

# EVALUATION DESIGN REPORT

## **Ex-Post Performance Evaluation in the Education Sector; Phase I – Morocco**

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Disclaimer: The views and opinions expressed herein are those of the author(s) and do not necessarily represent those of MCC or any other U.S. Government entity

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## ACRONYMS AND ABBREVIATIONS

<b>AFM</b>	Artisan and Fez Medina Project ( <i>Artisanat Fès Médina Projet</i> )
<b>APP</b>	Agency for Partnership & Progress ( <i>Agence du Partenariat pour le Progrès</i> )
<b>CBA</b>	Competency-Based Approach
<b>CFA</b>	Center of Apprentice Training ( <i>Centre de Formation par Apprentissage</i> )
<b>CQPAT</b>	Centre de qualification professionnelle des arts traditionnels
<b>CT (FC)</b>	Continuing Training ( <i>Formation continue</i> )
<b>DLCA</b>	Directorate for the Fight Against Illiteracy ( <i>Direction de la Lutte Contre l'alphabetisme</i> )
<b>EAR</b>	Evaluability Assessment Report
<b>EDR</b>	Evaluation Design Report
<b>EFP</b>	Establishment of Vocational Training ( <i>Etablissement de Formation Professionnelle</i> )
<b>ERR</b>	Economic Rates of Return
<b>FL (PAF)</b>	Functional Literacy ( <i>Programme d'alphabetisation fonctionnelle</i> )
<b>FLVT (AFFP)</b>	Functional Literacy & Vocational Training ( <i>Alphabétisation Fonctionnelle et Formation Professionnelle</i> )
<b>GDP</b>	Gross Domestic Product
<b>GOM</b>	Government of the Kingdom of Morocco
<b>IAT</b>	Institute of Traditional Arts ( <i>Institut des Art Traditionels</i> )
<b>IGA (AGR)</b>	Income Generating Activities ( <i>Activités Génératrice de Revenus</i> )
<b>KII</b>	Key informant interview
<b>M&amp;E</b>	Monitoring & Evaluation
<b>MA</b>	Ministry of Artisan Affairs, Social Economics & Solidarity ( <i>Ministère de l'Artisanat</i> )
<b>MAPM</b>	Ministry of Agriculture & Maritime Fisheries ( <i>Ministère de l'Agriculture et des Pêches maritimes</i> )
<b>MCA</b>	Millennium Challenge Account
<b>MCC</b>	Millennium Challenge Corporation
<b>MSI</b>	Management Systems International
<b>NGO (ONG)</b>	Non-Government Organization ( <i>Organisation Non Gouvernementale</i> )
<b>OFPPT</b>	Office of Vocational Training and the Promotion of Work ( <i>Office de la Formation Professionnelle et de la Promotion du Travail</i> )
<b>PEAQC</b>	Program for the Expansion of Access to Qualifications and Competencies ( <i>Programme d'Élargissement de l'Accès aux Qualifications et Compétences</i> )
<b>SIMPA</b>	Information Management System for Literacy Programs ( <i>Système d'information et Management de Programme d'alphabetisation</i> )
<b>TOR</b>	Terms of Reference ( <i>Termes de Références</i> )
<b>TPE</b>	Very Small Enterprises ( <i>de Très Petites Entreprise</i> )
<b>UGA</b>	Business Management Unit ( <i>Unité de Gestion d'Activité</i> )
<b>UNESCO</b>	United Nations Educational, Scientific, and Cultural Organization
<b>VT</b>	Vocational Training

## 1. INTRODUCTION

### 1.1. Background

The Millennium Challenge Corporation (MCC) is conducting an Ex-Post Performance Evaluation in the education sector in Morocco for the *Morocco Compact Artisan Fez Medina Project, Vocational Training Activity (2010-2013)*, known as the re-scoped **Functional Literacy and Vocational Training (FLVT) Activity**.

### 1.2. Country Context

On August 31, 2007, the MCC signed an agreement called the Millennium Challenge Compact (MCC-Morocco) with the Government of the Kingdom of Morocco (GOM) to provide a grant of \$697.5 million. At the country level, MCC administered the Millennium Challenge Account (MCA), established as a local accountable entity to manage implementation, funding, and monitoring of all projects. The goal of the Morocco Compact was to reduce poverty through economic growth by increasing productivity and improving employment in sectors with strong growth potential.

The Compact logic was that from 1980 to 2006 the Moroccan economy had grown slowly: by only 1.5% annually. Unemployment was consistently high and extreme poverty was nearly 11% of the population. Based on the Moroccan government's consultative development priorities from 2003, their *2005 Plan Emergence* identified sectors such as textiles, agribusiness, fishing, and handicrafts as sectors of domestic and global competitive advantage and hence the greatest potential growth. With the MCC, the refined sectors were reduced to three: agriculture, fishing, and artisanal handicrafts in six key regions of the country.

Five Projects were identified for MCC support: (1) Fruit Tree Productivity Project, (2) Small-Scale Fisheries Project, (3) Artisan and Fez Medina Project, (4) Financial Services Project, and (5) Enterprise Support Project. In total, these Projects were expected to increase Morocco's Gross Domestic Product (GDP) – a measure of the size of a country's economy – by approximately US\$118 million annually to benefit approximately 600,00 people directly and 3 million people indirectly over the five years of the Compact.<sup>1</sup>

The Agency of the Partnership for Progress (APP: *Agence du Partenariat pour le Progres*) was responsible for managing the AFM Project (and subsequently the FLVT Project, as explained in the following section).

#### 1.2.1. Artisan and the Fez Medina (AFM) Project, Vocational Training Activity

The Artisan and the Fez Medina (AFM) Project, Vocational Training Activity (2010-2013: \$111 million) aimed to foster better quality artisanal products by supporting improved production and management techniques, as well as providing access to bank credit and micro-credit. Over two-thirds of Moroccans, especially women and girls, lacked the literacy skills or adequate formal education necessary to enroll in vocational-technical training institutes. For those who were able to enroll, the poor quality of instruction offered few prospects for well-paid employment, despite an expanding job market and high demand for trained technicians.

The AFM Project goal was 'to stimulate economic growth by increasing value to the tourism and artisan sectors, increasing value of the cultural, historical, and architectural resources of the Fez Medina.' The Project logic and rationale stemmed directly from the Compact goal with a narrower, more intensive project focus. Three Activities were identified: (1) Literacy and Vocational Training, (2) Artisan Production, and (3) Fez Medina. The activities included technical training for traditional artisans to modernize their production and marketing techniques, and to strengthen the national system for literacy and vocational training to benefit the public, especially women and girls. In total, these components were expected to benefit approximately 1,000 literacy faculty personnel, 120,000 literacy students,

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<sup>1</sup> MCC Compact – Morocco (August 2007), Millennium Challenge Compact between the United States of America acting through the Millennium Challenge Corporation and the Kingdom of Morocco, p17

50,000 master artisans, and 15,000 people through mobile training programs; productivity support for 3,250 artisans and 550 master artisans; and 20,000 direct low-income workers in the Fez Medina.<sup>2</sup>

In 2008, the Government of Morocco requested that the Compact’s literacy program strive to be more functional than theoretical, and be oriented more strongly towards rural areas. In February 2009, Morocco’s inter-ministerial commission for the Compact submitted a proposal to expand functional literacy to include the agriculture and small-scale fishing sectors in order to support the goals of the Compact; and to re-focus vocational training for the artisan sector on five fields with strong cultural content and high potential for export growth, in accordance with the Vision 2015. A new assessment of the three economic sectors took place, and the AFM Literacy and Vocational Training activity was subsequently re-scoped as a separate Project in March 2009, and hence the Functional Literacy and Vocational Training (FLVT) Activity was established and commenced in 2010, a year after the original Compact projects. As such, this evaluation focuses on the revised FLVT Activity.

### 1.2.2. Functional Literacy and Vocational Training (FLVT) Activity

The Functional Literacy and Vocational Training (FLVT) Activity (2010-2013: \$32.8 million) reinforced the basic skills of individuals who were active or seeking to be active in the Artisan, Fisheries, and Agribusiness sectors including beneficiary artisans from other Compact sectors, particularly the AFM Project, to improve productivity and employability. FLVT’s ultimate goal was to: (1) improve the revenues of artisans, (2) improve the revenues of people engaged in fishing, and (3) improve the revenues of farmers. It was expected that revenues would be improved through the reinforcement of basic skills and professional qualifications. FLVT had three sub-activities:<sup>3</sup>

1. Functional Literacy (FL) for 69,000 beneficiaries (artisans, fishers, and farmers)
2. Vocational Training (VT) for 23,700 beneficiaries (traditional artisans)
3. Program to Expand Access to Qualifications and Competencies (PEAQC) for grants to 30 private and civil society entities to support FL and VT.

Notably, the APP established a separate team for the FLVT Activity as the Compact Projects had established their beneficiary selection criteria and had begun their programs. In the FL program, some degree of overlap was anecdotally found in the fisheries and fruit trees sector, but overlap was never established in the artisan sector. In the VT program, overlap was not established between working artisans in the VT Continuing Education program and other Compact programs.<sup>4</sup>

**Table 1: FLVT Components and Government of Morocco Structure**

	<b>MOROCCO GOVERNMENT MINISTRY OR AGENCY</b>
<b>MANAGING AGENCY</b>	Millennium Challenge Account-Morocco (MCA-Morocco)
<b>FLVT MANAGEMENT</b>	Agency of the Partnership for Progress – <i>Agence du Partenariat pour le Progres</i> (APP)
<b>FUNCTIONAL LITERACY</b>	Ministry of Artisan Affairs (MA) Ministry of Agriculture and Maritime Fisheries (MAMF)
<b>VOCATIONAL TRAINING</b>	Ministry of Artisan Affairs (MA)
<b>PEAQC GRANTS</b>	Ministry of Artisan Affairs (MA) Ministry of Agriculture and Maritime Fisheries (MAMF)

<sup>2</sup> MCC Compact – Morocco (August 2007), Annex I, pp11-13

<sup>3</sup> APP (October 2013), Monitoring and Evaluation Plan, p21

<sup>4</sup> Source: Jennifer Gerst. 30 October 2015.

### 1.3. Objectives of the Evaluation Design Report

The MCC Ex-Post Performance Evaluation will be conducted in two phases.

Phase 1: Task 1 (Deliverable 1) – Evaluability Assessment Report (EAR)

Task 2 (Deliverable 2) – Evaluation Design Report (EDR)

Phase 2: Task 1 (Deliverable 3) – Ex-Post Evaluation (EPA)

Task 1, the Evaluability Assessment Report, has been submitted. The purpose of the EAR was to determine the extent to which the FLVT Project, which concluded in 2013, could be evaluated in a reliable and credible manner in 2016, over two years after the end of the project. The project has had two performance evaluations: (1) the mid-term evaluation in 2011, and (2) the final evaluation in 2013. The EAR reviewed whether FLVT's objectives and project logic were adequately defined and whether its results were verifiable. The EAR focused on understanding the theory of change (i.e. what FLVT wanted to improve or change, to what extent, and in what manner), the structure of the project, the monitoring data collected during the project, its indicators, its targets, its actual end results, and its expected Economic Rates of Return (ERR).

The Evaluation Team Leader (Lead Evaluator) reviewed FLVT documents provided by MCC: MCC Compact Documents, Project Description Documents, M&E Compact Plans, FLVT Baseline Report, FLVT Mid-Term and Final Evaluation Reports, Economic Rate of Return (ERRs), Implementer Documents and Reports, and other relevant project documents. The desk/literature review culminated in the completion of the MCC template, the Evaluability Assessment Tool, which included the following five dimensions:

- Dimension 1:** Is the problem clearly defined? Is there sufficient evidence to support the problem diagnostic?
- Dimension 2:** Are the project objectives and theory of change/logic clearly defined?
- Dimension 3:** Are the risks and assumptions clearly defined with potential risk mitigation strategies?
- Dimension 4:** Are project participants clearly defined and justified in terms of geographic scope and eligibility criteria?
- Dimension 5:** Are the metrics for measuring results for both accountability and learning clearly defined?

Task 2, this Evaluation Design Report, combines the desk review findings of the EAR with information gained during a 6-day visit to Morocco from 7-12 September 2015.

This Evaluation Design Report (EDR) provides the draft and illustrative methodology and evaluation plan to conduct the Ex-Post Performance Evaluation, pending MCC approval, the associated data collection tools required to conduct the evaluation, a work plan, and a budget.<sup>5</sup>

Following MCC approval of the Evaluation Design Report, the Evaluation Team will proceed to Phase 2: The Ex-Post Performance Evaluation, beginning with the drafting of an Inception Report which will detail final methodology and contain finalized assessment tools (surveys, interview guides, etc.).

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<sup>5</sup> The evaluation budget is provided in a separate document submitted 5 February.

## 1.4. Definitions

Terminology may be misunderstood or interpreted differently by readers unless clarity is provided through definitions. The following terms are important to understanding more precisely the meanings conveyed in this and future documents. They include:

- **Certification versus Accreditation.** At the successful completion of training individuals are certified so that employers recognize they have acquired skills at a certain level for a specific trade. Institutions are accredited usually by a quasi-private organization established in law by the government.
- **Competency-based Approach (CBA).** Learning is defined by specific behaviors required at a job that must be mastered. CBA requires major changes in how curriculum is defined, how assessments are conducted, and how instructors deliver training. Evaluation determines if trainees have mastered each performance requirement or standard.
- **Competency-based Standards.** Standards are concise, written descriptions of what trainees are expected to know and be able to do at a specific stage of training. Standards need to be developed first before curriculum and performance assessments are developed. The emphasis is on what performance a particular job requires and assessments are practice-based as well as knowledge-based to determine if a trainee can perform successfully at a particular job. This is different than traditional methods that are organized around subjects and emphasize acquisition of knowledge.
- **Decentralization.** Authority is assigned to a lower level of government such as provinces or districts. There are three types – deconcentration, delegation, and devolution where the last gives complete authority of governance and management including financing to the lower level of government.
- **Demand-driven Versus Supply-driven Training.** The former system of education or training establishes programs based on input from organizations external to the system requiring frequent modifications. For example, employers define their employee needs and training responds by training for those needs. The latter reflects internal bodies of the system determine content without feedback from external organizations. Demand-driven organizations are more effective and efficient.
- **Education versus Training.** Education prepares individuals for life while training prepares individuals for livelihood. Generally, graduates of formal or non-formal education programs receive a diploma, while graduates of formal and possibly non-formal training programs receive certification. For example, a graduate of a medical school receives a degree but must pass a licensing program to be certified to practice medicine. While some jobs or careers require both a degree and certification others may require one or the other or none at all.
- **Functional Literacy.** Are approaches to literacy that stress the acquisition of appropriate verbal, cognitive, and computational skills to accomplish practical ends in culturally specific settings. Literacy in education applies to reading, writing and numeracy to achieve academic success.
- **Hierarchical Results.** Outputs and outcomes are measured at different levels of the system such as national, regional, provincial and local or community. Measurement may also include results from analysis of individual beneficiaries and organizations such as government agencies and departments.
- **Holistic Evaluation.** Balanced measurement of both quantitative and qualitative indicators is conducted. Whereas quantitative measurement answers the question “what”, qualitative measurement answers the question “how”. For example, textbooks are what is provided to classrooms (quantitative); How they are used is of greater importance (qualitative).”
- **Indicator.** If a variable is operationally defined, that is defined in a way it can be measured, it becomes an indicator. For our purpose we define categories of indicators classified as either input, process, output, outcome, or impact indicators.

