

No. 18625

**UNITED STATES OF AMERICA
and
MOROCCO**

**Project Grant Agreement for industrial and commercial job
training for women (with annex and attachment).
Signed at Rabat on 14 August 1978**

Authentic texts: English and French.

Registered by the United States of America on 18 April 1980.

**ÉTATS-UNIS D'AMÉRIQUE
et
MAROC**

**Accord de don pour un projet en faveur de la formation
professionnelle des femmes dans l'industrie et le
commerce (avec annexe et document connexe). Signé à
Rabat le 14 août 1978**

Textes authentiques : anglais et français.

Enregistré par les États-Unis d'Amérique le 18 avril 1980.

PROJECT GRANT AGREEMENT¹ BETWEEN THE KINGDOM OF MOROCCO AND THE UNITED STATES OF AMERICA FOR INDUSTRIAL AND COMMERCIAL JOB TRAINING FOR WOMEN

Dated: August 14, 1978

A.I.D. Project Number 608-0147
Project Agreement No. 608-78-005

A.I.D. Project Number 608-0147

PROJECT GRANT AGREEMENT dated August 14, 1978, between the KINGDOM OF MOROCCO, acting through the MINISTRY OF LABOR AND PROFESSIONAL TRAINING ("Grantee") and the UNITED STATES OF AMERICA, acting through the AGENCY FOR INTERNATIONAL DEVELOPMENT ("A.I.D.").

Article 1. THE AGREEMENT

The purpose of this Agreement is to set out the understandings of the parties named above ("Parties") with respect to the undertaking by the Grantee of the Project described below, and with respect to the financing of the Project by the Parties.

Article 2. THE PROJECT

Section 2.1. DEFINITION OF PROJECT. The Project, which is further described in Annex 1, has as its purpose to integrate women trainees into the Labor Ministry's industrial and commercial training centers (OFPPT), to prepare them with marketable skills, and to assist them in job placement appropriate to their training. There are three interrelated elements of the project:

- (a) The opening of pilot training programs for women at the OFPPT centers at Fes and Casablanca;
- (b) The upgrading of the program by introducing practical skills training; and
- (c) Assistance to the Labor Ministry in those matters concerning the employment of the trainees and the evaluation of their on-the-job training.

Annex 1, attached, amplifies the above definition of the Project. Within the limits of the above definition of the Project, elements of the amplified description stated in Annex 1 may be changed by written agreement of the authorized representatives of the Parties named in Section 8.2, without formal amendment of this Agreement.

Section 2.2. INCREMENTAL NATURE OF PROJECT. (a) A.I.D.'s contribution to the Project will be provided in increments, the initial one being made available in accordance with Section 3.1 of this Agreement. Subsequent increments will be subject to availability of funds to A.I.D. for this purpose, and to the mutual agreement of the Parties, at the time of a subsequent increment, to proceed.

(b) Within the overall Project Assistance Completion Date stated in this Agreement, A.I.D., based upon consultation with the Grantee, may specify in Project Implementation

¹ Came into force on 14 August 1978 by signature.

Letters appropriate time periods for the utilization of funds granted by AID under an individual increment of assistance.

Article 3. FINANCING

Section 3.1. THE GRANT. To assist the Grantee to meet the costs of carrying out the Project, A.I.D., pursuant to the Foreign Assistance Act of 1961, as amended, agrees to grant the Grantee under the terms of this Agreement not to exceed two million four hundred thousand United States (“U.S.”) Dollars (\$2,400,000) (“Grant”).

The Grant may be used to finance foreign exchange costs, as defined in Section 6.1, and local currency costs, as defined in Section 6.2, of goods and services required for the Project.

Section 3.2. GRANTEE RESOURCES FOR THE PROJECT. (a) The Grantee agrees to provide or cause to be provided for the Project all funds, in addition to the Grant, and all other resources required to carry out the Project effectively and in a timely manner.

(b) The resources provided by Grantee for the Project will be not less than the equivalent of U.S. \$800,000, including costs borne on an “in-kind” basis.

Section 3.3. PROJECT ASSISTANCE COMPLETION DATE. (a) The “Project Assistance Completion Date” (PACD), which is September 30, 1982, or such other date as the Parties may agree to in writing, is the date by which the Parties estimate that all services financed under the Grant will have been performed and all goods financed under the Grant will have been furnished for the Project as contemplated in this Agreement.

(b) Except as A.I.D. may otherwise agree in writing, A.I.D. will not issue or approve documentation which would authorize disbursement of the Grant for services performed subsequent to the PACD or for goods furnished for the Project, as contemplated in this Agreement, subsequent to the PACD.

