analysis, creation of objectives and development of logical, complete work plans, so that they might later apply these techniques to their own work situations. Thus, their administrative training began before they were even aware of it.

The four objectives established were the following:

1. By the end of the program, each trainee will be better able to exercise her professional activities, by her own evaluation.
2. By the end of the program, each trainee will have a stronger sense of confidence in the importance of her job, by her own evaluation.
3. By the end of the program, each trainee will have prepared a work plan related to a major need of her own job. This plan will be judged suitable by herself, her colleagues and her trainers.

4. By the end of this program, each trainee will have a deeper knowledge relating to several social problems concerning her community, by her own evaluation.

Week I activities were pursued in four small groups, each with approximately 15 trainees and one full-time trainer. Though the original agreement for this training program stipulated that all training would be given in French (and that therefore only Directrices with a good command of French would be allowed by MAAS to participate at this time) an informal poll showed that approximately 25% of the trainees felt they did not have good enough French to benefit from training given in that language. It was therefore decided to make one of the small groups Arabic-speaking (with self-selected participants) since it was assumed that one of the Moroccan assistants would always be available to lead that group.

There were also several talks given the whole group during Week 1. The detailed schedule for the week's activities, as well as copies of exercises used and of the content of talks, where available, are appended to this report, in the program documentation section.

While program evaluation is discussed at length later in this report, it might be useful to mention here that in the weekly evaluation filled out anonymously by the trainees (available in both

French and Arabic), 86.7% of the trainees declared themselves to be either very satisfied ("tres satisfaite") or satisfied ("assez satisfaite") with the program. Only one trainee declared herself to be dissatisfied, and the majority of criticism in free response referred to living conditions at the Institute. The weekly activity which was the most often cited as the most interesting and the most useful was that of Establishing Objectives.

B. WEEK 2

This week corresponded to the vacation period at the Institute, and, as a result, to the absence of the three Moroccan assistants and one of the HRM staff. It had therefore been decided in advance to devote this week mainly to lectures and discussions on social issues such as roles and problems of women in Morocco, social services, health and psychology. A complete list is included in the documentation on Week Two.

Although four sessions in the administrative stream had been anticipated to provide continuity in that area, it became necessary to cancel three of those sessions, due to the arrival of unexpected Ministry speakers and the extra time desired by many speakers, beyond that which had originally been allotted them. These two factors made it necessary to make several modifications in the schedule as the week progressed, and made it necessary to permanently eliminate some topics from the administrative program. Nonetheless, the number of trainees

declaring themselves very satisfied or satisfied with the program was at 75%. Free comments referred mainly to separation of different professional groups, arabization of classes and expressions of satisfaction. Though all activities were highly rated in both interest and usefulness, "Social Service in Islam" was most often cited as both the most interesting and most useful session.

C. WEEK 3

On Monday morning of Week 3, it was learned that the three Moroccan assistants of the Institute had not returned from vacation, and would possibly not return at all, due to an administrative dispute with the Ministry. Since classes had again begun for long-term students at the Institute, the trainers, other than the Coordinator, were available on only a part-time basis at best. After some discussion on the feasibility of continuing the training program without the three staff members who had earlier been judged critical to the program's success, HRM staff volunteered to teach virtually every moment they were not in class with the long-term students, and the Coordinator agreed to teach full-time in addition to developing all teaching materials. The trainees accepted the ad-hoc arrangements with a great deal of goodwill, and the program was able to continue "normally" after the Monday morning session.

The week's activities were equally divided between administrative and social topics, and small and large group activities. The session which was the

most often cited as the most useful and the most interesting was that of "Techniques d'Approche pour faire une Enquete Sociale" (interview techniques for social surveys). This response led the team and the speaker to arrange a follow-up activity, whereby the trainees conducted actual interviews in centers of the Ministry of Youth and Sports.

Despite the difficulties caused by the lack of staff, 87% of the trainees again expressed a high level of satisfaction with the program. The main comments concerned a desire to see each professional group represented at the program have its own needs met, and expressions of satisfaction with the training program.

D. WEEK 4

This week's activities, conducted once again by a reduced staff, provided closure to the program by permitting each trainee to use the administrative and social knowledge acquired, by preparing and presenting an individual work plan dealing with a specific need in her own job. This particular task, besides permitting a synthesis of knowledge acquired during the program, corresponded to the third of the four objectives which had been established during the first week of training. Activities relating to the preparation and presentation of the work plans received the most frequent rating as the most useful activity, although the activity most often cited as the most interesting was that of interviewing. At

the end of the week, 93% of the trainees expressed a high level of satisfaction with the program, with the main comments being those of expressions of satisfaction or thanks, a desire to have the different professional groups follow separate programs, and a desire to have more arabization of the program (it is to be noted that no Arabic-speaking trainer was available for this week).