- **National Training Certification.** A national body comprised of government officials, training institutions and the private sector determine standards needed to succeed at a specific level of a trade. Once learning can be demonstrated through authentic assessment, the national body such as a national training authority approves certification for graduates. This certification is generally recognized by employers.
- **Professional Development.** Those who are considered professional must use various approaches to remain up to date in their field. Individuals have numerous ways to do so including education programs such as a Master's degree, reading journals, and attending conferences. Training is only one part of the professional development process.
- **Project versus Program.** Projects have a set of specified outputs and outcomes and time-bound. They are generally external to on-going government programs. Projects tend to support the broader government's vision and mission and after completion should be absorbed into programs. This makes it difficult to measure project success due to confounding variables found in the program.
- **Sustainability.** The continuation of project outcomes through integration into existing programs is a sustainable outcome. The main purpose of social sector projects is to ensure that positive results emerging from a combination of inputs and processes continues.
- **Youth.** Different institutions and nations define youth differently. UNESCO's definition of youth is age 14 to 25 and has been adopted by this project.

## 2. FLVT PROJECT OVERVIEW AND THE INTERVENTIONS TO BE EVALUATED

The three components of the Functional Literacy and Vocational Training Project are documented below in detail.

**Figure 1: Structure of the FLVT Project**

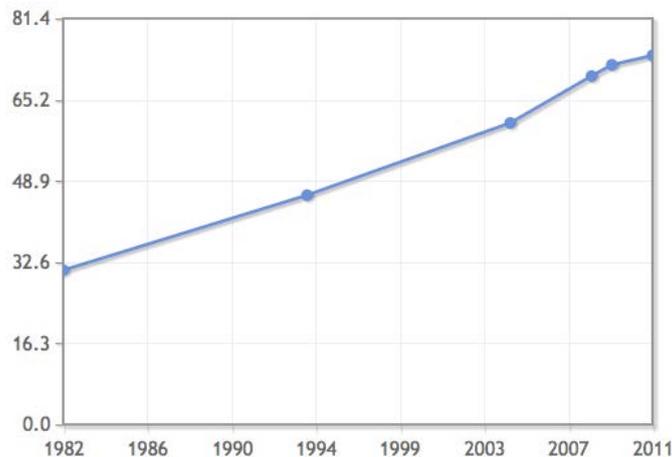
FUNCTIONAL LITERACY & VOCATIONAL TRAINING PROJECT						
FUNCTIONAL LITERACY			VOCATIONAL TRAINING	PEAQC GRANTS		
AGRIC	ARTISANS	FISHERS	ARTISANS	AGRIC	ARTISANS	FISHERS
			1. Residential (2 years) 2. Apprenticeships (18 months) 3. Continuing Training (4 days)			

### 2.1. FLVT Project Overview: Functional Literacy (FL)

#### 2.1.1. FL sub-Activity Logic

UNESCO collects worldwide literacy data, which is published by UNICEF with other global indicators, such as health, education, and economics, and updated intermittently. UNESCO reported the youth (15-24 years) literacy rate for Morocco for 2008-2011 as 88.8% for males and 74.0% for females.<sup>6</sup> While the literacy had been increasing since 1982 (commencement of records), it was not keeping pace internationally (Figure 2).

**Figure 2: UNESCO Literacy Rates for Morocco Youth (15-24 years), 1982-2011**



According to UNESCO, literacy rates for the total population improved from 57% in 2004 to 72% in 2012. The number of beneficiaries from national literacy programs in 2002/2003 was 286,000, which increased to 763,000 in 2012/2013, with women comprising 88% of participants. UNESCO subsequently presented the Government of Morocco with the internationally recognized 2012 Confucius Literacy Prize – Honorable Mention.<sup>7</sup> UNESCO was a partner agency in the FLVT Project, and hence the project is a contributing factor for the improvement of the overall literacy rate across the country.

Bolstering beneficiaries’ basic capacities and professional qualifications, through a mechanism of literacy certification, aimed to further increase the chances of success for artisans, fishery workers, and farmers by improving their revenues. The Functional Literacy sub-Activity sought to provide trade-

<sup>6</sup> Published at [unicef.org](http://unicef.org) updated in December 2013 (accessed on 13 September 2015)

<sup>7</sup> Morocco World News, 11 September 2013, <http://www.morocccoworldnews.com/2013/09/104368/morocco-illiteracy-rates-in-decline/>

related literacy to 69,000 beneficiaries in the three sectors and to introduce additional practical and employable skills into the literacy curriculum. The FL program duration was 15 months.

The four layers of the functional literacy course focused on:

1. How to read
2. How to write
3. How to do basic numeracy (add, subtract, multiply, and divide)
4. How to apply literacy and numeracy specifically to their trade (i.e. trade-related).

The development hypothesis, or sub-Activity logic, was three-fold:

1. **If** there are relevant, quality literacy materials (curricula and trainer’s guides) and quality trainers (instructors) **then** student beneficiaries will be attracted to (want to enroll in), retained in (not drop-out), and complete literacy courses (graduate).
2. **If** beneficiaries complete a certified literacy course, **then** it will improve their education and employment opportunities.
3. **If** beneficiaries complete a certified literacy course that improves their education and employment opportunities, **then** they will increase their revenue.

**Table 2: Functional Literacy sub-Activity Logic**

<b>FUNCTIONAL LITERACY SUB-ACTIVITY LOGIC</b>	
<b>INPUTS</b>	\$20 million to boost literacy and employability of beneficiaries
<b>OUTPUTS</b>	Trained literacy facilitators, supervisors, and managers (female/male) Functional literacy standards, curriculum, and learning materials for each of the 3 sectors (agriculture, fisheries, & artisan/handicrafts) Minor classroom equipment A two-level functional literacy examination system for certification of students
<b>IMMEDIATE OUTCOMES</b>	With relevant literacy materials & higher quality instructors, the number of learners (enrollment & retention) & their achievement (examination scores) will increase. Graduates will have functional literacy for future employment or self-employment.
<b>INTERMEDIATE OUTCOMES</b>	Institutionalization of new curricula and certification program by stakeholders. Increased number of learners passing the certification exam (graduates) at NGO & government training sites, which will open more employment and education doors. Overall, beneficiaries will have increased employability.
<b>ULTIMATE IMPACT</b>	Beneficiaries will experience increased revenue. There will be improvements in livelihoods and reduction in poverty.

Source: APP, AFFP Vocational Training Program Logic Spread Sheet (May 3, 2013)

A summary of functional literacy goals and targeted beneficiaries appears in Table 3.

**Table 3: FL sub-Activity Summary of Goals, Objectives and Targeted Beneficiaries**

<b>FUNCTIONAL LITERACY</b>		
<b>SECTORS/BENEFICIARIES</b>	<b>GOALS/INTERVENTIONS</b>	<b>AIMS &amp; OBJECTIVES</b>
Agriculture: target 19,000 Fisheries: target 20,000 Artisanal: target 30,000  Total target: 69,000 beneficiaries for 15-month program	<ul style="list-style-type: none"> <li>• National literacy capacity</li> <li>• Transferable &amp; employable skills in the literacy CBA Curriculum</li> <li>• Basic reading, writing &amp; counting in Arabic; life skills</li> <li>• Increased literacy autonomy</li> <li>• Certification system established</li> </ul>	To improve basic skills & professional qualifications of beneficiaries to increase the success of 3 Compact Projects: Fruit Tree Productivity Project, Small-Scale Fisheries Project, & Artisan & Fez Medina Project

Source: MCA-Compact Morocco AFM VLT Close-Out ERR, January 30, 2014 & MSI & UNESCO Final Reports

### 2.1.2. FL Participants/Beneficiaries

APP administered the FLVT Project through a Strategic Steering Committee. The Secretary of State for Artisan Affairs (SECA) was in charge of project execution, to implement functional literacy activities (project execution) for the artisan sector in the Ministry of Artisan Affairs. The project established Activity Management Units (UGA) in the agriculture department and the fisheries department of the Ministry for Agriculture and Maritime Fisheries to implement the trade-related functional literacy classes.

UNESCO was the lead external agency for the production of literacy materials and technical assistance, working with the FLVT Implementer and government agencies. This also included literacy testing and computerized monitoring of literacy results through SIMPA – Information Management System for Literacy Programs.

The literacy component was designed to align with the government’s policy to combat illiteracy across the country, as part of the *Vision 2015* strategy. UNESCO conceived the functional literacy component – *Programme d’alphabétisation fonctionnelle* (PAF, referred to as FL in this report) – in partnership with the government’s *Direction de la Lutte Contre l’Analphabétisme* (the Directorate for the Fight Against Illiteracy – DLCA). Implementation was expected to commence in 2010, but due to legal constraints, it commenced in 2011.<sup>8</sup> DLCA was officially launched in 2011 and continues to be a functioning agency. DLCA was initially a directorate in the Ministry of Education, and is now part of the Prime Minister’s Office. Therefore, the DLCA receives an increased budget and is a crosscutting agency (i.e. the fight against illiteracy cuts across all sectors and has been elevated to an agency of considerable importance).

Beneficiaries included literacy trainers within ministry units and NGOs conducting the literacy courses on behalf of the ministries. UNESCO conducted the training.

UNESCO’s Functional Literacy Final Report documented three selection criteria for participation in the functional literacy courses: (1) children at risk of school failure supported (in several forms) within primary schools to reduce the drop-out rate, (2) children who have left school and can be given a second chance to resume their education, and (3) youth and adults of the illiterate population aged 15 or over.<sup>9</sup> Hence, of the targeted 69,000 beneficiaries, there were youth at risk as well as adult artisans, fishery workers, and farmers (already working in the sectors) to introduce ‘additional practical and employable skills into the literacy curriculum.’<sup>10</sup> The Final Evaluation of the FLVT Project highlighted the selection of literacy personnel as follows: “The selection criteria were defined in advance by the program managers, though the lack of trained personnel made it necessary to recruit individuals with no background in literacy work and train them so that they in turn could train the beneficiaries”.<sup>11</sup> However the selection criteria is not explained.

The agricultural sector absorbed 20,522 beneficiaries, with 13,568 females (66%). NGOs accounted for 11,646 beneficiaries (57%), with the ministry accounting for 8,876 beneficiaries (43%). The fisheries sector supported 19,187 beneficiaries, with 11,544 females (60%). NGOs accounted for 11,056 beneficiaries (58%), with the ministry accounting for 8,131 (74%). The artisan sector supported 30,022 beneficiaries, with 21,633 females (72%). NGOs accounted for 27,512 beneficiaries (92%), with the ministry accounting for 2,510 beneficiaries (8%). Therefore, in total 67% of literacy beneficiaries were female and NGOs accounted for 72% of beneficiaries.<sup>12</sup>

<sup>8</sup> MCA-Compact Completion Report, December 2013, pp 57-64

<sup>9</sup> UNESCO (Sept. 2013), Final Analytical Report of the Various Steps and PAF (Functional Literacy) Achievements, p10

<sup>10</sup> M&E Plan, October 2013

<sup>11</sup> Transtec (November 2013), Final Evaluation of FLVT Activity, Final Report - Artisan Activity (English), p35

<sup>12</sup> MSI Final Report, September 2013, p29

### 2.1.3. FL Locations

The project conducted literacy courses throughout the country on a national scale within the three sectors: artisan affairs, agriculture, and small-scale fisheries. The implementation was facilitated through regional government offices. Locations included, for example:

**Table 4: FL sub-Activity Locations**

SECTORS	LOCATIONS
Agriculture	Ouazzane & Taounate
Artisan Affairs	Abou Jaad, Assila, Biougra, El Jadida, Fez, Goulmim, Kenitra, Khemisset, Meknes, Mohammadia, Ouarzazate, Oued Zem, Rabat, Rommani, Settat, Taroudant, Tinghir, Tiznit, & Zagoura
Fisheries	Safi
Agriculture & Artisan Affairs	Chefchaoun, Errachidia, Marrakech, Sefrou, Tan Tan, & Tetouan
Fisheries & Artisan Affairs	Agadir, Casablanca, Essaouria, Hoceima, Tanger & Tan Tan
All 3 sectors	Larache

Source: MSI Final Report, September 2013

### 2.1.4. FL Indicators, Targets, and Reported Achievements

Table 5 outlines the functional literacy indicators, baseline figures, literacy targets, and reported results in three cohorts (Table 6).

**Table 5: FL Results Metrics by Baseline, Targets & Actuals**

INDICATOR	BASELINE			END TARGET			ACTUAL		
	M	F	T	M	F	T	M	F	T
<b>FUNCTIONAL LITERACY</b>									
Annual income of FL artisans	\$3897	\$786	<b>\$4683</b>	No targets			Not reported*		
Annual income of FL fishers	\$1291	\$418	<b>\$1709</b>	No targets			Not reported*		
Annual income of FL farmers	\$2120	\$283	<b>\$2403</b>	No targets			Not reported*		
# FL Supported	0	0	<b>0</b>	36364	32636	<b>69000</b>	22976	46755	<b>69731</b>
# FL Graduates	0	0	<b>0</b>	16597	24894	<b>41491</b>	7355	31353	<b>38708</b>
# Instructors trained	0	0	<b>0</b>	1150	1250	<b>2400</b>	674	1182	<b>1856</b>

Source: MCA-Compact Close-Out Excel Spread Sheet, 30 January 2014, and MSI Final Report, September 2013

Note: \*The reported annual income figures were planned for the 2015 ex-post evaluation

**Table 6: FL Results Metrics by Baseline, Targets & Actuals**

COHORTS	DATES	BENEFICIARIES
Promotion 1	May 2010 to December 2012	9,893
Promotion 2	April 2011 to December 2012, March/April 2013	24,215
Promotion 3	December 2011 to June 2013	35,623
<b>TOTAL</b>		<b>69,731</b>

Source: MSI Final Report, September 2013, p28

The following achievements in the functional literacy component were noted:

- 69,731 beneficiaries were supported in literacy courses, exceeding the target of 69,000
- 67% of beneficiaries supported were women
- 55,526 beneficiaries completed the literacy courses, representing 80% of those enrolled and surpassing the 75% target
- The Ministry of Agriculture established 14 additional literacy classes to cope with the demand, and supported 20,522 beneficiaries, which exceeded the target of 19,000<sup>13</sup>
- 1,856<sup>14</sup> literacy trainers and supervisors were trained during 81 workshops
- 130 ministry classrooms were equipped with furniture

<sup>13</sup> Evaluation Team Leader discussion with a representative from the government department of Agriculture

<sup>14</sup> Recognized resources for at least one training session

- A system of literacy certification was established and implemented
- 38,708 beneficiaries were certified, via the exam, as literate<sup>15</sup>
- Course books and trainer guides were produced and distributed in sufficient numbers among the implementing NGOs and ministry managers
- A formal management and reporting tool was established based on formal classroom visits and quarterly evaluations of class progress in collaboration with APP and UGA members – the first in the field of literacy
- A mobile inspector and supervisor team conducted 2,300 monitoring classroom visits
- The establishment of the government Directorate for the Fight Against Illiteracy (DLCA) in 2011 and its organization under the ‘tutelle’ of the Head of Government Office with an increased budget and a crosscutting focus of considerable national importance.