(c) Requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters are to be received by A.I.D. or any bank described in Section 7.1 no later than nine (9) months following the PACD, or such other period as A.I.D. agrees to in writing. After such period, A.I.D., giving notice in writing to the Grantee, may at any time or times reduce the amount of the Grant by all or any part thereof for which requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters, were not received before the expiration of said period.

Article 4. CONDITIONS PRECEDENT TO DISBURSEMENT

Section 4.1. FIRST DISBURSEMENT. Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

- (a) Evidence that classrooms and dormitories are available at each pilot center sufficient to accommodate the numbers of women specified in the project description;
- (b) Evidence that appropriate Moroccan staff, qualified in the technical areas specified in the project description, are assigned to the pilot training centers to train women during the first year of the project;
- (c) Evidence that the Grantee has budgeted for all of its Moroccan Dirham contribution to the Project for the first year of Project Implementation; and
- (d) An executed contract for technical advisory services for the Project acceptable to AID with a firm acceptable to A.I.D.

Section 4.2. NOTIFICATION. When A.I.D. has determined that the conditions precedent specified in Section 4.1 have been met, it will promptly notify the Grantee.

Section 4.3. TERMINAL DATES FOR CONDITIONS PRECEDENT. If all of the conditions specified in Section 4.1 have not been met within 180 days from the date of this Agreement, or such later date as A.I.D. may agree to in writing, A.I.D., at its option, may terminate this Agreement by written notice to Grantee.

Article 5. SPECIAL COVENANTS

Section 5.1. PROJECT EVALUATION. The Parties agree to establish an evaluation program as part of the Project. Except as the Parties otherwise agree in writing, the program will include, during the implementation of the Project and at one or more points thereafter:

- (a) Evaluation of progress toward attainment of the objectives of the project;
- (b) Identification and evaluation of problem areas of constraints which may inhibit such attainment;
- (c) Assessment of how such information may be used to help overcome such problems; and
- (d) Evaluation, to the degree feasible, of the overall development impact of the Project.

Section 5.2. PROJECT IMPLEMENTATION. The Grantee agrees to carry out the following covenants:

- (a) To provide in a timely fashion any and all Moroccan Dirhams that may be required to carry out the Project;
- (b) To provide in a timely fashion all qualified administrative personnel for the training centers and the national headquarters who may be determined to be required for the proper execution of the Project;
- (c) If the project evaluations indicate success of the pilot project, to extend the project to additional centers following completion of this pilot project, and to utilize therefor the experience gained in this pilot project;
- (d) To participate with A.I.D. in the Project evaluations of the pilot project that will be conducted in accordance with the schedule set forth in this agreement and at the conclusion of two training cycles following completion of this Project;
- (e) To consult with A.I.D. from time to time concerning progress of the Project and any necessary modifications thereto, and specifically prior to any possible changes to the expatriate technical advisory staff; and
- (f) To hire and place in appropriate professional positions within the office of professional training the six participants recruited and sent for long-term training in the United States under this Project upon their return to Morocco.

Article 6. PROCUREMENT SOURCE

Section 6.1. FOREIGN EXCHANGE COSTS. Disbursements pursuant to Section 7.1 will be used exclusively to finance the costs of goods and services required for the Project having their source and origin in the United States (Code 000 of the A.I.D. Geographic Code Book as in effect at the time orders are placed or contracts entered into for such goods or services) ("Foreign Exchange Costs"), except as A.I.D. may otherwise agree in writing, and except as provided in the Project Grant Standard Provisions Annex,¹ Section C.1(b) with respect to marine insurance.

¹ Not printed herein. The annex is deposited in the archives of the Department of State where it is available for reference. (Information supplied by the Government of the United States.)

Section 6.2. LOCAL CURRENCY COSTS. Disbursements pursuant to Section 7.2 will be used exclusively to finance the costs of goods and services required for the Project having their source and, except as A.I.D. may otherwise agree in writing, their origin in Morocco.

Article 7. DISBURSEMENT

Section 7.1. DISBURSEMENT FOR FOREIGN EXCHANGE COSTS. (a) After satisfaction of conditions precedent, the Grantee may obtain disbursements of funds under the Grant for the Foreign Exchange Costs of goods or services required for the Project in accordance with the terms of this Agreement, by such of the following methods as may be mutually agreed upon:

- (1) By submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters, (A) requests for reimbursement for such goods or services, or, (B) requests for A.I.D. to procure commodities or services in Grantee's behalf for the Project; or
- (2) By requesting A.I.D. to issue Letters of Commitment for specified amounts (A) to one or more U.S. banks, satisfactory to A.I.D., committing A.I.D. to reimburse such bank or banks for payments made by them to contractors or suppliers, under Letters of Credit or otherwise, for such goods or services, or (B) directly to one or more contractors or suppliers, committing A.I.D. to pay such contractors or suppliers for such goods or services.