The closing ceremonies took place on the afternoon of Friday, April 9, 1982, again in the presence of the Governor of Tangier and representatives of MAAS and AID. Certificates were distributed to all trainees at that time.

IV. EVALUATION

On a purely subjective level, there were many signs of a positive reaction of the trainees to this program. These included a high level of attendance throughout the four weeks of class, enthusiastic participation in both large group and small group discussions, and completion of assigned exercises.

It may be that cultural considerations (desire to please, lack of experience with evaluation forms, etc.) could color the results of the weekly and written evaluations, and make them less than objective themselves; nonetheless, these are the best data available, however imperfect, and they do indicate a high level of satisfaction on the part of the participants.

A. WEEKLY EVALUATIONS:

The first question asked on the weekly evaluations, concerning the degree to which each weekly activity was both personally interesting and professionally useful, drew a fairly constant percentage of positive responses - the level of personal interest generally surpassing that of professional usefulness (not surprising, given the wide variety of occupations among the trainees) with an average response to a given activity of "very" or "somewhat" interesting of about 85% and an average response of "very" or "somewhat" useful of about 80%.

For Question number 2, activities which the trainees found the most or least useful, there was a wide variety of responses corresponding to both large and small group activities. More opinions were given on activities considered the most useful than on those considered the least useful, perhaps reflecting a reluctance to comment negatively.

All specific data on these and other questions can be found in the last appendix to this report.

On Question 3, regarding the level of difficulty of activities, the number of those finding the overall level either much or somewhat too high decreased from 31.7% Week I to 11% week II, 10% Week III and 12% Week IV. Concerning specific activities found too difficult, no single activity was cited by more than four trainees as being too difficult. On the average, no more than 20% of the trainees noted any

activities at all as too difficult during any given week, although after Week I, one woman said she "didn't understand anything", and three women gave that same response for Week III. The only activities found too easy by more than 10% of the trainees were a game, a lecture on nutrition and a lecture on report-writing in Arabic.

The level of difficulty of the handouts was considered to be correct by an average of 90% of the trainees, but the number of handouts was found to be sufficient only by an average of 73%, with a tendency among those giving other answers to desire more written materials.

Concerning the teaching methods, they were found "very good" or "good" by an average of 78.5% of the trainees. The methods were found to be "bad" by an average of 1% of the trainees. Each trainer and speaker was rated each week according to subject knowledge and teaching methods. On the whole, ratings of "very good" or "good" tended to be above 80%. All individual responses may be consulted in the final appendix.

For Question 6, the level of participant satisfaction with the training program averaged 85% over the four weeks; grades expressing overall dissatisfaction averaged 1%. Specific remarks tended during the first weeks to refer to living conditions at the institute and desires for a successful program, and in the later week to requests for arabization and separation of the different professional groups, as well as expressions of thanks.

B. GLOBAL EVALUATION:

It is to be noted that the results of this evaluation again reflect the level of satisfaction of over 80% which appears to be a constant throughout the four weeks. In overall ratings, the training was considered to be "very useful" or "somewhat useful" by 89.6% of the trainees and "very interesting" or "somewhat interesting" personally by 85.4%.

When asked to what extent, from zero to 100 percent they felt the goals of the training program had been achieved, the trainees answered as follows:

Objective 1: met 100% or 75% = 83.4%
Objective 2: met 100% or 75% = 79.1%
Objective 3: met 100% or 75% = 89.6%
Objective 4: met 100% or 75% = 85.4%

No trainee indicated that any of the objectives had not been met at all.

Question 3 concerned the content of the stage, asking to what degree the trainees felt the level of concentration in administration had been appropriate: 79.1% found the concentration appropriate, while 8.3% found it too high, and 6.3% found it too low.

The participatory methods were found by 83.3% of the trainees to have been used a suitable proportion of the time. These methods were found by 81.3% of the participants to be "very helpful" in learning and by 16.7% to be "somewhat helpful".

The activities which received the highest ratings on the final evaluation, out of 32 mentioned as the most interesting or useful were: How to create/carry out objectives - mentioned 14 times; Surveys on Social Issues - 13 times; Discussions on social problems - 12 times.