Also notable are advocacy efforts which APP, UNESCO, DLCA and Ministry points of contact carried out to establish pathways for literacy learners to re-enter the training system and benefit from a recognized qualification. At the commencement of the FL Activity, only the Fisheries department in the Ministry of Agriculture and Maritime Fisheries had established literacy programming as a pre-requisite for its continuing education activities, and to a degree, it actively sought to ensure beneficiaries benefitted from all Compact projects. By the end of the Compact, the Ministry of Artisans began targeting FL program graduates to participate in other Ministry-led enterprise support activities. By the end of the Compact, the Agriculture department was revising its workforce development strategy, determining a place the newly developed literacy program in its formal system. Credit Agricole began recognizing the literacy certification exam as a formal qualification that could be put on requests for business loans. As the Compact came to a close, an APP-funded UNESCO report was released to the public providing recommendations as to how these stakeholders could move forward these efforts.<sup>16</sup>

### **2.1.5. MCA-Morocco Suggested FL Evaluation Methodology**

MCC suggested the following methodology for the functional literacy component: ‘the evaluation would follow-up on a selected number of questions from the 2013 end-of-Compact evaluation (known as ME 16 Lot 3).’<sup>17</sup> MCA-Morocco documented in the May 2014 M&E Plan potential evaluation questions and methodology to follow-up and build upon the independent FLVT Final Evaluation (2103). Potential questions were:<sup>18</sup>

- What is the outcome on the income of farmers, fishers, and artisans of the program?
- Are farmers, artisans, and fishermen more open to innovation? Have they improved their productivity?
- Have farmers, artisans & fishers adopted professional skills taught by the project?
- Have the farmers, artisans, and fishermen adopted the life skills? How has the adoption of these life skills affected the functioning of their households?
- What outcomes did the project have at the institutional level on the approach to literacy in Morocco?
- What progress has the Agency to Fight Against Illiteracy (DLCA) and ministerial partners made in institutionalizing this program? Has the demand for literacy certification (by institutions and learners) expanded since 2013? In what ways and associated with which sectors? Have formal pathways to further learning been established or expanded, and within which Ministry-led adult/continuing/vocational education programs? What impact(s) does the literacy certification have on beneficiaries’ wellbeing, including ability to apply for loans requiring a formal schooling qualification?

<sup>15</sup> MCA-Morocco Completion Report (Table 5), MSI Final Report, & January 2014 Close-Out Excel Spread Sheet

<sup>16</sup> Source: Jennifer Gerst. 30 October 2015.

<sup>17</sup> MCC Morocco and Namibia Compacts Overview, June 2015, p1

<sup>18</sup> 2014 M&E Plan, pp44-45

## 2.2. FLVT Project Overview: Vocational Training (VT)

### 2.2.1. VT sub-Activity Logic

The Vocational Training sub-Activity was implemented in cooperation with SECA and the Ministry of Artisan Affairs – *Ministere de l'Artisanat*<sup>19</sup> (MA), targeting 22,950 traditional artisans in three programs: 8,700 in residential and apprenticeship vocational training and 14,250 in continuing training.<sup>20</sup> A small in-service training activity was piloted in cooperation with vocational schools, allowing practicing artisans continuing training (CT) – *Formation Continue* (FC) – to improve their artistic expertise and entrepreneurial skills.

1. Residential programs (2 years)
2. Apprenticeship programs (18 months)
3. 15,038<sup>21</sup> in continuing training (4 days).

Vocational training was not undertaken in the agriculture and fisheries sectors. The VT component aimed to establish a standardized training system following a Competency Based Approach (CBA) in which participants learn manual (technical) skills, called competencies, as a priority, with theory as a secondary element.

Initially the FLVT Project targeted students in Vocational Training Centers (training-in-residence) called *Etablissement de Formation Professionnelle* (EFP). This expanded to include students in apprenticeship-based programs (on-the job training while working in the trade) called *Centre de Formation par Apprentissage* (CFA).

The five themes of the vocational training courses focused on:

1. Metalwork – *la ferronnerie*
2. Carpentry – *la menuiserie*
3. Pottery/Ceramics – *la poterie/ceramique*
4. Leather Goods – *la maroquinerie*
5. Traditional weaving – *le tissage traditionnel*.

The development hypothesis, or sub-Activity logic, was four-fold:

1. **If** vocational instructors improve the training and there is quality equipment, **then** Vocational Centers – EFP and CFA – will provide better quality training to students.
2. **If** vocational instructors improve their training and there is quality equipment **then** Vocational Centers – EFP and CFA – will attract more enrolments, retain more students (i.e. reduce the drop-out rate), and have more graduates.
3. **If** beneficiaries receive quality vocational training, **then** they will become more employable and will improve their education and employment opportunities.
4. **If** beneficiaries receive quality vocational training, **then** they will improve the quality of their products and increase the likelihood of receiving more revenue.

<sup>19</sup> The full title is the Ministry of Artisan Affairs, Social Economy, and Solidarity (MAESS)

<sup>20</sup> Figures from M&E Plan 2010, p106

<sup>21</sup> MSI Final Report, September 2013, p179

**Table 7: Vocational Training sub-Activity Logic**

<b>VOCATIONAL TRAINING SUB-ACTIVITY LOGIC</b>	
<b>INPUTS</b>	\$13 million to procure necessary inputs, specifically to renovate, equip, and train staff at Residential and Apprenticeship Vocational Training (VT) Centers
<b>OUTPUTS</b>	Upgrade 15 Residential VT Centers (EFP) and 23 Apprenticeship VT Centers (CFA) Teacher training content Training for directors and instructors of Training Centers Management handbooks and results-based management tools Specialized technical equipment and multimedia equipment in 5 artisan areas (themes) Modules on demand-based technical skills, workplace safety, & product marketing
<b>IMMEDIATE OUTCOMES</b>	With higher quality instructors and equipment, Vocational Training Centers will provide better quality of training to an increased number of beneficiaries. The Vocational Training Centers will be more visible and attractive, which will increase student enrolment, retention, and completion. Graduates of the residential and apprenticeship systems will have the competencies and attitudes that are required by future employers.
<b>INTERMEDIATE OUTCOMES</b>	Graduates of residential and apprenticeship systems will become more employable. Artisan beneficiaries will improve the quality of their products and their sales volume.
<b>ULTIMATE OUTCOMES</b>	Beneficiaries will experience increased revenue. There will be improvements in livelihoods and reduction in poverty.

Source: APP, AFFP Vocational Training Program Logic Spread Sheet (May 3, 2013)

A summary of vocational training goals and targeted beneficiaries appears in Table 8.

**Table 8: VT sub-Activity Summary of Goals, Objectives and Targeted Beneficiaries**

<b>VOCATIONAL TRAINING</b>		
<b>SECTORS/BENEFICIARIES</b>	<b>GOALS/INTERVENTIONS</b>	<b>AIMS &amp; OBJECTIVES</b>
Artisan Affairs: target about 23,700 (including 15,000 in office to receive continuing training)	<ul style="list-style-type: none"> <li>• Establish a standardized CBA training system</li> <li>• In-service training of practicing artisans (master artisans)</li> </ul>	<ul style="list-style-type: none"> <li>To strengthen CBA training</li> <li>To increase capacity of a cadre of master artisans</li> </ul>
Residential (2 years) Apprenticeship (18 months) Continuing Training (4 days)	<ul style="list-style-type: none"> <li>• Youth residential program</li> <li>• Youth apprenticeships</li> <li>• Support 15 key vocational centers</li> </ul>	<ul style="list-style-type: none"> <li>To develop manual skills &amp; entrepreneurial know-how</li> <li>To improve ironwork, carpentry, ceramics, leatherwork &amp; weaving</li> </ul>

Source: MCA-Compact Morocco AFM VLT Close-Out ERR, January 30, 2014 & MSI Final Report

### 2.2.2. VT Participants/Beneficiaries

Vocational Training Centers – EFP and CFA – are beneficiary organizations. Beneficiaries also include administrative staff and existing artisans trained by the project to become master trainers. Therefore, VT beneficiaries included ministry staff, departmental staff, vocational center personnel, vocational education managers and supervisors, who directly or indirectly improved outcomes on students and master artisans. Selection criteria for vocational centers staff, managerial staff, and vocational students (residential, apprenticeship, and continuing training) are not obviously stated or provided to the Evaluation Team. Further communication with vocational training center staff and key stakeholders may yield detailed information about this process and will be included in future deliverables associated with this ex-post evaluation. Within the five themes (metalwork, carpentry, ceramics, leatherwork, and weaving), the targeted participants included the illiterate and women, and artisans to be trained.

### 2.2.3. VT Locations

The project conducted artisanal vocational training in 16 EFPs and 23 CFAs. Many of the EFPs were fully equipped and supported from the commencement of the project, thus benefitting from all activities – (1) initial (revamping training curricula, train the trainers, and equipment) to make the vocational training centers more attractive, and (2) continuing training. While some CFAs received support throughout, many were supported towards the end of the project and thus received only IT (not the full complement of equipment). EFP locations are included in Table 9:

**Table 9: VT sub-Activity EFP Locations, Continuing Training & Number of Beneficiaries**

EFP	CONTINUING TRAINING	TOTAL BENEFICIARIES		
		M	F	TOTAL
CQPAT Agadir	Leatherwork	548	23	571
CQPAT Ait Faska	Carpentry, Metalwork, Pottery, Weaving	2163	599	2762
CQPAT Ben Guerir	Carpentry, Metalwork	226	31	257
CQPAT Beni Mellal	Carpentry	218	75	293
CQPAT Inezgane	Carpentry, Metalwork	1235	0	1235
CQPAT Meknes	Carpentry, Leatherwork, Weaving	586	491	1077
CQPAT Ouarzazate	Carpentry, Metalwork	586	1076	1662
CQPAT Oudayas Rabat	Leatherwork	297	3	300
CQPAT Safi	Pottery	201	25	226
CQPAT Sefrou	Weaving	298	93	391
CQPAT Takadoum Rabat	Carpentry, Metalwork	371	3	374
CQPAT Tanger	Carpentry, Leatherwork	171	88	259
CQPAT Tiflet	Carpentry, Metalwork	349	493	842
IAT Fez	Carpentry, Leatherwork, Pottery, Weaving	544	1	545
IAT Marrakech	Carpentry, Leatherwork, Metalwork	1717	25	1742
IAT Meknes	Carpentry, Metalwork, Pottery	376	12	388
<b>TOTAL</b>		<b>9886</b>	<b>3038</b>	<b>12924</b>
CFAs		1360	754	2114
<b>TOTAL</b>		<b>11246</b>	<b>3792</b>	<b>15038</b>

Source: MSI Final Report, September 2013, p157

### 2.2.4. VT Indicators, Targets, and Reported Achievements

Table 10 outlines the VT indicators, baseline, targets, and reported results.

**Table 10: VT Results Metrics by Baseline, Targets & Actuals**

INDICATOR	BASELINE			END TARGET			ACTUAL		
	M	F	T	M	F	T	M	F	T
Annual income of VT residential & apprentices	\$345	\$37	<b>\$382</b>	No targets			Not reported*		
# Students enrolled in VT	0	0	<b>0</b>	7766	934	<b>8700</b>	7581	1069	<b>8650</b>
# Artisans participating in CT	0	0	<b>0</b>	10688	3562	<b>14250</b>	11246	3792	<b>15038</b>
# Trainers trained in VT	0	0	<b>0</b>	139	57	<b>196</b>	139	57	<b>196</b>
% Residential drop-out rates	52%	52%	<b>52%</b>	40%	40%	<b>40%</b>	47%	64%	<b>56%</b>
% Apprentice drop-out rates	40%	40%	<b>40%</b>	30%**	30%**	<b>30%**</b>	31%	39%	<b>35%</b>
% Res. & Apprentice drop-outs	43%**	43%**	<b>43%**</b>	33%**	33%**	<b>33%**</b>	35%	46%	<b>41%</b>
# VT Graduates R&A	0	0	<b>0</b>			<b>3747</b>	2306	369	<b>2675</b>
# VT Employed Residential	0	0	<b>0</b>			<b>1070^</b>	Not reported*		
# VT Employed Apprentices	0	0	<b>0</b>			<b>3306^</b>	Not reported*		
# VT Employed R&A	0	0	<b>0</b>			<b>4376^</b>	Not reported*		

Notes: \* Close-Out Excel & M&E Plans indicated that annual incomes & employment results will be reported in the ex-post evaluation; \*\* These are Close-Out (January 2014 figures – MSI only reports combined drop-out rates for residential & apprentices as baseline 60%, target 40%, and actual 35% males & 46% females (p 437 Final Report); ^ Targeted number of residential & apprentice employed graduates exceeds the number of residential & apprentice graduates. The base annual income targets were: Residential MAD 0, Apprentice MAD 18,900 & Continuing Training MAD 27,500

Source: MCA-Compact Close-Out Excel Spread Sheet, 30 January 2014, and MSI Final Report, September 2013

Results for the 8,655 residential and apprenticeship enrollments are shown in Table 11.

**Table 11: Residential and Apprenticeship Beneficiaries by Themes**

THEMES	ACTUAL BENEFICIARIES		
	M	F	T
<b>RESIDENTIAL</b>			
Carpentry	775	26	801
Leatherwork	371	52	423
Metalwork	622	27	649
Pottery/Ceramics	105	106	211
Weaving	113	48	161
<b>TOTAL</b>	<b>1986</b>	<b>259</b>	<b>2245*</b>
<b>APPRENTICESHIP</b>			
Carpentry	2909	43	2952
Leatherwork	296	49	345
Metalwork	1997	3	2000
Pottery/Ceramics	189	91	280
Weaving	204	629	833
<b>TOTAL</b>	<b>5595</b>	<b>815</b>	<b>6410</b>
<b>TOTAL</b>	<b>7581</b>	<b>1074</b>	<b>8655*</b>

Source: MSI Final Report, September 2013, p172, 175-176

Notes: \*MSI Final Report documents the sum as 2240, and the grand total as 8650

Of the 2245 residential VT beneficiaries commencing in the first year, 1053 returned for the second year, with 947 sitting the examinations at the end of year 2, and 834 graduating.<sup>22</sup> Of the 6,410 apprentices commencing the 18-month course 936 dropped out, 3,633 were trained and 1,841 graduated.<sup>23</sup>

The 15,038 CT beneficiaries were mostly in carpentry programs (Table 12).