(b) Banking charges incurred by Grantee in connection with Letters of Commitment and Letters of Credit will be financed under the Grant unless Grantee instructs A.I.D. to the contrary. Such other charges as the Parties may agree to may also be financed under the Grant.

Section 7.2. DISBURSEMENT FOR LOCAL CURRENCY COSTS. (a) After satisfaction of conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Local Currency Costs required for the Project in accordance with the terms of this Agreement, by submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters, requests to finance such costs.

(b) The local currency needed for such disbursements may be obtained by A.I.D. The U.S. Dollar equivalent of the local currency made available hereunder will be the amount of U.S. Dollars required by A.I.D. to obtain the local currency.

Section 7.3. OTHER FORMS OF DISBURSEMENT. Disbursements of the Grant may also be made through such other means as the Parties may agree to in writing.

Article 8. MISCELLANEOUS

Section 8.1. COMMUNICATIONS. Any notice, request, document, or other communications submitted by either Party to the other under this Agreement will be in writing or by telegram or cable, and will be deemed duly given or sent when delivered to such party at the following addresses:

To the Grantee:

Mail address:

Ministère du Travail et de la Formation Professionnelle
Quartier Administratif
Rabat, Maroc

Alternate address for cables:

31614 Travail/Maroc

To USAID:

Mail address:

Agency for International Development
137 Avenue Allal Ben Abdellah
Rabat, Maroc

Alternate address for cables:
31005M

Other addresses may be substituted for the above upon the giving of notice. The Grantee, in addition, will provide the USAID/Rabat Mission with a copy of each communication sent to A.I.D./Washington.

Section 8.2. REPRESENTATIVES. For all purposes relevant to this Agreement, the Grantee will be represented by the individual holding or acting in the office of the Minister of Labor and Professional Training and A.I.D. will be represented by the individual holding or acting in the office of the Mission Director, each of whom, by written notice, may designate additional representatives for all purposes other than exercising the power under Section 2.1 to revise elements of the amplified description in Annex 1. The names of the representatives of the Grantee, with specimen signatures, will be provided to A.I.D., which may accept as duly authorized any instrument signed by such representatives in implementation of this Agreement, until receipt of written notice of revocation of their authority.

Section 8.3. STANDARD PROVISIONS ANNEX. A "Project Grant Standard Provisions Annex" (Annex 2) is attached to and forms part of this Agreement.

Section 8.4. LANGUAGE OF AGREEMENT. This Agreement is prepared in both English and French. In the event of ambiguity between the two versions, the English language version will control.

IN WITNESS WHEREOF, the Grantee and the United States of America, each acting through its duly authorized representative, have caused this Agreement to be signed in their names as of the day and year first above written.

United States of America:

[Signed]

HAROLD S. FLEMING
Director

United States Agency for International
Development Mission to Morocco

Kingdom of Morocco:

[Signed]

MOHAMED SEQAT
Directeur

Division du Budget,
Ministère des Finances¹

ANNEX 1

AMPLIFIED DESCRIPTION OF THE PROJECT — SUMMARY OVERVIEW OF PROJECT

This project will provide increased opportunity for Moroccan women to secure employment as skilled workers in the industrial and commercial sectors of the economy. This will be accomplished through a targeted skills training program and concentrated job development activities. The implementing agency will be the Labor Ministry's Office of Technical Training and Job Development (OFPP) which already operates a vocational skills training program for men. The project will assist the GOM in integrating women trainees and workers into this service.

Initially, two training centers will recruit women applicants for the two-year course in various industrial and commercial occupational skills. Casablanca will start with 90 women; Fes will have

¹ Director, Budget Division, Ministry of Finance.

55. The trade skills chosen for this pilot effort are drafting, electricity, electronics, accounting, and secretarial. The two pilot centers will be integrated for both men and women except for the dormitory facilities, which will be segregated.

Because of the close professional relationship between OFPPT and private industry and business, the training program is job-specific, and the rate of job placement is very high. Women graduates are expected to enter the labor market with the same advantages as male graduates, and OFPPT will assist in their placement.