The only activity mentioned as the least interesting or useful more than ten times was nutrition. None of the other seven noted received more than 3 mentions.

Responses to the last three questions, relating to needs which had not been met, suggestions, and impact on the trainees' work, were somewhat general, and therefore not as helpful as it was to be hoped in planning future training. Some themes, however, do emerge.

Concerning the training needs not met by the training program, the greatest number, 21, answered "none" or did not list a need. The two highest specific needs listed were in accounting and literacy (8 and 5 respectively) which while not a goal of this training period, may reflect needs the Ministry should be aware of. Training in Psychology was mentioned 7 times as a need.

Suggestions for future training programs were similar to the major free comments of the last week: Nine trainees suggested arabization; seven suggested separate training programs for the different professional groups; six suggested smaller groups of trainees or more trainers; and six suggested more practical training on how to deal with social problems.

On the final question "How will this training program change the way you see, or do, your job", only one questionnaire out of forty-eight showed no answer. One had a negative comment ("nothing will change") and the other 46 had a variety of positive responses. While those responses were somewhat vague on the whole, they listed "new work methods", "elements of administration", "sense of responsibility and confidence" as areas of change. A possible explanation for this vagueness may lie in the participants' uncertainty as to first their own abilities to implement their new skills, and secondly, the extent to which they will be permitted, in the rigid hierarchy of the Ministry to introduce methods unknown to their superiors.

It is to be recommended that a second evaluation be carried out in another 2-3 months, when the participants will have had the opportunity to try out their new knowledge and methodologies.

V. RECOMMENDATIONS FOR FUTURE TRAINING PROGRAMS

A. STAFFING:

There are two issues to be considered here. The first is the necessity of having a sufficient number of trainers to simply provide coverage for the groups. This implies a full-time teaching staff of four, plus a full-time coordinator/materials developer, to train a group of approximately sixty participants.

The second staffing issue is to provide a sufficient number of Arabic-speaking trainers. This past training session was supposedly for the more franco-phone of Directrices, yet over 25% declared themselves unable to learn in French, and probably another 25% were severely handicapped in doing so. It may be anticipated that future groups of trainees will be even more in need of being taught in Arabic. It is imperative, for that reason, that Arabic-speaking trainers be located, and desirable that these trainers be Moroccan, so that a local capacity in this type of training might be developed. One source of Moroccan trainers might be through the rosters of part-time, or past, Peace Corps trainers. They would have adequate methodology, and would require, at most, some content training. Another source might be to take advanced students at the Institut Pedagogique in Tangier, for a "stage pratique", under the supervision of the more experienced trainers on the team.

B. TRAINING MATERIALS:

Because of the shortage of both lead time and teaching staff, all materials developed for the past training program were written hastily, and in what must be considered as rough draft form. Many of the exercises need to be refined; others need to be re-designed, simplified or expanded. It is for this reason that during the next program one person must be available full-time to work on materials development. These materials will be useful for future training programs of the same sort, for the long-term students in their administrative courses, and to some extent, for the Monitrices training. The perfected materials must, of course, be translated into Arabic.

C. COMPOSITION OF TRAINEES:

It is not realistic to expect that any one training program for Directrices, Accountants, Literacy Instructors, Assistant Social Workers and Secretaries can meet the training needs of all groups. It would be desirable, therefore, for the Ministry to set one clear goal for the mid-level training, and send only personnel in those categories which can clearly benefit from the training offered in conjunction with that goal. It is also to be noted that the trainees sent by the Army were of an educational level considerably lower, on the average, than the other trainees and as a result could not always benefit from even those sections of the program which were appropriate to their needs.

D. COORDINATION:

There were many cases during the last training program of overlapping/duplication of efforts, areas in which no one took responsibility, and lack of communication. As an example of duplication of efforts, final evaluation forms were developed not only by the training team, but also by the Institute Director and by the Ministry itself. Surely one form prepared by a coordinated effort would have been preferable to the three forms which were administered during the last week. An example of an area in which no one took responsibility was that of activities for the trainees. Confined to the Institute each evening as of 8 p.m., and too far from home to return every weekend, the trainees found themselves sorely lacking in occupations for their free time. Films or other evening activities, and weekend excursions ought to be planned as an integral part of such a long program, and financed from Ministry, Institute, or AID training budgets.

Finally, there was a lack of communication between the team and Ministry regarding the programming of speakers. For the next training period, it must be clearly agreed who from the Ministry is to speak on what subject, on what date, and for what length of time. Any changes to this understanding must be mutually acceptable to both the training team and the speaker(s) involved.