**Table 12: Continuing Training Beneficiaries by Themes**

THEMES	ACTUAL BENEFICIARIES		
	M	F	T
Carpentry	6174	2	6176
Leatherwork	606	80	686
Metalwork	3088	4	3092
Pottery	1098	28	1126
Weaving	280	3678	3958
<b>TOTAL</b>	<b>11246</b>	<b>3792</b>	<b>15038</b>

Source: MSI Final Report, September 2013, p179

The following achievements in the vocational training component were noted:

- 16 vocational training centers (EFP) were supported from project commencement (with training and equipment), one more than targeted
- 6,472 tools and machines were delivered, verified, and installed, with training on their use
- 23 apprenticeship centers (CFA) were supported that were not originally targeted
- 197 trainers and 98 administrative managers trained in 91 training seminars
- The introduction of a new continuing training program, and 2 new residential training programs based on the Competency-Based Approach
- 15,038 artisans received continuing training, including 3,792 women
- 31 workshops for EFP staff in 5 professions: carpentry, metalwork, pottery, leatherwork, and weaving

<sup>22</sup> MSI Final Report, September 2013, p172

<sup>23</sup> MSI Final Report, September 2013, p176

- Continuing training involved 7 different modules
- Pottery and weaving mobile training units of the Ministry of Artisan Affairs were established in 2012 implementing 157 training sessions
- Translation into Arabic of 4 programs
- 12 support documents produced for the apprenticeship program (trainer and trainee manuals)
- Governance system for vocational training improved with the implementation of a contracting system between training institutions and the Central Management Unit (DFPFCA).<sup>24</sup>
- Implementation of MIS (Konosys)
- There was one PEACQ grant that effectively resulted in benefit for the VT component because it took place in the targeted schools.

### 2.2.5. MCA-Morocco Suggested VT Evaluation Methodology

MCC suggested the following methodology for the vocational training component: ‘Level of effort would concentrate on implementation of the Competency-Based Approach (CBA) in the vocational schools, but also follow-up efforts of the Ministry of Artisan Affairs (MA) to expand continuing education post-Compact.’<sup>25</sup>

## 2.3. FLVT Project Overview: Qualifications and Competencies (PEAQC)

### 2.3.1. PEAQC sub-Activity Logic

The Program to Expand Access to Qualifications and Competencies sub-Activity (PEAQC) was complementary to FL and VT and offered competitive, transparent grants to private sector or civil society entities. These entities proposed innovative initiatives that aimed to support existing functional literacy or vocational training programs by making them more attractive and accessible to socially or geographically marginalized groups. PEAQC targeted 10,000 beneficiaries<sup>26</sup> by allocating grants ranging from USD50,000 to USD200,000 for literacy and vocational projects.

PEAQC had the following objectives:<sup>27</sup>

- Promote innovative practices in strengthening professional skills for artisans and apprentices, especially through the creation of public/private partnerships
- Offer more literacy and vocational training to disadvantaged populations
- Promote employability and professional insertion for the beneficiaries of the Functional Literacy and Vocational Training programs
- Encourage entrepreneurship among recipients of vocational training in the artisanal sector, and income-generating activities among the beneficiaries of the trainings and functional literacy programs
- Contribute to upgrading working conditions, management of units, products and their marketing in order to improve the living standards of the artisans.

<sup>24</sup> MSI Final Report, September 2013, Executive Summary and interviews

<sup>25</sup> MCC Morocco and Namibia Compacts Overview, June 2015, p1

<sup>26</sup> PEAQC targeted 10,000 beneficiaries and 7,583 graduates, according to MCA-Compact Morocco AFM VLT Close-Out ERR, January 30, 2014 & MSI & UNESCO Final Reports

<sup>27</sup> MSI (September 2013), Final Report, p13 & MCA-Morocco Compact Completion Report (December 2013), p59

PEAQC's ultimate aim was that 'the training systems will be more attractive and accessible to socially or geographically marginalized groups; beneficiaries will enroll, be retained in the literacy or vocational training programs, complete their programs, and graduate.' A summary of PEAQC goals and targeted beneficiaries appears in Table 13.

**Table 13: PEAQC sub-Activity Summary of Goals, Objectives and Targeted Beneficiaries**

PEAQC GRANTS		
SECTORS/BENEFICIARIES	GOALS/INTERVENTIONS	AIMS & OBJECTIVES
Agriculture Fisheries Artisan Affairs Total target: 10,000 beneficiaries	Innovative initiatives by private sector, civil society, or the public through competitive grants to support FLVT systems	To make training systems more attractive & accessible to enhance FL & VT enrolment, retention & completions

Source: MCA-Compact Morocco AFM VLT Close-Out ERR, January 30, 2014 & MSI Final Report

### 2.3.2. PEAQC Participants/Beneficiaries

PEAQC beneficiaries were dependent upon an award to an agency or organization. Hence the initial beneficiary is the organization, with the end beneficiary being participants in the proposed project.

### 2.3.3. PEAQC Locations

PEAQC locations were dependent upon an award, but targeted geographically marginalized area and a diverse geographical spread of localities. These included Ait Baha, Beni Mellal, Dades, Kenitra, Khenifra, Ksar El Kebir, Larache, Ouazzane, Oujda, Sidi Slimane, Sidi Taybi, Sidi Yahia, Tanger, and Vales M'Gouna.<sup>28</sup>

### 2.3.4. PEAQC Indicators, Targets, and Reported Achievements

PEAQC selection panels awarded grants to 30 NGOs or academic organization for 30 projects (7 agriculture, 9 fisheries and 14 artisanal/handicrafts). The grants aimed to promote innovative methods of capacity building, encourage the creation of businesses and income generating activities (*activites generatrice de revenus – AGR*), and/or improve working conditions, management of production units, and equipment.

Of these, 28 agreements were signed, 27 projects commenced implementation, 1 project ceased implementation due to the pressures of timing, and 3 projects were adjourned/suspended.<sup>29</sup> Suspensions were the result of organizations not addressing their Terms of Reference that were noted by the implementer during performance monitoring visits. Hence 23 projects completed all of their planned activities (5 agriculture, 5 fisheries, and 13 artisanal/handicrafts). From the 24 PEAQC grants implemented, 290 activities were planned and 264 deliverables were validated (91%). PEAQC aimed to target 10,000 beneficiaries for support and to target 7,583 with certificates of completion (Table 14 & 15).

**Table 14: Results Metrics by Baseline, Targets & Actuals**

INDICATOR	BASELINE			END TARGET			ACTUAL		
	M	F	T	M	F	T	M	F	T
<b>PROGRAM TO EXPAND ACCESS TO QUALIFICATIONS &amp; COMPETENCIES (PEAQC)</b>									
# Completion Certificates	0	0	0	2806	4777	7583	4780	4230	9010

Source: Close-Out Excel Spread Sheet, 30 January 2014

<sup>28</sup> Fiche: PEAQC Artisanat/Alphabétisation Fonctionnelle, May 2012

<sup>29</sup> MSI (August 2013), FLVT Final Report, Executive Summary, p2

**Table 15: Results Metrics by Organization**

ORGANIZATION	OBJECTIVE	BENEFICIARIES		
		M	F	T
ADMD	Extend literacy & VT to improve access	0	1000	<b>1000</b>
Al Wafae	Encourage creation of enterprises	194	105	<b>299</b>
Femme Action (AFA)	Encourage creation of enterprises	0	200	<b>200</b>
FOO	Promote innovative methods to strengthen professional skills	0	165	<b>165</b>
RARBA	Extend literacy & VT to improve access	0	506	<b>506</b>
UAF Tanger	Improve work conditions, productivity, quality, & marketing	349	246	<b>595</b>
UNFM d'Oujda	Improve work conditions, productivity, quality, & marketing	0	60	<b>60</b>
<b>TOTAL ARTISAN – FUNCTIONAL LITERACY (7)</b>		<b>543</b>	<b>2282</b>	<b>2825</b>
AFDF	Promote innovative methods to strengthen professional skills	30	11	<b>41</b>
CERFAV	Promote innovative methods to strengthen professional skills	13	3	<b>16</b>
CMPP	Improve work conditions, productivity, quality, & marketing	357	57	<b>414</b>
MEARN	Promote innovative methods to strengthen professional skills	223	87	<b>310</b>
Planet Finances	Promote employability & jobs for FL & VT beneficiaries	30	21	<b>51</b>
Toudart Iwsta	Improve work conditions, productivity, quality, & marketing	0	62	<b>62</b>
<b>TOTAL ARTISAN – VOCATIONAL TRAINING (6)</b>		<b>653</b>	<b>241</b>	<b>894</b>
ADAM	Encourage creation of enterprises	583	53	<b>636</b>
ALAGAYA	Extend literacy & VT to improve access	49	156	<b>205</b>
ANDEE	Improve work conditions, productivity, quality, & marketing	148	12	<b>160</b>
FJE*		51	3	<b>54</b>
FHA	Improve work conditions, productivity, quality, & marketing	1279	125	<b>1404</b>
Fondation Norsys	Improve work conditions, productivity, quality, & marketing	60	0	<b>60</b>
SIFA*		756	623	<b>1379</b>
<b>TOTAL AGRICULTURE (7) – 5 ORGANIZATIONS COMPLETED ACTIVITIES</b>		<b>2926</b>	<b>972</b>	<b>3898</b>
AGIR	Improve work conditions, productivity, quality, & marketing	209	83	<b>292</b>
AAPA (Agadir)	Improve work conditions, productivity, quality, & marketing	580	0	<b>580</b>
ASTICUDE	Extend literacy & VT to improve access	202	0	<b>202</b>
ECODEL	Extend literacy & VT to improve access	83	161	<b>244</b>
COFEPROMER	Improve work conditions, productivity, quality, & marketing	28	47	<b>75</b>
<b>TOTAL FISHERIES (5)</b>		<b>1102</b>	<b>291</b>	<b>1393</b>
<b>TOTAL (25) – 23 COMPLETE ALL ACTIVITIES</b>		<b>5224</b>	<b>3786</b>	<b>9010</b>

Source: MSI Final Report, September 2015, p251-52

Note: \* Did not complete activities

The following achievements in the PEAQC sub-Activity were noted:

- 23 grants completed all activities
- 10,720 supported beneficiaries of handicrafts, agriculture and fisheries in literacy and vocational training (141%)
- 9,010 beneficiaries received certificates of completion (119%)
- 4,230 women received certificates of completion (39%)
- 45 cooperatives were established with 825 members (68% women)
- 2 networks of cooperatives and associations were established
- 8 income generating activities (AGR) and 50 very small enterprises (TPE) were conducted
- 19 documents were produced from 11 grants across all three sectors (such as training, post-literacy manuals, guides, and booklets).<sup>30</sup>

<sup>30</sup> MSI (August 2013), FLVT Final Report, Executive Summary, p2

**Table 16: Number of Cooperatives Established**

ORGANIZATION	NUMBER OF COOPERATIVES	MEMBERS		
		M	F	T
1. ADMD	1 – ARTISAN LITERACY	0	60	<b>60</b>
2. AFA	1 – ARTISAN LITERACY	No data	No data	<b>No data</b>
3. Al Wafae	4 – ARTISAN LITERACY	67	26	<b>93</b>
4. FOO	3 – ARTISAN LITERACY	0	55	<b>55</b>
5. RARBA	12 – ARTISAN LITERACY	0	260	<b>260</b>
6. UNFM	1 – ARTISAN LITERACY	0	7	<b>7</b>
7. AFDF	2 – ARTISAN VOCATIONAL	35	12	<b>47</b>
8. Toudart Iwesta	1 – ARTISAN VOCATIONAL	0	7	<b>7</b>
9. ADAM	12 – AGRICULTURE	65	49	<b>114</b>
10. ALAGAYA	3 – AGRICULTURE	10	70	<b>80</b>
11. ANDEE	2 – AGRICULTURE	25	0	<b>25</b>
12. FHA	2 – AGRICULTURE	7	14	<b>21</b>
13. NORSYS	1 – AGRICULTURE	56	0	<b>56</b>
<b>TOTAL</b>	<b>13 PROJECTS WITH 45 COOPERATIVES</b>	<b>265</b>	<b>560</b>	<b>825</b>

Source: MSI Final Report, September 2015, p253

### 2.3.5. MCA-Morocco Suggested PEAQC Evaluation Methodology

MCC suggested the following methodology for the PEAQC component: ‘The evaluation would look at longer-term outcomes of two selected grants, which received follow-up support from government and/or provided extended skills or business development (skill application) support to beneficiaries of the above VT and FL programs.’<sup>31</sup> These grants will be selected as case studies in coordination with MCC and other key stakeholders and detailed in the Phase 2 Inception Report.

## 2.4. FLVT Project Overview: Economic Rates of Return (ERR)

The MCA-Compact calculated an economic rate of return (ERR) to measure the net benefits generated by each project, including the FLVT Project. The MCA-Compact projected (forecast) the ERR over 10-25 years corresponding with the expected life of the infrastructure, equipment, or capacity building during the FLVT Project. A publicly available ERR Excel Spreadsheet for the FLVT Project exists and is referred to as the Morocco AFM FLVT Close-Out ERR.<sup>32</sup> The ERR was calculated using current data at the time (2009 and 2014) with assumptions about the number of direct beneficiaries, the distribution of benefits, and the beneficiaries’ uptake of economic opportunities throughout implementation of the FLVT Sub-Activities.<sup>33</sup>

### 2.4.1. FLVT Economic Rates of Return by Components

During the re-scoping of FLVT in March 2009 an ERR analysis was undertaken but never approved by MCC, although the Project proceeded without it.<sup>34</sup> In 2009 the ERR was calculated at 38% and the Close-Out ERR in 2014 was calculated at 41.9% over 20 years (Table 17).

**Table 17: Economic Rate of Return by Components (ERR) 2009 and 2014**

COMPONENT	2009 ERR	2014 ERR
<b>FUNCTIONAL LITERACY (FL) TOTAL</b>	<b>54%</b>	<b>54%</b>
- Agriculture	29%	33%
- Fishing	56%	56%
- Artisanat (Handicrafts)	42%	61%
<b>ARTISAN VOCATIONAL TRAINING (VT) TOTAL</b>	<b>17%</b>	<b>17%</b>
- Residential (2 years)	20%	73%
- Apprenticeship (18 months)	67%	25%
- Continuing Training – CT (4 days)	18%	08%
<b>ERR FLVT TOTAL</b>	<b>38%</b>	<b>42%</b>

<sup>31</sup> MCC Morocco and Namibia Compacts Overview, June 2015, p1

<sup>32</sup> [https://assets.mcc.gov/documents/mcc-err-morocco-literacyVT\\_Artisans\\_and\\_Fes\\_Medina-project-closeout.web\\_FINAL.xlsx](https://assets.mcc.gov/documents/mcc-err-morocco-literacyVT_Artisans_and_Fes_Medina-project-closeout.web_FINAL.xlsx) - Excel document is known as the Morocco AFM FLVT Close-Out ERR, Jan. 30, 2014

<sup>33</sup> 2010 APP M&E Plan, p10

<sup>34</sup> Morocco AFM FLVT Close-Out ERR, January 30, 2014, Synthesis

Source: MCA-Compact Morocco AFM VLT Close-Out ERR, January 30, 2014

A sensitivity analysis is calculated with costs and benefits varying by +/-20% compared to a baseline to obtain optimistic and pessimistic scenarios to select key risks and assumptions. It is not clear whether a sensitivity analysis was conducted for the FLVT Project, but it can be calculated based on existing ERR figures.