To facilitate the integration of women into the pilot centers and, by gradual replication, throughout the OFPPT system, the project will provide technical assistance, participant training, and training equipment over a 3½ year period. The 6 technicians for the first year of the project will consist of:

- One educator/administrator with expertise in vocational skills training who will serve as team leader;
- One human resources economist who will collaborate with OFPPT and employers in job development and job placement activities;
- One social psychologist who will provide guidance counseling for the women as trainees and as workers;
- Two training experts in technical training (electronics/electricity and drafting) and 1 expert in commercial training (accounting /secretarial skills) who will be responsible for the supervision of the instructional program of the women trainees at the two centers at Ain Borja and Fes.

These trainers will function during the first year of the project, since the technical fields in which women are to be trained initially have been identified. However, at the conclusion of the first year, other or substitute technical areas may have surfaced (as the result of activities of the employment advisor and other project members). Requirements for technical advisors will be reviewed by project team members and OFPPT personnel at that time, and adjustments in the composition of technical advisors made accordingly.

To institutionalize the pilot activity, the project will provide training for women who will join the supervisory and professional staff of OFPPT. Six women will undertake university studies in the United States in human resources economics, industrial psychology, and vocational education. In addition, OFPPT will actively recruit and accept women in the three teacher training institutes in Casablanca: INFCT (industrial), IMB (construction), and INFCCS (commercial). While it is not the goals of this project to effect a total integration of women in OFPPT's training staff, it is necessary to have some permanent women staff members both to support the goals of this project and to serve as role models for the women students.

By the end of the pilot project in 1982, 435 women workers will have completed training and will have been placed in appropriate jobs. (An equal number of men workers will also benefit from this project because of the integrated nature of the training.) Plans will have been completed by OFPPT for the replication of the integrated program in other CQPs with areas of training selected with a view to the specific requirements of the respective regions. The training of women as skilled workers in industrial and commercial trades will become a standard feature of OFPPT.

Detailed Description

This project has been under consideration by AID since January 1977. It is a specific outgrowth of previous studies and analyses of Moroccan women's employment needs and is based on the conclusion that specialized training in non-traditional skills for women is necessary. These studies also recognized that the Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT) is the most viable organization through which such training can be provided.

A. The OFPPT

The OFPPT provides training for Moroccan men and women in areas related to the needs of the industrial and commercial sectors. Currently, there are 75 Centres de Formation et de Quali-

fication Professionnelle (CQP) in Morocco. During the 1977-1978 academic year, the number of trainees enrolled in these centers totaled 8,822.

In the industrial field, specialized training is provided in 30 areas. Admission is competitive, and the equivalent of the fourth year of secondary education (approximately nine years of schooling) is required. Those students who complete the two-year course are graduated as qualified workers. A higher level of commercial specialization is provided in a two-year training course in stenography and accounting. A minimum of seven years of secondary school is required for admission.

The directors of the centers help place the graduates with industrial and commercial firms.

B. *The Problem*

In December 1976, AID evaluated training programs for women and found that women were effectively excluded from OFPPT's industrial training programs. Women were restricted to training in the commercial sectors: typing, shorthand, bookkeeping, and accounting. In fact, commercial training in all but the last is exclusively female; and accounting, although mixed, is heavily dominated by males. Other factors that served to limit female access to training included the lack of dormitory facilities for women and limited attention to the placement of female graduates in jobs.

The Ministry of Labor, under whose jurisdiction OFPPT falls, stated that the current training programs did not purposefully exclude women but resulted from a lack of interest or reluctance on the part of Moroccan women themselves to seek admission to the industrial training courses. In principle, the GOM favors the integration of the sexes in the training program and also in the labor market itself.

Nevertheless, the Labor Ministry recognized its problem in recruiting and training women and requested AID to collaborate with OFPPT in establishing a pilot program for the training of women in industry-related areas. This special intervention would serve as a model for the promotion of industrial training and employment for women. Eventually, the pilot program would be replicated throughout the OFPPT system.

C. *The Purpose*

The purpose, then, of this project is to integrate women trainees into the Labor Ministry's industrial and commercial training centers, to provide them with marketable skills, and to assist them in job placement appropriate to their training.

D. *Job Training*

In October 1979, the first group of Moroccan women will begin a two-year course of industrial or commercial training on a pilot basis at the CQPs at Fes and Casablanca. Casablanca was selected since 70% of industry in Morocco is currently located there, as are the major architectural and construction firms, and the facilities for teacher training are available. In addition, OFPPT headquarters are in Casablanca. Fes, a newly industrializing province in an entirely different economic region of the country, is the site of the second pilot program.