VI. CONCLUSION

During the period of March 15 to April 10, 1982, HRM staff conducted its first mid-level training program for MAAS, training 63 Directrices, Accountants, Literacy Instructors, Secretaries and Assistant Social Workers of the Army in the two areas of administrative skills and social problems, and using participatory methods.

Despite lack of preparation time and a serious shortage of staff, the program was judged by both trainers and participants to be a success. It is, nonetheless, to be hoped that future training programs will benefit from the following: a clear set of objectives, and corresponding choice by the Ministry of a unified group of participants; a sufficient training staff; sufficient staff and time to perfect the materials developed during the first program; arabization of both the training staff and the training materials; and close cooperation between the Ministry and HRM.

APPENDICES

Royaume du Maroc
Ministère de l'Artisanat et des
Affaires Sociales

Direction des Affaires Sociales

المملكة المغربية

APPENDIX 1

المملكة المغربية

وزارة الصناعة التقليدية
والشؤون الاجتماعية

Rabat, le

N° _____/D.A.S.

/E MINISTERE DE L'ARTISANAT ET DES
AFFAIRES SOCIALES

—/—

/)/)onsieur E. THOMAS PROFESSEUR,
CHEF D'EQUIPE A L'INSTITUT NATIONAL
DE L'ACTION SOCIALE

(Objet/ - Stage à court terme pour le personnel
Administratif moyen du Ministère de
L'Artisanat et des Affaires Sociales.

--oO--

Suite à notre réunion du 18 Février 1982 tenue
à Rabat, j'ai l'honneur de vous faire parvenir ci-joint le
compte rendu de cette même séance de travail relative au
sujet cité en objet.

Veuillez agréer, Monsieur, l'expression de mes
salutations distinguées.

مدير الديوان

توقيع : محمد، فرج السكالي

COMPTE RENDU DE LA REUNION DU 18 FEVRIER 1982,
TENUE A LA DIRECTION DES AFFAIRES SOCIALES -
ENTRE A.I.D. - H.R.M. - INSTITUT NATIONAL DE L'
ACTION SOCIALE ET LE MINISTERE DE L'ARTISANAT
ET DES AFFAIRES SOCIALES

Objet : Stock à court terme pour le Personnel Administratif
moyen du Ministère de l'Artisanat et des Affaires
Sociales

Présents : A.I.D

H.R.M.

INSTITUT

MINISTERE DE L'ARTISANAT ET
DES AFFAIRES SOCIALES

Melle. Suggs SHERRY
Mr. Abdellatif Benabdesslam

Mr. Edward Thomas

Mr. Senhaji
Melle Ettaj Aïcha
Mr. Zehouani Ahmed
Mr. Zânouny Mohamed

Mme Sinaceur
Mr. Boulasri Mohamed
Mr. Koraiçhe - El Fassi
Mr. Alami (E.N.)
Mme. Zahra Akesbi
Mr. Laraki M'hamed

Les responsables des deux divisions des Affaires Sociales

Rapporteur : H. HOUARI

.../...

22

Mr. BOULASRI ouvre la séance de travail en rappelant les points inscrits à l'ordre du jour :

- I) Bourses de stage à court terme
- II) Préparation du stage
- III) Examen du programme des cours

I/ - Bourses de stage à court terme :

Mr. BENABDRAHMAN définit la contribution financière de l'A.I.D. au recyclage proposé, comme suit :

- 1) Une indemnité journalière de 11 Dirhams par stagiaire.
- 2) Une participation de 3 Dirhams par repas et par stagiaire.

Le prix de revient du repas à l'Institut étant de 12 Dirhams il est décidé que le complément, soit 4 Dirhams, sera assuré par le budget de l'Etablissement (Institut)

II/ - Préparation du stage

1) Effectif

Le nombre des stagiaires fixé antérieurement à 100 par période a été ramené à 60, en vue de sauvegarder la qualité de la formation.

2) Date et durée du stage

Il est prévu deux période de stage de 4 semaines chacune pour l'année 1982 la 1ère se déroulera du 15 Mars au 10 Avril inclus.

La 2ème du 10 Mai au 5 Juin inclus.

En raison des formalités administratives d'inscription et autre, les stagiaires de la 1ère période sont tenus de se présenter à l'Institut dès le 14 Mars au matin.

L'Entraide Nationale s'est engagée à préparer les listes des participants.