The main assumptions of the ERR in terms of outcomes and benefits are monitored on the FLVT Project's Indicator Tracking Tables (ITT). The ERR rationale and assumptions are based on the Education Development Index and micro-data from the Moroccan Household Survey of 1990/1991, which showed the 'present discounted value of additional lifetime income from additional schooling ranged from \$9,000 to \$222,000 per person ... it provides a basis for believing that programs with per-pupil costs of less than \$8,000 would have a sufficiently high economic return.'<sup>35</sup>

The 2014 Close-Out ERR clearly documents the assumptions and hypotheses for calculations. These include opportunity costs estimation parameters against each sub-Activity for both FL and VT. For example, against Apprenticeships the assumption is that 'the training is spending 20% of the working time, 80% is supposed learning-by-doing. The opportunity cost is equal to 20% of the baseline wage multiplied by the insertion rate.'<sup>36</sup> Also, against each sub-Activity an earning hypothesis is calculated per individual beneficiary, such as productivity gains.

The independent FLVT Final Evaluation Report was optimistic about the economic growth figures and the connection between increased functional literacy and productivity. The report found 24% of surveyed respondents reported increased income, 67% expected increased income, and an average of 71% reported a positive result in terms of boosting productivity.<sup>37</sup> This was based upon focus discussion groups and a survey of 500 beneficiaries. However, the caveat was that 'measuring the income of farmers, fishermen, and artisans and their families is no easy task. From the information gathered in focus groups or semi-structured interviews, we can expect productivity gains of 20%, 40%, or even 60% (or more) over time' but these depend on weather conditions, marketing, application of new techniques, price fluctuations, and/or technological and business innovation.<sup>38</sup>

### 3. LITERATURE/DESK AND FIELD REVIEW

#### 3.1. Desk and Field Review

The Evaluation Team Leader conducted a desk review of select project literature provided by MCC (Annex 2). Documents included MCC and MCA-Compact documents, Artisan and Fez Medina (AFM) Project documents, FLVT Baseline Report, MCA-Morocco Completion Report, MSI Final Report, UNESCO Final Report, independent mid-term and final evaluations of the FLVT Project, Indicator Tracking Tables, Economic Rates of Return data, and project logic tables.

The Team Leader also conducted a 7-day field visit to Morocco to discuss the issues generated from the desk review and the Evaluability Assessment in order to inform the evaluation design and methodology. The field visit included key informant interviews (KII) with stakeholders (Schedule of Meetings appears in Annex 1).

#### 3.2. Summary of Desk Review

The Functional Literacy and Vocational Training (FLVT) Activity was developed as an autonomous Project after the Artisan and Fez Medina (AFM) Program was re-scoped in March 2009, two years after the Compact was signed with MCC in August 2007 and a year after implementation of the Compact. Initially 'training of beneficiaries in functional literacy and professional training' was one output in the

<sup>35</sup> Morocco AFM FLVT Close-Out ERR, January 30, 2014, Synthesis

<sup>36</sup> Morocco AFM FLVT Close-Out ERR, January 30, 2014, Synthesis

<sup>37</sup> Transtec (November 2013), Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the 'Artisan and Fez Medina' Project and the 'Functional Literacy and Vocational Training (FLVT) Activity, Final Report - Artisan Activity (English), pp25-26

<sup>38</sup> Transtec (November 2013), Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the 'Artisan and Fez Medina' Project and the 'Functional Literacy and Vocational Training (FLVT) Activity, Final Report - Artisan Activity (English), p7

AFM Project, but expanded to achieve full project status. FLVT was entrusted within the Agency for Partnership and Progress (APP) under the AFM-30 Contract.

The FLVT Project goal was ‘to improve revenues of artisans, fishers, and farmers through the reinforcement of their basic skills and professional qualifications.’<sup>39</sup> The target beneficiaries were revised from 120,000 literacy students under the AFM Project to about 100,000 under the FLVT Project: 69,000 in functional literacy programs across three sectors (agriculture, fisheries, and handicrafts), 23,700 in vocational training programs, and 10,000 in the grants program to expand access to qualifications and competencies (PEAQC) as in Table 18.

**Table 18: FLVT sub-Activity Summary of Goals, Objectives and Targeted Beneficiaries**

<b>FUNCTIONAL LITERACY AND VOCATIONAL TRAINING (FLVT)</b>		
<b>SECTORS/BENEFICIARIES</b>	<b>GOALS/INTERVENTIONS</b>	<b>AIMS &amp; OBJECTIVES</b>
<b>FUNCTIONAL LITERACY (FT)</b>		
Agriculture: target 19,000 Fisheries: target 20,000 Artisanal: target 30,000  Total target: 69,000 beneficiaries for 15-month program	<ul style="list-style-type: none"> <li>• National literacy capacity</li> <li>• Transferable &amp; employable skills in the literacy CBA Curriculum</li> <li>• Basic reading, writing &amp; counting in Arabic; life skills</li> <li>• Increased literacy autonomy</li> <li>• Certification system established</li> </ul>	To improve basic skills & professional qualifications of beneficiaries to increase the success of 3 Compact Projects: Fruit Tree Productivity Project, Small-Scale Fisheries Project, & Artisan & Fez Medina Project
<b>VOCATIONAL TRAINING (VT)</b>		
Artisan Affairs: target about 23,700 (including 15,000 in office to receive continuing training)  Residential (2 years) Apprenticeship (18 months) Continuing Training (4 days)	<ul style="list-style-type: none"> <li>• Establish a standardized CBA training system</li> <li>• In-service training of practicing artisans (master artisans)</li> <li>• Youth residential program</li> <li>• Youth apprenticeships</li> <li>• Support 15 key vocational centers</li> </ul>	To strengthen CBA training To increase capacity of a cadre of master artisans To develop manual skills & entrepreneurial know-how To improve ironwork, carpentry, ceramics, leatherwork & weaving
<b>PROGRAM TO EXPAND ACCESS TO QUALIFICATIONS &amp; COMPETENCIES (PEAQC)</b>		
Agriculture Fisheries Artisan Affairs Total target: 10,000 beneficiaries	<ul style="list-style-type: none"> <li>• Innovative initiatives by private sector, civil society, or the public through competitive grants to support FLVT systems</li> </ul>	To make training systems more attractive & accessible to enhance FL & VT enrolment, retention & completions
<b>TOTAL TARGET: 102,700 beneficiaries</b>		

Source: MCA-Compact Morocco AFM VLT Close-Out ERR, January 30, 2014 & MSI & UNESCO Final Reports

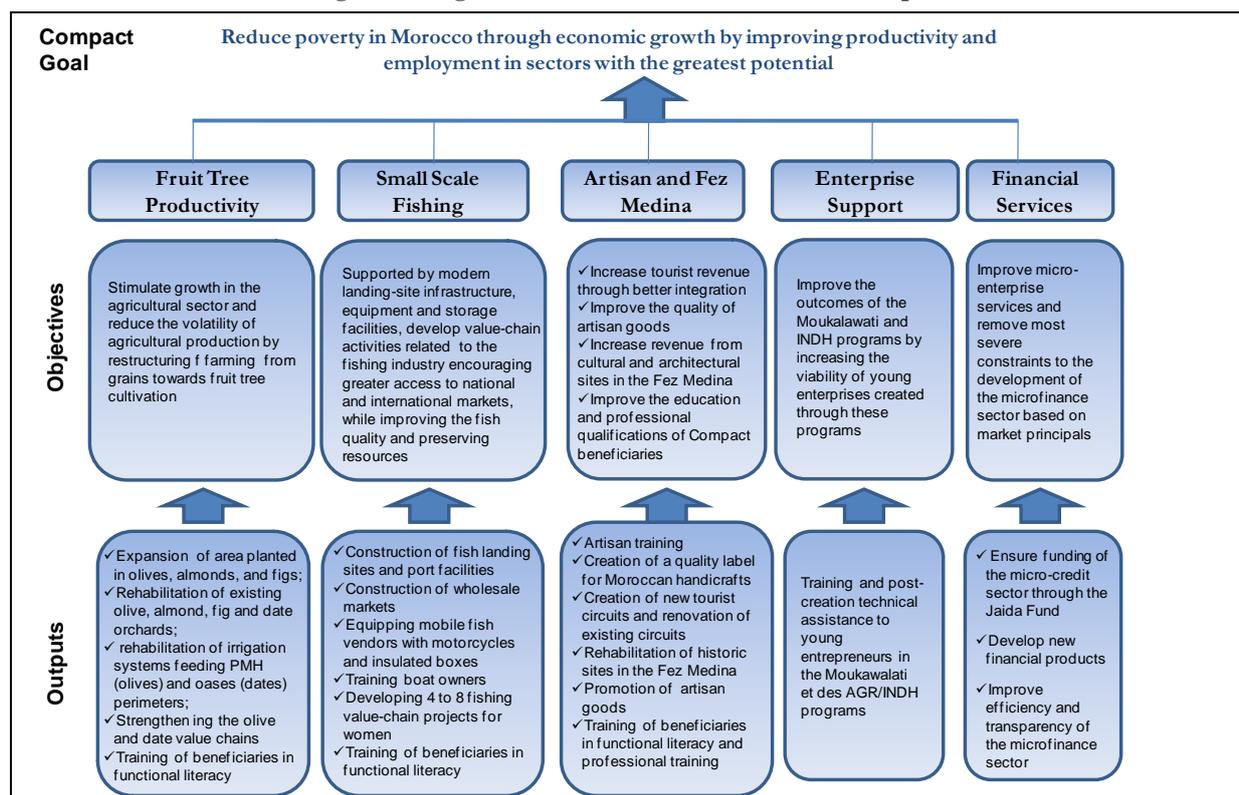
The design of the FLVT Project indicates a multi-ministerial, multi-agency, multi-sectoral three-pronged approach to improving literacy and specific vocational skills, with medium to long-term goals and objectives. The approach targets students, trainers, managers, departments, ministries, vocational centers, and the system, as well as curriculum, equipment, and certification.

With this approach, the root causes of low literacy rates are identified and addressed at multiple levels with a range of training methods and training durations. Different social and cultural dynamics, particularly youth, gender, and poverty are shown to influence the problem and be influenced by the problem, and hence the FLVT Project has a wide-reaching diagnostic plan to address the problem of literacy and employability.

The linkages between the five MCA-Compact Projects are clearly defined in MCC and MCA-Morocco documents, including their M&E Plans (2010, 2013, and 2014). Additionally, the linkages between the Artisan and Fez Medina Project, from which the Functional Literacy and Vocational Education Project emanated, are well documented (Figure 3). There is also an explicit imperative from the Government of Morocco in terms of economic growth, with a commitment to policy directives and an integrated and ministerial-wide approach to poverty reduction, employability, investment, and domestic and international growth.

<sup>39</sup> MCA-Morocco (January 2010), M&E Plan, p15 & MSI (September 2013), Final FLVT Report, p7

**Figure 3: Logical Framework for the Morocco Compact**



Source: APP (Jan. 2011) Monitoring and Evaluation Plan, p9 & APP (Oct. 2013), Monitoring and Evaluation Plan, p8

The FLVT Project is coherent and compatible with national government literacy policies, such as the Fight Against Illiteracy campaign (and agency established in 2011), as well as related relevant strategies, such as the Green Morocco Plan, the Halieutis Plan, the 2015 Vision (for the country) and the 2015 Vision for the artisanal handicrafts sector.

### 3.2.1. Baseline Data to Support Claims of the Problem

Between May and June 2011 an independent firm conducted a Baseline Report for the FLVT Project. The objective was to determine the reference values against indicators – a baseline or benchmark to measure performance during the implementation of the project. An electronic questionnaire (a tablet device) was administered to 983 beneficiaries and diverse stakeholders.

An analysis of beneficiary demographic and socio-economic status was determined, as well as their source of income, level of income, days worked per year, distances to government services, farming techniques, and farming practices. From the analysis, six main indicators were formed comprising: (1) annual income, (2) working days by beneficiary type, (3) life performance index by household, (4) farming techniques, (5) rate of women in agriculture, and (6) rate of beneficiaries enrolled in VT.

The Baseline Report identified that the majority of the population in the agricultural areas were women who were non-farmers (only 8% of women surveyed were farmers). It highlighted the shortfall of revenue enhancement, the promotion of income-generating activities, and the increased number of days of work than the ‘norm’ population. The beneficiary population, especially rural women and girls, were ‘ready for the challenge of learning that will change their current situation.’<sup>40</sup>

The Baseline Report produced baseline data against each indicator. Hence there was sufficient quantitative data to support claims, especially of poverty levels – i.e. low annual income levels and low average income levels per sector (agriculture, fisheries, and artisans). The study indicated the level of knowledge and use of modern farm technology and equipment (as a base for manual or vocational

<sup>40</sup> Fellah Council (July 2011), Implementation of the Baseline, p18

skills). All beneficiaries selected for participation were illiterate. While there is substantial evidence of earning levels, there is no conclusive evidence of the links to illiteracy and/or low levels of numeracy.

### 3.2.2. Indicators for Monitoring Project Results

The 2011 Baseline Report set the FLVT indicator benchmark values, and the three M&E Plans (2010, 2011, and 2013) documented the development of the process and impact indicators. The 2010 M&E Plan, Annex IV, presents baseline values and annual targets. The 2013 M&E Plan, Annex 1.4, has output, outcome, process, and goal indicators clearly listed. However, the baseline values, annual targets, and end-of-project target are not documented. The 2014 M&E Plan, Annex I and Annex II outline the baseline value, end-of-project target, and final result. It is a clear, concise chart of the results metrics that is easily readable. However, it was produced in May 2014, after FLVT closed – and it does not comprehensively cover all indicators. It covers some FL indicators (annual income indicators by sectors) and four VT indicators (enrollment and drop-out rates), but no PEAQC indicators. MSI's Final Report contains a table of indicators in Annex 1 (Indicator Tracking Table), but income and employment indicators are not included.

Therefore, in all reports provided to the Evaluation Team Leader, including the baseline, M&E Plans, mid-term and final evaluations, final implementer reports, and the Compact Completion Report, there is *no* succinct summary of the results metrics that captures baseline, targets and actual results at the time of the report. This has made reporting against indicators weak, inaccurate, contradictory, and confusing. Table 19 represents the Compact Completion Report data and demonstrates the confusion of terminology, indicator meaning and definition, baseline values, and actual reported values.