Each center will have both men and women students, although a separate dormitory unit will be reserved for those women students who will be interns. The selection criteria for the women students will be the same as for men, and women will compete with men on a national examination which is given each July. Special efforts will be made to inform women of the examination and encourage them to apply. For example, the official announcements will specifically state that women may apply. The notification will be published in the French and Arabic newspapers, and all secondary schools with female students will be suitably informed. The OFPPT has previously utilized the state-owned radio and television to announce the entrance examination; the announcement, henceforth, will clearly indicate the eligibility of women candidates.

E. *Course Selection*

USAID and OFPPT are in agreement that initially the areas of specialized industrial training for women with nine years of formal schooling will be drafting, electricity, and electronics. In

addition, the pilot program will offer commercial courses in accounting and secretarial skills for women who have completed 12 years of schooling. The selection of these areas was made in view of existing demands for such skills as articulated by private and public industrial and commercial firms. Other specialized areas of training for women will be considered as the project progresses and as the economy expands.

F. *The CQP at Fes*

For the first year at Fes, 55 of the 300 students will be women. Non-residents of Fes will be interns living in one of the four completely independent dormitory units. All interns will take their meals in a common refectory. Room and board is provided for both male and female students. A projection of the two-year courses of study and class enrollment for the women trainees for the life-of-the-project will be as follows:

| | 1978-79 | 1979-80 | 1980-81 | 1981-82 |
|-----------------------------------|---------|---------|---------|---------|
| Drafting (construction) | 10 | 20 | 20 | 20 |
| Electricity | 15 | 30 | 30 | 30 |
| Accounting | 10 | 20 | 20 | 20 |
| Secretarial skills | 20 | 40 | 40 | 40 |
| Total Number of Women | 55 | 110 | 110 | 110 |

Following these enrollment projections, the number of women completing training at Fes and entering the labor market would be 55 in 1980, 55 in 1981, and 55 in 1982.

G. *The Industrial and Commercial Training Institutes in Casablanca*

At Casablanca, 90 women students will join 330 men in October 1979 for the start of their industrial or commercial training. Non-residents of Casablanca will be provided with dormitory facilities; in the second year, dormitory space will be increased as needed for women students. A projection of the two-year course of study and class enrollment for these women for the 3-½ year life-of-project follows:

| | 1978-79 | 1979-80 | 1980-81 | 1981-82 |
|---------------------------------|---------|---------|---------|---------|
| Industrial drafting | 15 | 30 | 30 | 30 |
| Construction drafting | 15 | 30 | 30 | 30 |
| Electricity | 15 | 30 | 30 | 30 |
| Electronics | 15 | 30 | 30 | 30 |
| Accounting | 10 | 20 | 20 | 20 |
| Secretarial Skills | 20 | 40 | 40 | 40 |
| Total Number of Women | 90 | 180 | 180 | 180 |

Following these enrollment projections, the number of women completing training in Casablanca and entering the labor market would be 90 in 1980, 90 in 1981, and 90 in 1982.

H. *Instructional Staff*

All of the training centers (CQPs) of OFPPT are directed by Moroccan nationals; all of the instructors are Moroccans. The feasibility study observed that OFPPT had a good instructor base, but with instructor quality in need of improvement. For example, it noted that almost all the instructors were young graduates from OFPPT's own teacher training institutes or from technical lycees who were lacking in industrial work experience. The instructional content and methodology used in the classroom reflected this lack of practical experience. The standardized courses of study have been designed for use by instructors who have not had industrial working experience, but have simply been trained in the same courses that they are passing on to the trainees. Even though the written lesson plans have a fair balance between theory and "hands on practice", the Moroccan instructors, due to their lack of industrial experience and limited teaching experience, just "follow the book" without being able to provide additional inputs needed in a learning experience.

More specifically, there is a notable deficiency in the quality of instruction in the technical fields (noted in the preceding sections) in which the women are to be trained. The relative lack of articulation between what actually is expected from, for instance, a beginning draftsman (or drafts-woman) and what currently is taught in drafting courses, has been a cause for complaint by

employers. For purposes of this project, it is vital that the quality of technical instruction improve; the women who enter the market in the specific technical specialities not only must have the requisite skills assuring their own livelihood; they also will be looked at as "test" examples of women's capacity to perform effectively as technicians.