**Table 19: FLVT Results**

INDICATOR * Text is from Compact Completion Report	TARGET			REPORTED ACTUAL		
	MSI FINAL 9-2013	COMPACT FINAL 12-2013	CLOSE OUT 1-2014	MSI FINAL 9-2013	COMPACT FINAL 12-2013	CLOSE OUT 1-2014
# Students registered in literacy classes (cycle completed)	69,000	51,750	69,000	69,731	57,482	69,731
			'supported'	'registered' 'supported' & 'cycle completed' have different meanings		
# Trained students, managers, supervisors	2,500	2,150	2,500	1,856	3,284	1,856
# People trained in functional literacy	41,491	41,491	41,491	38,708	38,708	38,708
				'graduated'		
# VT graduates	3,747	3,747	3,747	2,675	2,675	2,675
# Artisans trained in CT	14,250	15,000	14,250	15,038	15,038	15,038
# Trainers trained	196	185	196	196	202	196
# Equipped VT Centers	15	15	15	39	39	39
# PEAQC certifications	7,583	7,583	7,583	9,010	10,285	10,285

Sources: MCA-Morocco Completion Report (Table 5), MSI Final Report, & January 2014 Close-Out Excel Spread Sheet; FL=Functional Literacy, VT=Vocational Training, CT=Continuing Training

Discussions with stakeholders during the field visit in September determined that MSI Final Report data should be used as the starting point for the FLVT Ex-Post Evaluation. Based on additional information gathered from key informants, the ITT will also be referenced.

### 3.2.3. FLVT Project Inputs, Outputs and Outcomes

The FLVT Project goal stated in the majority of project documents was to improve the revenues of artisans, fishers, and farmers through the reinforcement of their basic skills and professional qualifications.<sup>41</sup> However the 2013 Monitoring and Evaluation Plan stated that the FLVT goal was to 'reinforce the tree crop productivity, artisan fishery and artisan & Fez Medina projects in contributing to improve economic growth and to poverty reduction.' Similar intent, but the goal, objectives, and results are weaker in detail and stronger in ambiguity than those of the AFM Project.

<sup>41</sup> MCA-Morocco (January 2010), M&E Plan, p15 & MSI (September 2013), Final FLVT Report, p7

A comprehensive results metrics table is presented below (Table 20) – prepared by the Evaluator using the 2014 post-Compact M&E Plan’s Indicator Tracking Table, combining both Monitoring Indicators and Evaluation Indicators, and information in the Close-Out Excel Spread Sheet. However, the newly introduced indicator measuring employed graduates has a target that exceeds the target for the number of graduates.

**Table 20: Results Metrics by Baseline, Targets & Actuals**

INDICATOR	BASELINE			END TARGET			ACTUAL		
FUNCTIONAL LITERACY									
	M	F	T	M	F	T	M	F	T
Annual income of FL artisans	\$3897	\$786	<b>\$4683</b>	No targets			Not reported*		
Annual income of FL fishers	\$1291	\$418	<b>\$1709</b>	No targets			Not reported*		
Annual income of FL farmers	\$2120	\$283	<b>\$2403</b>	No targets			Not reported*		
# FL Supported	0	0	<b>0</b>	36364	32636	<b>69000</b>	22976	46755	<b>69731</b>
# FL Graduates	0	0	<b>0</b>	16597	24894	<b>41491</b>	7355	31353	<b>38708</b>
# Instructors trained	0	0	<b>0</b>	1150	1250	<b>2400</b>	674	1182	<b>1856</b>
VOCATIONAL TRAINING									
	M	F	T	M	F	T	M	F	T
Annual income of VT residential & apprentices	\$345	\$37	<b>\$382</b>	No targets			Not reported*		
# Students enrolled in vocational programs	0	0	<b>0</b>	7766	934	<b>8700</b>	7581	1069	<b>8650</b>
# Artisans participating in CT	0	0	<b>0</b>	10688	3562	<b>14250</b>	11246	3792	<b>15038</b>
# Trainers trained in VT	0	0	<b>0</b>	139	57	<b>196</b>	139	57	<b>196</b>
% Residential drop-out rates	52%	52%	<b>52%</b>	40%	40%	<b>40%</b>	47%	64%	<b>56%</b>
% Apprentice drop-out rates	40%	40%	<b>40%</b>	30%**	30%**	<b>30%**</b>	31%	39%	<b>35%</b>
% Res. & Apprentice drop-outs	43%**	43%**	<b>43%**</b>	33%**	33%**	<b>33%**</b>	35%	46%	<b>41%</b>
# VT Graduates R&A	0	0	<b>0</b>			<b>3747</b>	2306	369	<b>2675</b>
# VT Employed Residential	0	0	<b>0</b>			<b>1070<sup>^</sup></b>	Not reported*		
# VT Employed Apprentices	0	0	<b>0</b>			<b>3306<sup>^</sup></b>	Not reported*		
# VT Employed R&A	0	0	<b>0</b>			<b>4376<sup>^</sup></b>	Not reported*		
Notes: * The Close-Out Excel & M&E Plans indicated that annual incomes & employment results will be reported in the ex-post evaluation; ** These are Close-Out (January 2014 figures – MSI only reports combined drop-out rates for residential & apprentices as baseline 60%, target 40%, and actual 35% males & 46% females (p 437 Final Report); <sup>^</sup> The targeted number of residential & apprentice employed graduates exceeds the number of residential & apprentice graduates.									
PROGRAM TO EXPAND ACCESS TO QUALIFICATIONS & COMPETENCIES (PEAQC)									
	M	F	T	M	F	T	M	F	T
# Completion Certificates	0	0	<b>0</b>	2806	4777	<b>7583</b>	4780	4230	<b>9010</b>

Source: Close-Out Excel Spread Sheet, 30 January 2014

### 3.3. Gaps in Desk Review

#### 3.3.1. Reporting and Evaluation of Income and Employment Indicators

Monitoring and reporting of income and employment indicators does not appear in any project report after the baseline study. These are suggested for evaluation during the Ex-Post Performance Evaluation.

The income indicators measure annual income of beneficiaries per sector (agriculture, fisheries, and handicrafts) by the type of program (functional literacy or vocational training – for residential and apprenticeships) against baseline income data, and economic rates of return. The income indicator to measure the annual income of beneficiaries who undertook continuing training (CT) was deleted and therefore would not be part of the Ex-Post Evaluation.

The description of the indicator is: annual income of beneficiaries determined by ‘sales – total costs (variable and fixed) or income from employment (wages and salaries) and other activities.’ The source of information and methodology is stated as ‘beneficiary surveys and control group.’<sup>42</sup> However, the 2013 M&E Plan indicates that the methodology for evaluating income should be based on ‘Contracts ME-1 C and own calculations.’<sup>43</sup> Baseline income is provided for each sector and beneficiary type.

<sup>42</sup> 2010 M&E Plan, p81

<sup>43</sup> 2013 M&E Plan, p105

The independent FLVT Final Evaluation Report conducted a field survey of 500 beneficiaries and found that 24% of respondents reported increased income and 67% *expected* increased income.<sup>44</sup> However, no income levels were provided. The conclusion was that it was “too soon to measure the immediate impact of this activity on the beneficiaries’ income and standard of living or to judge the relevance of the activity in fighting poverty, but it [was] very exciting to note the positive effects, optimism, and desire to change that the functional literacy efforts have awakened in the beneficiaries.”<sup>45</sup>

The employment indicators measure the percentage (and number) of vocational training graduates only (not functional literacy or continuing training graduates) who gained employment after the training. The description of the indicator is: ‘% of graduates who got a job at least once in the 9 months after graduation \* 100.’<sup>46</sup> The methodology for evaluating employment indicators expect to be based upon ‘field surveys, project reports, and own calculations.’<sup>47</sup>

The 2010 M&E Plan also documents the ‘employability of small-scale fishers improved’ by measuring the ‘% of artisan fisherman who got jobs on bigger boats (6 months after the end of training) with respect to total number of newly literate beneficiaries’ and by measuring the ‘% of newly literate small scale fishermen who access vocational skills training.’<sup>48</sup> The employability indicator is only for the fishery sector, and not the agricultural or handicrafts sectors. However, these indicators are not repeated elsewhere and are not reported against in the documentation provided, although there is no documentation stating that the indicators have been deleted or amended.

Hence from the documentation received and reviewed by the Evaluation Team to date, there appears to be no tracking or ongoing monitoring of beneficiary income and employment status.

The weaknesses of the results metrics are:

- Inconsistent indicators across reports, with changing terminology
  - ‘Beneficiaries supported’ or ‘participating in’ or ‘registered’
  - ‘Completed’ or ‘graduated’
- Limited documentation on changes or amendments to indicators, such as inclusion, deletion, or changes in terminology
- Questionable targets (such as drop-out rates, and the target for the number of residential and apprenticeship program graduates who are employed – i.e. the target of employed graduates exceeds the target for the number of graduates)
- Lack of a clear and coherent table of all indicators used during implementation to monitor and report progress and final results
- Lack of targets for income indicators (the 2010 M&E Plan and Baseline Report attempted to set income targets but these do not appear in subsequent documents).

### 3.3.2. Gender Strategy

The Baseline Report points to a clear rationale for the emphasis on women, but the Evaluation Team has not sighted a gender strategy.

The MCA-Morocco Compact Completion Report explains the difference between targets and actual results for underachieving indicators as: ‘there are 38,708 graduates from the Functional Literacy program, for a target of 41,491 (93%). The difference between the actual and target number of graduates is due, firstly, to delays in launching the certification process for cohort groups II and III, and secondly to a low rate of participation and success for the beneficiaries of group I. In this pilot group of 9,893 registered persons, only 6,333 of them (64%) participated in the certification exam, and only 2,259

<sup>44</sup> Transtec (November 2013), Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional Literacy and Vocational Training (FLVT) Activity, Final Report - Artisan Activity (English), pp25-26

<sup>45</sup> Transtec (November 2013), Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional Literacy and Vocational Training (FLVT) Activity, Final Report - Artisan Activity (English), p25

<sup>46</sup> 2010 M&E Plan, p83

<sup>47</sup> 2010 M&E Plan, p83 & p105

<sup>48</sup> 2010 M&E Plan, p83

passed and became certified.’<sup>49</sup> However, the explanation does not expound upon reasons why beneficiaries did not participate in the certification exam.

The Baseline Report mentions that ‘the low rate of male beneficiaries is explained by opportunity cost associated with participation in literacy classes. In other words, for men, attending courses is a significant shortfall in income especially when the current period coincides with moments of high demand when the labor opens, like the harvest.’<sup>50</sup> However, the Implementers have not – in current documents – documented strategies to address this or create gender targets.

Male targets were underachieved for the following indicators:

- # *Functional literacy supported* (22,976 from a target of 36,364)
- # *Functional literacy graduates* (7,355 – MSI reports only 3,836 – from a target of 16,597)
- # *Students enrolled in apprenticeship programs* (7,581 from a target of 7,766)
- # *Instructors trained* (674 from a target of 1,150)

In all cases above (except the training of instructors) female targets were overachieved. It is not clear from the documentation how gender targets were determined, or whether the implementers focused on women to compensate for the underachievement of male targets, or to achieve combined targets, or due to a clearly defined strategy. Consequently, lessons learned are difficult to extrapolate from the current documents about what models worked and what models did not work, and why.

### 3.4 Best Practices and Lessons Learned

Research related to other projects has not been addressed. A brief review of the literature will be provided in the Phase 2 Final Report. It will provide information dealing with best practices and lessons learned in other countries so that recommendations can be more robust.

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<sup>49</sup> MCA-Morocco Compact Completion Report (December 2013), p59

<sup>50</sup> Fellah Council (July 2011), Implementation of the Baseline, p11

## 4. EVALUATION DESIGN

### 4.1. Ex-Post Performance Evaluation: Terminology

MCC is conducting an Ex-Post Performance Evaluation (MCC-13-BPA-0051 MCC-15-CL-001) of the re-scoped **Functional Literacy and Vocational Training (FLVT) Project**. Article C.2.1. indicates that the MCC M&E Policy states that every Project must undergo an independent evaluation. Consequently, MCC ‘has identified several Projects, Activities, and Sub-Activities that require ex-post performance evaluations.’

Article C.2.2. defines a performance evaluation in the MCC M&E Policy as:

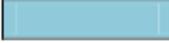
... ‘a study that seeks to answer descriptive questions, such as: what were the objectives of a particular project or program, what the project or program has achieved; how it has been implemented; how it is perceived and valued; whether expected results are occurring and are sustainable; and other questions that are pertinent to the program design, management and operational decision making.’

C.2.3 states that this consultancy is expected to cover ex-post performance evaluations of education programs (in contrast to *impact* evaluations).

MCC’s 2014 M&E Plan for the MCA-Morocco Compact focused only on functional literacy, as if it were still part of the original parent project, the Artisan and Fez Medina Project (Figure 4).

Figure 4: MCC 2014 M&E Plan Matrix of Proposed Evaluations

Project	Activity	Evaluation type	APP	Post-Compact	Final Report by
Fruit Tree Productivity Project	Rain-fed Expansion	Performance/ERR	ME-16 Lot 1 / ME-5Q		
	Olive Tree Irrigation and Rehabilitation in Oasis Areas	Performance	ME-16 Lot 1	MCC Trees Evaluation	2016
	Date Tree Irrigation and Rehabilitation	Performance			
	Catalyst Fund	Performance			
	Rain-fed Olive, Almond and Fig Tree Rehabilitation	Impact	ME-2		
Small-Scale Fisheries Project	Support to Mobile Fish Vendors	Performance	ME-16 Lot 2		
	Development of Fish Landing Sites and Port Facilities	Performance			
	Development of Wholesale Fish Markets	Performance			
	Protected Marine Areas (AMP)	Performance			
Artisan Fez Medina Project	Functional Literacy	Performance		MCC Literacy Evaluation	Late 2015
	Vocational Education	Performance	ME-16 Lot 3	MCC Fez Medina Evaluation	2017
	Fez Medina	Performance			
	Artisan Promotion	Performance			
	Artisan Production	Performance			
Financial Services Project	Performance	ME-16 Lot 4			
Enterprise Support Project	Impact	ME-4			

 = Pending Publication  
 = Future Evaluation

It also frequently used the terminology ‘impact’ for its suggested evaluation questions, and stated ‘The contractor should assess the outcomes on each category of beneficiaries with a particular attention to any differential impacts by gender.’<sup>51</sup>

This evaluation will cover all three components of the FLVT Project: functional literacy, vocational training, and PEAQC. It will also use the terminology ‘results’ rather than ‘impacts’ and outcomes – as well as terminology such as, ‘follow-on,’ ‘follow-up’ and ‘longer-term results.’ The Ex-Post Evaluation will focus on whether expected results are still occurring, sustainability, government programs that build upon the FLVT post-completion, and continuing benefits for the ministries, agencies, vocational training centers, and beneficiaries.