The project, therefore, in addition to assisting the GOM in introducing women into the OFPPT system will also assist in providing them with the practical and effective kind of skills training needed in the labor market for the several trades selected for this pilot project. The project will provide three trainers with practical experience and professional expertise in the respective fields of electricity/electronics, drafting, and accounting/secretarial skills. These technicians will introduce into the training program a more practical experience-oriented approach and will transmit these methods to the Moroccan teaching staff. In collaboration with the directional and instructional staff of the two pilot centers and the teacher training institutes these technicians will demonstrate appropriate teaching techniques; teach model units using such techniques, assist in the preparation of teaching plans and instructional materials, review curriculum in the areas specified above and supplement their contents, where necessary, to match the skills required for employment, and devise and implement plans for in-service training in the new methods and knowledge required to improve the quality of instruction at the pilot centers.

This enhancement of the instructional program provided by the advisory and supervisory role of the three technicians will assure the women trainees of the appropriate skills training essential for future work success. Besides the two pilot centers the consultants' services will also be available to the teacher training institutes.

I. Technical Assistance

In addition to the three training experts the contractor will also provide the services of three other advisors in the areas of educational administration, student counseling, and job development. These functions will be performed by (1) a professional educator (team leader) expert in managing vocational training programs for industry and commerce; (2) a social scientist experienced in guidance counseling, psychological testing, and job-related counseling; and (3) a human resources economist experienced in job identification and job placement activities for skilled industrial workers.

Overall project management at Casablanca and Fes will be the responsibility of the team leader who will be based at OFPPT headquarters but will be in contact with the two centers. Her counterpart will be the Head of Technical Training, and both will collaborate on all project activities. The team leader will be an educator, expert in vocational technical training. Her expertise should include administration, planning, supervision, and curriculum development.

Also based at the OFPPT headquarters will be a project social-psychologist. She too will keep in close touch with both training sites. She will be responsible for orientation classes for new women students, guidance counseling during training, and career counseling for graduates who have entered the labor market. During the first year she will also be expected to complete an attitudinal survey of students, employers, officials, parents, et al., relative to women working in the industrial sector. Such a study would be used for curriculum development and job placement.

The last member of the project team will be a job development expert who will be working closely with the Conseils de Perfectionnement at Fes and Casablanca. These are Councils of local employers and workers which advise the CQP directors on appropriate skills training and which assist in job placement. This technician will use her expertise to improve the effectiveness of the Councils and will be working on her own for job development for women workers, first in Fes and Casablanca and later in the regions chosen for the first stage of replication. She will also be involved in identifying new job opportunities for women and for undertaking a program of evaluation of trainees' performance on the job.

At the conclusion of the first year of training under the project (as well as after the second year), the requirements for advisory assistance in technical training fields will be reviewed. This review will be performed initially by three "core" team members shown above and appropriate

counterpart personnel from OFPPT. This review will determine the anticipated requirements (for the following year) for advisors in technical areas. As also noted, job market analysis by that time may have pointed up other or "substitute" technical areas in which there are immediate needs for trained women. If so, it may be desirable to change the "mix" of technical advisors. It also may be advisable to utilize several short-term advisors "in place of" one or two of the initial long-term technical advisors. While it is anticipated currently that the technical fields initially designated for upgrading—and hence production of adequately trained women—are not likely to change within that relatively short time, it is believed that this potential for flexible project response can operate to the benefit of the overall program. In any case, the cost of the future "mix" of technical advisors is to remain within the budget figures shown for such personnel. The requirements analysis must be reviewed and approved by USAID before any changes in project personnel are undertaken.

J. Teacher Training

OFPPT has agreed to accept women candidates in its teacher training institutes beginning in 1979. There are three teacher training institutes in Casablanca operated by OFPPT: Institut National de Formation des Cadres Techniques (INFCT), Institut des Métiers du Bâtiment (IMB), and Institut National de Formation des Cadres en Comptabilité et Secrétariat (INFCCS). At INFCT, there are 113 student-teachers training in various industrial skills; at IMB, there are 18 student-teachers; and at INFCCS, there are 61 student-teachers learning accounting or secretarial skills. The women who are accepted by these institutes must have completed secondary school. In addition to free tuition and dormitory facilities for interns, the student-teacher receives a monthly stipend.

K. Participant Training

The contractor will arrange for university training in the United States for six Moroccans who will be trained to carry on the supervisory activities of the project staff once the project has been completed.

Two candidates will study human resources economics. Upon their return, they will work closely with the Councils in the various regions, to analyze the labor market as it affects women workers, to promote job opportunities for women, to assist in job placement, etc.

Two Moroccan women will eventually replace the project social psychologists and perform the same function of counseling the women trainees and the women workers. They will pursue a degree in counseling in the United States.

Two more candidates will do university work in vocational education. One will concentrate on industrial skills training, and the other on business skills training. They will serve on the central staff of OFPPT.

These six participants will spend three years in the United States, including five months of language training. When they return from the United States, there will be a six-month overlap with the project team.