#### 4.1.1. Evaluation Challenges

In addition, the following challenges will be considered during the formulation of the evaluation design:

- APP, the FLVT managing agency, has disbanded. UNESCO and many of the implementing NGOs remain very active in the FL space. The Ministry of Education “adopted” the FL curriculum as an official program, although it’s not clear that all implementing agencies would use the same curriculum since probably no regulation.
- The Ministry for Agriculture and Maritime Fisheries Business Management Units (UGAs) have disbanded, although regional offices exist throughout the country
- The Ministry of Artisan work was reformed. They are implementing the VT program. They are also implementing the Continuing Education program.
- Not all project documentation was provided to the Evaluation Team – such as, for example (if they exist), program design and geographic coverage rationale, strategic planning documents, participant selection criteria, programming decision making documents (changes to targets, programming, and management), quarterly reports, annual reports, location maps, etc. This includes documents, statistics, and information requested.
- The project database and statistical information has been transferred to stakeholders and MCC, making statistical information not readily available for the planning of the evaluation design.

#### 4.2. Evaluation Suggestions from MCC

MCC’s 2014 M&E Plan for the MCA-Morocco Compact suggested the following ‘potential’ methodology for the functional literacy Ex-Post Evaluation: ‘This evaluation should include both quantitative (surveys and/or other instruments) and qualitative methods, including interviews with stakeholders and focus groups. Potential tools which the Evaluator is expected to employ in evaluating the activity include (but are not limited to): (1) tracer studies of each program’s graduates, (2) beneficiary surveys and/or interviews, and (3) case studies.’<sup>52</sup>

In 2015, in preparation for the Ex-Post Evaluation, MCC suggested an evaluation methodology that covered all three components of the FLVT Project: functional literacy, vocational training, and the program to expand access to qualifications and competencies (PEAQC grants).<sup>53</sup> These are summarized below:

**Table 21: Suggested Focus for the Ex-Post Evaluation per sub-Activity**

SUB-ACTIVITY	SUGGESTED EVALUATION
<b>FUNCTIONAL LITERACY</b>	The evaluation would follow-up on a select number of questions from the 2013 end-of-Compact evaluation (known as ME16 Lot 3) [Note: illustrative questions are listed below in 4.2.1]
<b>VOCATIONAL TRAINING</b>	Level of effort would concentrate on implementation of the Competency-Based Approach (CBA) in the vocational schools, but also follow-up on efforts of the Ministry of Artisan Affairs (MA) to expand continuing education post-Compact

<sup>51</sup> MCC 2014 M&E Plan, May 2014, p36

<sup>52</sup> MCC 2014 M&E Plan, May 2014, p45

<sup>53</sup> MCC Morocco and Namibia Compacts Overview, June 2015, p1

<b>TO EXPAND ACCESS TO QUALIFICATIONS &amp; COMPETENCIES<sup>54</sup> (PEAQC)</b>	The evaluation would look at longer-term outcomes of two grants which received follow-up support from government and/or provided extended skills or business development (skill application) support to beneficiaries of the above VT and FL programs
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Source: MCC Morocco and Namibia Compacts Overview, June 2015, p1

In summary, suggestions for the Ex-Post Evaluation focus on: (1) end-of-Compact follow-up questions to assess the Functional Literacy sub-Activity, (2) a concentration on the implementation of the Competency-Based Approach (CBA) in vocational schools and a follow-up on the efforts of the Ministry of Artisan Affairs to expand continuing training to assess the Vocational Training sub-Activity, and (3) longer-term outcomes of two selected grants to assess the PEAQC Grants sub-Activity.

The Ex-Post Evaluation will take into account MCC and MCA-Compact suggestions, as well as the desk review findings and field review in which stakeholders discussed appropriate evaluation methods. Discussions included access to stakeholders and beneficiaries; key issues, challenges, and achievements; and approaches of most value to stakeholders. Hence, the Ex-Post Evaluation will aim to cover the following:

**Table 22: Summary of Ex-Post Evaluation Components, Sectors, Levels, & Indicators**

COMPONENTS	SECTORS	LEVELS	FOCUS
<b>Functional Literacy</b>	All	Institutional - DLCA	Institutionalization Certification demand Sustainability
<b>Vocational Training</b>	Artisan Affairs	Institutional – EFP	Equipment Management Support (including Konosys) Train the Trainers CBA Curricula Indicators – Enrolment, Retention (Drop-Outs) & Graduates
		Beneficiaries – Residential (EFP)	Indicator – Employability/Employment/Career Indicator – Income Levels
	Artisan Affairs	Beneficiaries – CT (existing artisans)	5 artisan themes (metalwork, carpentry, pottery, leather & weaving) – quality of skills, product, & marketing Indicator – Income Levels
		Beneficiaries – Apprentices (CFA)	Indicator – Employability/Employment/Career Indicator – Income Levels
<b>PEAQC Grants</b>	All	Institutional – NGO etc.	Public-Private Partnerships
	Agriculture	Beneficiaries	Cooperatives Indicator – Employability/Employment/Career Indicator – Income Levels
	Artisan Affairs	Beneficiaries	Cooperatives Indicator – Employability/Employment/Career Indicator – Income Levels
	Fisheries	Beneficiaries	Indicator – Employability/Employment/Career Indicator – Income Levels

Note: No cooperatives were established in Fisheries sector in PEACQ grants

The two hierarchical levels include:

1. Results at the **institutional** level (ministries, agencies, vocational centers, and local NGOs) – follow-on, ownership, and sustainability of competency-based vocational training, anti-illiteracy policies, and literacy certification at the national, regional and local levels and
2. Results at the individual **beneficiary** level – adoption of skills, income levels, employment opportunities, satisfaction with training center services and career progression.

The detailed evaluation plan for each component is provided in the following sections.

<sup>54</sup> MCC refers to PEAQC as Competitive Skills Development

### 4.2.1. Functional Literacy Evaluation

MCC's 2014 M&E Plan stated that 'the functional literacy approach adopted by the project is an innovative approach' suggesting that a pertinent evaluation question might be: 'What impact did the project have at the institutional level on the approach to literacy in Morocco?' In addition, it stated that 'certification of beneficiaries is also a novelty' and suggested evaluation questions, such as 'What progress has the Agency to Fight Against Illiteracy (DLCA) and ministerial partners made in institutionalizing this program?' The full list of potential questions includes:<sup>55</sup>

- What is the impact on the income of farmers, fishers and artisans of the program?
- Are farmers, artisans, and fishermen more open to innovation? Have they improved their productivity?
- Have farmers, artisans, and fishers adopted professional skills?
- Have the farmers, artisans, and fishermen adopted the life skills? How has the adoption of these life skills affected the functioning of their households?
- What have spouses and children of farmers, artisans and fishers done with literacy training? Do they have better job opportunities? Improved career progress?
- What impact did the project have at the institutional level on the approach to literacy in Morocco?
- What progress has the Agency to Fight Against Illiteracy (DLCA) and ministerial partners made in institutionalizing this program? Has the demand for literacy certification (by institutions and learners) expanded since 2013? In what ways and associated with which sectors? What impact(s) does the literacy certification have on beneficiaries' wellbeing?

The Ex-Post Evaluation for the functional literacy component aims to focus on the institutionalization of the literacy campaigns at the government level through the establishment of the Agency to Fight Against Illiteracy (DLCA) in 2011. This aspect was not explored the FLVT Project external and independent Final Performance Evaluation, which focused on certification and a satisfaction survey of 500 literacy beneficiaries, 70 stakeholder interviews, and 17 focus group discussions (10 with beneficiaries, 2 with literacy workers, and 5 with managers and supervisors). The surveys were conducted in Fez and Marrakech (for the artisan sector), Agadir and Tanger-Tetouan (for the fisheries sector), Fez, Marrakech, and Tanger-Tetouan (for the agriculture sector), and Rabat (for ministerial and service provider interviews). To accomplish the Final Evaluation on literacy there were 10 enumerators.

This evaluation will limit the beneficiary analysis for the literacy component to an evaluation of the literacy/vocational beneficiaries and two case studies of PEAQC grants, which would be a more manageable assessment, reducing the evaluation budget, and streamlining the evaluation process. The following tables exhibit tentative sampling plans which will be finalized during Phase 2 in the Inception Report and are dependent on approval of the data collection budget that has been proposed to MCC.

The functional literacy evaluation plan is shown in Table 23.

**Table 23: Tentative Evaluation & Sampling Plan – Functional Literacy**

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>	
<b>Objective 1: improve national literacy capacity</b>	
<b>Objective 2: infuse transferable &amp; employable skills in the literacy Competency-Based curriculum</b>	
<b>Objective 3: establish a mechanism for literacy certification</b>	
<b>Objective 4: increase literacy autonomy</b>	
<b>Assessment</b>	<b>(A) Institutionalization of Literacy Programs</b>
<b>Focus</b>	Institutionalization of Literacy Programs Literacy Certification Literacy Curriculum Government adoption, ownership & sustainability
<b>Sectors</b>	All sectors (agriculture, artisan affairs, fisheries)
<b>Stakeholders</b>	Agency to Fight Against Illiteracy (DLCA)

<sup>55</sup> 2014 M&E Plan, pp44-45

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>	
<b>Objective 1: improve national literacy capacity</b> <b>Objective 2: infuse transferable &amp; employable skills in the literacy Competency-Based curriculum</b> <b>Objective 3: establish a mechanism for literacy certification</b> <b>Objective 4: increase literacy autonomy</b>	
<b>Assessment</b>	<b>(A) Institutionalization of Literacy Programs</b>
	Ministry of Artisan Affairs (MA) Ministry of Agriculture & Maritime Fisheries (MAMF)
<b>Approach</b>	QUALITATIVE APPROACH
<b>Methodology</b>	Key informant interviews (KII) Site visit to DLCA Observation of materials, manuals etc.
<b>Tools</b>	Indicative list of semi-structured questions
<b>Sample of Indicative Evaluation Questions</b>	TO BE DEVELOPED <ul style="list-style-type: none"> <li>• What longer-term effects did FLVT have at the institutional level on the approach to literacy in Morocco?</li> <li>• What progress has DLCA and ministerial partners made in institutionalizing literacy? Has the demand for literacy certification (by institutions and learners) expanded since 2013? In what ways and associated with which sectors? What longer-term results does literacy certification have on beneficiaries' literacy levels &amp; wellbeing?</li> </ul>
<b>Sampling Plan</b>	Purposive sampling of stakeholders according to roles & responsibilities (10-15 stakeholders) <ul style="list-style-type: none"> <li>• MA &amp; MAMF former FL Coordinators, FLVT Project/APP</li> <li>• Director DLCA</li> <li>• Head Curriculum, DLCA</li> <li>• Head Certification, DLCA</li> <li>• Mr. Khalo Abdala, former MSI Literacy Coordinator, now in DLCA</li> <li>• Former MSI &amp; UNESCO personnel</li> <li>• Ministry of Finance focal person (i.e. Mr. Hidane)</li> </ul>
<b>Location(s)</b>	Rabat and others (perhaps Meknes and Fez)
<b>Duration</b>	3 days
<b>Evaluator(s)</b>	Evaluation Team Leader (Lead Evaluator)
<b>Analysis &amp; Key Outcomes</b>	Content & context analysis Gender Analysis Sustainability Analysis
<b>Risks &amp; Mitigation</b>	<b>No to Low Risk</b> The KII scheduling can be flexible
<b>Data Needs</b>	Data can be collected on the day of the KIIs <b>Note:</b> MA & MAMF representatives will need an MCC or ministerial letter of permission to make themselves available for half-to-one day
<b>Advantages &amp; Disadvantages</b>	Advantages: Institutional assessment can be done in a day (maximum 2 days) Personnel are readily available DLCA site visit will enable assessment of facility, equipment, staffing levels, efficiency, effectiveness, relevance, and sustainability  Disadvantages: No in-depth study of direct FLVT functional literacy beneficiaries (a sample of literacy beneficiaries will be involved in the evaluation through the PEAQC grants evaluation)
<b>Comments</b>	1 day for DLCA & MA & MAMF representatives – preferably MA & MAMF, as well as UNESCO/MSI personnel to meet at DLCA Office
<b>Rationale</b>	Functional Literacy component was evaluated during 2013 external independent Final Evaluation, with a survey of 500 beneficiaries. However, DLCA was not assessed in terms of ownership and sustainability even though it was established in 2011 during the lifetime of the FLVT Project. An evaluation of the institutionalization of literacy programs would elicit useful information in a short time with a low budget.

#### 4.2.2. Vocational Training Evaluation

The Ex-Post Evaluation will focus on VT in the artisan sector because it was not evaluated at the end of the FLVT Project. In addition, discussions with representatives from the Ministry of Artisan Affairs demonstrated that they were willing, supportive, and positive about the provision of personnel, documentation, access to stakeholders and beneficiaries, and overall guidance and support for the evaluation.

As artisan affairs was the only sector involved in the FLVT Project's vocational component, the evaluation will be in-depth and comprehensive. The main focus for the Ex-Post Evaluation will be the EFP (Vocational Training Centers for residential students) at the institutional level because the 16 EFPs received support (equipment, training, and management support) from commencement of the FLVT Project, whereas the some of the 23 CFAs (apprenticeship centers) only received support toward the end of the project. Another focus will be the continuing training program and apprenticeship programs. As previously mentioned, the following tables exhibit the tentative sampling plans which will be finalized during Phase 2 in the Inception Report and are dependent on approval of the data collection budget that has been proposed to MCC.

The vocational training plan is shown in Table 24, Part 1 (Institutionalization) and Part 2 (Beneficiary Results).