L. Employment

It is clear that this pilot project for training women within the OFPPT system will be of value only to the extent that it can effectively demonstrate the employability of women trained in non-traditional skills. The success of the training rests with the application of the learned skills in the labor market. Unless the women find remunerative employment appropriate to their training, the investment will not have fully achieved its goal.

The project team will keep the training job-specific. Only those areas which have a proven outlet in the labor market of the particular region will be taught. The team leader and the economist will keep in close touch with each Council. Students will benefit from practical apprenticeships and on-the-job training. After commencing work, the woman worker will retain a link with the center through the counselor, the director, and the instructors. The centers will maintain contact and follow-up of all graduates at the job sites.

M. *Replication*

It is obvious that the pilot project concept of innovative change must not ignore the question of replicability. The pilot project for women must provide a type of technical assistance and project design which can readily be absorbed within the OFPPT system. From the start, the women students are not isolated in separate centers reserved for females. Instead, they are admitted to existing centers where men are in training. The latter model is easier to imitate in other CQPs once success has been demonstrated. It requires less capital investment; it eliminates the delay of new construction; and it avoids the burden and reluctance of catering to a privileged group.

Before the end of the third year, the OFPPT and the contract team will make definite plans for introducing women students to new CQPs after the pilot models. Likely sites for the first phase of replication are Kenitra, Meknes, Rabat, and Tangiers.

N. *Summary of Outputs*

Two pilot centers at OFPPT will provide job training for women in industrial and commercial skills. A system of job placement and performance evaluation will be functioning. Women professionals will be included on the central headquarters staff of OFPPT.

O. *Summary of Inputs*

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

AID will provide the contract services of an educator/administrator, a job development expert, a counselor, and vocational training experts, all for 3½ years. AID will sponsor participant training for six Moroccans to study social psychology, human resources economics, and vocational education for a three-year period.

Commodities needed for the success of the project include technical training equipment and supplies. One vehicle for the contract team is included because of the transportation requirements between the two pilot locations and the efficient and equitable use of the project staff in implementing the project at Fes, and in Casablanca.

P. *Description of Technical Services Required*

The contractor will advise the Directors of the pilot program centers and consult with the training staff of these centers on the design and implementation of plans to: (1) increase the number of women students graduated from the Centers' training programs; (2) increase the efficiency of job identification and placement services available to women enrolled in the training programs of the Centers; and (3) improve the teaching techniques and subject knowledge of the trainers in the following subjects: drafting, electricity, electronics, accounting, and secretarial skills. In connection with point (1) above, the contractor will be expected to devise programs to expand the recruitment of women, provide counseling and guidance services to them during training and the early months of employment, and sensitize trainers and employers to the special needs of employed women. In connection with point (2) above, the contractor will be expected to develop strategies to encourage individual employers to (a) review job descriptions and skill requirements and compare these to the capabilities of women graduates from the pilot centers' training programs, and (b) participate in programs which systematically project future employment needs. Similarly, the contractor will be expected to initiate a system to monitor on-the-job performance and problems of women graduates. In connection with point (3) above, the contractor will be expected to demonstrate appropriate teaching techniques, teach model units using such techniques, assist in the preparation of teaching plans and instructional materials, review curriculum in the areas specified above and supplement their contents, where necessary, to match the skills required for employment, and devise and implement plans for in-service training in the new methods and knowledge required to improve the quality of instruction at the pilot centers.

Q. *Job Description of Contract Technicians*

1. *Team Leader* (background in development of vocational training programs, particularly as those are related to women, with understanding of vocational education theory and application, requirements for articulation with anticipated overall manpower needs and flexibility of program response, familiarity with and sensitivity to women in development issues and general understanding of Moroccan cultural context affecting this program):

- Provides overall direction for project and for team in collaboration with her counterpart;
- Serves as direct liaison for team with executive staff of OFPPT in analyzing and formulating general direction of project;
- Works with directors of both centers in developing overall direction and implementation of project;
- Oversees work of all other team members;
- Responsible for recruitment of supplemental staff, as necessary;
- Establishes evaluation system to monitor project progress from team standpoint;
- Serves as liaison to USAID Morocco for team.

2. *Job Development Expert* (background: practical experience as well as extensive theoretical knowledge of job development and job placement; understanding of need for and familiarity with means of securing articulation of training and employment needs of industrial/commercial sector, especially as this applies to “new” fields and groups, particularly women in circumstances such as Morocco):

- Will serve as liaison to councils of directors of the two (and eventually more) centers for purpose of analyzing job market and potential placement of trained women;
- Works closely with officials from the Ministry of Labor, Ministry of Plan, Ministry of Education and other appropriate entities, to establish reliable means and methods for assessing future work force requirements, especially as these relate to women;
- Establishes and strengthens direct, immediate ties to private and semi-private sector employees (and potential employers) in areas surrounding the two centers (and eventually in other areas) to help ascertain, as a continuing strategy, actual needs and potentials for employment of women, both on individual and on group basis. As part of this responsibility, will establish program to help employers review and adjust job requirement descriptions and content;
- Analyzes training needs and indicated adjustments of programs to respond to employment potentials, and makes recommendations to appropriate MOL and project team personnel in this regard;
- Train Moroccan counterparts following training in the U.S., in actual carrying out such responsibilities in continuing and expanding activities, to assure that the project-instigated program will institutionalize both the analytic capability and directional flexibility to respond to employment requirements for women in indicated areas.

3. *Guidance Counselor* (background: experience and professional background in providing job and social counseling for women—particularly in developing countries and in the Near East if possible—sensitivity to and familiarity with “women in development” issues, understanding of Moroccan cultural context as affecting this program):

- Will study and analyze social-cultural-economic constraints involved in increasing the employability of training women in Morocco and will employ results of such study and analysis in working as counselor in this area;
- Will provide policy advice and recommendations to appropriate officials in the MOL and especially Formation Professionnelle on special requirements associated with increasing employability of women;
- Acts as individual job and guidance counselor for women trainees at centers at Fes and Casablanca (and possibly other locations as program expands) during overall project; will

maintain that responsibility for graduates of program; will perform study and analysis of developmental graduate trainees, their job problems solutions and responses; and will develop recommendations for program adjustment based on such study and analyses;

- When individual(s) available, i.e., following training in U.S., will work closely with Moroccan counterparts to assure gradual replacement and institutional capacity to carry out on-going (and expanded) responsibilities for this portion of project.

4. *Vocational Training Expert (Drafting)* (broad background for practical experience in teaching drafting as vocational skill, both for industrial and construction; familiarity with this type of vocational training in developing countries, especially in the Near East if possible; awareness of "socio-cultural" circumstances of Morocco):

- Will work closely with Moroccan trainers (and teachers of teachers) who are teaching industrial drafting and construction drafting at Casablanca, and with the teachers teaching drafting at Fes, to analyze and review content and methodology of teaching of drafting skills at both centers. Will advise such teachers, on continuing basis, of need and appropriate means for improving such instruction, from both points of view (i.e., curriculum content and methodology);
- At each location, will develop and maintain close practical content with these trades, including both employees and employers, and from actual hands-on knowledge, will advise on improving content and methodology of courses; will assist teachers in development of improved curriculum, lesson plans, micro-teaching techniques, using modern teaching aids, including programmed material, and increased student participation and joint student-faculty evaluation;
- Will follow closely employment careers of training graduates of program in these trades, and, based upon analysis of means to improve the instruction, will incorporate needed revisions into advice and suggestion to teachers;
- On continuing basis, will provide technical advice and recommendation on these technical areas (drafting) to project team, officials of MOL, and other appropriate parties.

5. *Vocational Training Expert (Electricity and Electronics)*

6. (*Commercial Accounting*). These two experts should have similar backgrounds in their respective skills training areas as the V.T.E. in drafting. They will bear similar responsibilities for improvement of course, content, methodology and relevance, in their respective technical areas, at both centers (and other locations as required). Toward that end, they also will be expected to interact in similar fashion with the teachers, trainees, members of the technical trades, employers, training graduates, and counterparts, to help institutionalize the analysis, response and improvement process in their respective technical skills training areas.

Attachment I of Annex I

PROJECT FINANCIAL PLAN
(Source and Application of Funding — \$ Millions)

As of August 14, 1978

Project No. 608-0147

| Project Inputs | Amount for an Incrementally Funded Project | | | | | |
|----------------------------|---|-------|--------------------------|-------|--------|-------|
| | Cumulative Obligations/ Commitments as of August 14, 1978 | | Future Years Anticipated | | Total | |
| | A.I.D. | GOM | A.I.D. | GOM | A.I.D. | GOM |
| Technical Services | 1.686 | | 0.836 | | 2.522 | |
| Training | 0.312 | | — | | 0.312 | |
| Commodities | 0.402 | | — | | 0.402 | |
| FPPT operating costs | | 0.800 | | 0.400 | | 1.200 |
| TOTAL | 2.400 | 0.800 | 0.836 | 0.400 | 3.236 | 1.200 |