**Table 24 Part 1: Tentative Evaluation & Sampling Plan – Vocational Training: Institutionalization**

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>	
Objective 1: support key Vocational Training Centers Objective 2: establish & strengthen Competency-Based training Objective 3: increase the capacity of a cadre of master trainers Objective 4: develop manual skills & entrepreneurial skills Objective 5: improve metalwork, carpentry, ceramics, leatherwork, & weaving quality & productivity Improve attractiveness of VT centers and enrollment	
<b>Assessment</b>	<b>(B) EFP Equipment (Vocational Centers Equipment)</b>
<b>Focus</b>	Equipment Use & Outcomes in EFP Vocational Centers Management Support in EFPs (including Management Information System – Konosys) Train the Trainers in EFPs CBA Curricula used in EFPs
<b>Sectors</b>	Artisan Affairs (it was the only sector to benefit from vocational training subactivity)
<b>Stakeholders</b>	Ministry of Artisan Affairs EFP management staff EFP supervisors and instructors EFP departmental staff Master artisans (received Train the Trainer course)
<b>Approach</b>	QUALITATIVE APPROACH
<b>Methodology</b>	Key informant interviews (KII) Site visit to EFPs Observation of equipment, material Observation Management Information System (MIS)
<b>Tools</b>	Indicative list of semi-structured questions (KIIs)
<b>Sample of Indicative Evaluation Questions</b>	<u>Program Management</u> What changes were made by managers in implementing CBA? Does the CGA reflect appropriate standards, curriculum and assessment? What client services were improved or added? Were external linkages increased? Is the system supply-driven or demand-driven? Has a professional development program been added or expanded? Has income options expanded and income increased <u>Equipment</u> <ul style="list-style-type: none"> <li>• Have procurement procedures been streamlined/improved?</li> <li>• How is the equipment being used?</li> <li>• What results and outcomes have the equipment enabled the EFPs to achieve?</li> <li>• Describe the usefulness of use and maintenance training?</li> </ul>

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>	
<p align="center"> <b>Objective 1: support key Vocational Training Centers</b>  <b>Objective 2: establish &amp; strengthen Competency-Based training</b>  <b>Objective 3: increase the capacity of a cadre of master trainers</b>  <b>Objective 4: develop manual skills &amp; entrepreneurial skills</b>  <b>Objective 5: improve metalwork, carpentry, ceramics, leatherwork, &amp; weaving quality &amp; productivity</b>  <b>Improve attractiveness of VT centers and enrollment</b> </p>	
<b>Assessment</b>	<b>(B) EFP Equipment (Vocational Centers Equipment)</b>
	<p><u>Management Information System</u></p> <ul style="list-style-type: none"> <li>• How is the MIS being used?</li> <li>• How did it help improve management decision-making &amp; planning for the EFPs?</li> <li>• What results and outcomes were achieved?</li> <li>• How has it improved student online applications?</li> <li>• What does the information on trainers help the centers to manage? (e.g. gaps, shortages, etc.)</li> <li>• What are the risks to sustainability?</li> </ul> <p><u>Train the Trainer/CBA Curricula</u></p> <ul style="list-style-type: none"> <li>• What has been the effect of the train the trainer program?</li> <li>• What improvements has CBA resulted in – what have been the challenges and achievements?</li> <li>• What are the sustainable employability and income improvements &amp; achievements?</li> <li>• How are supervisors, instructors &amp; artisans passing on/transferring knowledge on training to others?</li> </ul> <p><u>Enrolment (Attractiveness) /Retention (Drop-Outs / Graduates/Employability</u></p> <ul style="list-style-type: none"> <li>• What was the project’s effect on the employability, income &amp; wellbeing of graduates?</li> <li>• What was the project’s effect on quality products, management, business skills &amp; marketing?</li> <li>• What are the indirect results on graduates and the economy (through increased employment and productivity)?</li> <li>• What is the influence on government policy and regulations related to education and labor market?</li> <li>• What are any unintended or adverse effects on the society and economy?</li> </ul>
<b>Sampling Plan</b>	<p>KIIs in the Ministry of Artisan Affairs  Select approximately 6-8 of the 16 supported EFPs according to number of FLVT participants and geographic location – from Table 9 (illustrative):</p> <ul style="list-style-type: none"> <li>• CQPAT Oudayas Rabat</li> <li>• CQPAT Takadoum Rabat</li> <li>• CQPAT Tanger</li> <li>• CQPAT Meknes</li> <li>• IAT Meknes</li> <li>• CQPAT Sefrou</li> <li>• IAT Fez</li> </ul> <p>One (1) FGD of managers/supervisors in each EFP &amp; KIIs (purposive sampling according to roles &amp; responsibilities)</p>
<b>Location(s)</b>	Rabat and Tanger
<b>Duration</b>	Approximately 5 days (conducted in conjunction with CT Evaluation)
<b>Evaluator(s)</b>	<p>4 Enumerators  Team 1: two enumerators to Rabat area  Team 2: two enumerators to Tanger area</p>
<b>Analysis &amp; Key Outcomes</b>	<p>Content &amp; context analysis  FGD Analysis  Gender Analysis  Statistical Analysis (Enrolments, Retention, Graduates)  Sustainability Analysis  Comparative Analysis</p>
<b>Risks &amp; Mitigation</b>	<p><b>No to Low Risk</b>  Staff do not need to have been involved in the FLVT Project (but expect that there will be personnel with knowledge of the project)</p>

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>	
<p align="center"> <b>Objective 1: support key Vocational Training Centers</b>  <b>Objective 2: establish &amp; strengthen Competency-Based training</b>  <b>Objective 3: increase the capacity of a cadre of master trainers</b>  <b>Objective 4: develop manual skills &amp; entrepreneurial skills</b>  <b>Objective 5: improve metalwork, carpentry, ceramics, leatherwork, &amp; weaving quality &amp; productivity</b>  <b>Improve attractiveness of VT centers and enrollment</b> </p>	
<b>Assessment</b>	<b>(B) EFP Equipment (Vocational Centers Equipment)</b>
<b>Data Needs</b>	Data can be collected on the day of the field visits <b>Note:</b> May need MCC or ministerial letters of permission to visit EFPs
<b>Advantages &amp; Disadvantages</b>	<p>Advantages:                      Personnel are readily available                      EFP site visit will enable assessment of facility, equipment, staffing levels, efficiency, effectiveness, relevance, and sustainability                      Continuing Training assessment may also be conducted in some institutions                      Residential participants may also be conducted in some institutions</p> <p>Disadvantages:                      Not all EFPs will be visited. Depends on access and willingness of institutional personnel to participate in the evaluation</p>
<b>Comments</b>	
<b>Rationale</b>	Vocational Training component has not been comprehensively evaluated during the lifetime of the FLVT Project, although some parts of the component were assessed in the Baseline Report and Mid-Term Independent Evaluation. The project logic has not yet been tested – i.e. that improved management, equipment, curricula & management systems lead to institutional attractiveness that leads to higher enrolments, less drop-outs, and more graduates with skills that enhance their employability.

**Table 24 Part 2: Tentative Evaluation & Sampling Plan – Vocational Training: Beneficiaries**

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>			
<p align="center"> <b>Objective 1: develop manual skills &amp; entrepreneurial skills</b>  <b>Objective 2: improve metalwork, carpentry, ceramics, leatherwork, &amp; weaving quality &amp; productivity</b> </p>			
<b>Assessment</b>	<b>(C) CT Beneficiaries</b>	<b>(D) Residential</b>	<b>(E) Apprentice Beneficiaries</b>
<b>Focus</b>	PRIMARY FOCUS Quality, relevance, effectiveness, productivity	Employability/ Employment/ Income	Employability/ Employment/ Income
<b>Sectors</b>	Artisan Affairs	Artisan Affairs	Artisan Affairs
<b>Stakeholders</b>	Ministry of Artisan Affairs	Ministry of Artisan Affairs	Ministry of Artisan Affairs
<b>Approach</b>	QUALITATIVE	QUALITATIVE	QUALITATIVE
<b>Methodology</b>	Individual interviewer-assisted survey – CT beneficiaries	Interviews FGDs – Residential	Interviews FGDs – Apprentice
<b>Tools</b>	Survey Questionnaire	FGD questions	FGD questions
<b>Sample of Indicative Evaluation Questions</b>	<p><u>CT</u></p> <ul style="list-style-type: none"> <li>• How did you first hear about CT?</li> <li>• Did it fulfil your expectations, and if so, how?</li> <li>• What did you learn about increasing the quality of your products?</li> <li>• How has the course improved your – productivity/ financial management/ marketing / work conditions etc.?</li> </ul>	<p><u>Residential</u></p> <ul style="list-style-type: none"> <li>• How did you first hear about the course?</li> <li>• Why did you decide to participate in the course?</li> <li>• Describe the course undertaken.</li> <li>• How did you find the quality of instruction? How did it lead to the quality of the products/ productivity/ marketing/ creativity &amp; innovation / etc.?</li> </ul>	<p><u>Apprentices</u></p> <ul style="list-style-type: none"> <li>• How did you first hear about the course?</li> <li>• Why did you decide to participate in the course?</li> <li>• Describe the course undertaken.</li> <li>• How did you find the quality of instruction? How did it lead to the improved work conditions/ quality of the products/ productivity/ marketing/ creativity &amp; innovation / etc.?</li> </ul>

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>			
<b>Objective 1: develop manual skills &amp; entrepreneurial skills</b>			
<b>Objective 2: improve metalwork, carpentry, ceramics, leatherwork, &amp; weaving quality &amp; productivity</b>			
<b>Assessment</b>	<b>(C) CT Beneficiaries</b>	<b>(D) Residential</b>	<b>(E) Apprentice Beneficiaries</b>
		<ul style="list-style-type: none"> <li>• How did the training make you more employable?</li> <li>• How did the training increase financial independence – level of income/ etc.?</li> <li>• What was the outcome of the training – further training, regular work, sustainable skills, self-employment, cooperative, associations, wellbeing, etc.?</li> <li>• What are the barriers to employment, career progression, productivity, sales, marketing, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• How did the training make you more employable?</li> <li>• How did the training increase financial independence – level of income/ etc.?</li> <li>• What was the outcome of the training – further training, regular work, sustainable skills, self-employment, cooperative, associations, wellbeing, etc.?</li> <li>• What are the barriers to employment, career progression, productivity, sales, marketing, etc.?</li> </ul>
<b>Sampling Plan</b>	<p>Sample 6-8 CT institutions (EFP) with the target of 50 participants in each EFP (see Table 9)</p> <ul style="list-style-type: none"> <li>• CQPAT Oudayas Rabat</li> <li>• CQPAT Takadoum Rabat</li> <li>• CQPAT Tanger</li> <li>• CQPAT Meknes</li> <li>• IAT Meknes</li> <li>• CQPAT Sefrou</li> <li>• IAT Fez</li> </ul> <p>Individual interviewer-assisted survey to take 20-30 minutes. Number of participants will be determined by beneficiary availability and willingness.</p>	<p>Target 50 1 FGD of 5-10 participants (former residential students) in each EFP – in same location as CT surveys:</p> <ul style="list-style-type: none"> <li>• CQPAT Oudayas Rabat</li> <li>• CQPAT Takadoum Rabat</li> <li>• CQPAT Tanger</li> <li>• CQPAT Meknes</li> <li>• IAT Meknes</li> <li>• CQPAT Sefrou</li> <li>• IAT Fez</li> </ul> <p>FGDs estimated at 1hr – 1.5hrs. Amount of FGDs and sizes will be determined by beneficiary availability and willingness.</p>	<p>Target 50 1 FGD of 5-10 participants (former apprentices) in each selected CFA (6-8 CFAs, locations TBD).</p> <p>FGDs estimated at 1hr – 1.5hrs. Amount of FGDs and sizes will be determined by beneficiary availability and willingness.</p>
<b>Location(s)</b>	Rabat and Tanger areas	Rabat and Tanger areas	Rabat and Tanger areas
<b>Duration</b>	<p>5 days total at each EFP (CT and Residential)</p> <p>Day 1: Introduction meeting; 1 FGD with managers; 2 KIIS with EFP management/dept staff</p> <p>Day 2: KIIs/FGDs with residential students</p>	<p>5 days total at each EFP (CT and Residential)</p> <p>See description in column to the left.</p>	<p>2 days</p> <p>These are different institutions than in CT &amp; Residential assessments.</p> <p>Day 1: Introduction meeting with CFA staff; 1 FGD with managers/dept staff; 2 KIIs with management/dept staff</p>

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>			
<b>Objective 1: develop manual skills &amp; entrepreneurial skills</b>			
<b>Objective 2: improve metalwork, carpentry, ceramics, leatherwork, &amp; weaving quality &amp; productivity</b>			
<b>Assessment</b>	<b>(C) CT Beneficiaries</b>	<b>(D) Residential</b>	<b>(E) Apprentice Beneficiaries</b>
	<p>Day 3-5: Interview-assisted surveys (CT beneficiaries); scheduled based on availability</p> <p>Day 3: KIIs/FGDs with residential students</p> <p>Day 4: Additional KIIs/FGDs as necessary</p> <p>Day 5: Closeout meeting</p>		<p>Day 2: KIIs/FGDs with former apprentices (5 KIIs or FGDs, as appropriate)</p>
<b>Evaluator(s)</b>	4 enumerators in two teams (National) Team 1: Rabat Team 2: Tanger	4 enumerators in two teams (National) Team 1: Rabat Team 2: Tanger	4 enumerators in two teams (National) Team 1: Rabat Team 2: Tanger
<b>Analysis &amp; Key Outcomes</b>	Survey Analysis (Statistical Analysis) Gender Analysis Comparative Analysis	Survey Analysis (Statistical Analysis) Gender Analysis Comparative Analysis	Survey Analysis (Statistical Analysis) Gender Analysis Comparative Analysis
<b>Risks &amp; Mitigation</b>	<b>Medium Risk</b> Former students may not be available. The number of students surveyed is flexible according to availability. Conducting assessment of EFP equipment at same time.	<b>Medium to High Risk</b> Former students may not be available. It is at the same EFPs as CT surveys, hence less disruption to institution & staff.	<b>High Risk</b> Former students may not be available; institutions may not be willing to host FGD sessions.
<b>Data Needs</b>	<b>Note:</b> May need MCC or ministerial letters of permission to visit EFPs <b>Possible letter, phone calls, or other method to former students notifying of survey dates</b>		
<b>Advantages &amp; Disadvantages</b>	<p>Advantages: EFP site visit will enable Facility &amp; CT assessment simultaneously</p> <p>Disadvantages: Not all EFPs will be visited. Depends on access &amp; availability of evaluation participants &amp; students.</p>	<p>Advantages: EFP site visit will enable Facility &amp; CT &amp; Residential assessment simultaneously Enables Evaluators to gain employability &amp; income level indicator information</p> <p>Disadvantages: Not all EFPs will be visited. Depends on access &amp; availability of evaluation participants &amp; students.</p>	<p>Advantages: EFP site visit will enable Facility &amp; CT &amp; Residential assessment simultaneously Enables Evaluators to gain employability &amp; income level indicator information</p> <p>Disadvantages: Not all EFPs will be visited. Depends on access &amp; availability of evaluation participants &amp; students.</p>
<b>Comments</b>			
<b>Rationale</b>	Vocational Training component has not been comprehensively evaluated during the lifetime of the FLVT Project, although some parts of the component were assessed in the Baseline Report and Mid-Term Independent Evaluation. The project logic has not yet been tested – i.e. that improved management, equipment, curricula & management systems lead to institutional attractiveness that leads to higher enrolments, less drop-outs, and more graduates with skills that enhance their employability. Indicator data on employability and income levels has not been reported in the past.		

### 4.2.3. PEAQC Evaluation

The PEAQC component cut across both programs, involved all sectors, and aimed to consolidate and integrate the aims and objectives of the FLVT project. As such, the Ex-Post Evaluation will focus on two PEAQC grantees, producing a case study for each. Specific grantees will be chosen in coordination with MCC and other key stakeholders, and finalized in the Phase 2 Inception Report. The goal of producing case studies is to shed light on lessons learned and identify best practices that may improve future programming.

The PEAQC evaluation plan is shown in Table 25.

**Table 25: Tentative Evaluation & Sampling Plan – PEAQC**

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>	
<b>Objective 1: to offer competitive transparent grants to the private sector or civil society entities for innovative initiatives that support existing functional literacy or vocational training programs by making them more attractive and accessible to socially or geographically marginalized groups.</b>	
<b>Assessment</b>	<b>(F) PEAQC Evaluation</b>
<b>Focus</b>	Public-Private Partnerships Sustainability Cooperatives Indicators – Employment and Income Levels Focus on 5 PEAQC Objectives: Objective 1 Encourage creation of enterprises & entrepreneurship Objective 2 Promote innovative methods Objective 3 Improve work conditions, productivity, quality, & marketing Objective 4 Extend literacy to improve access Objective 5 Promote employability and professional insertion (crosscutting)
<b>Sectors</b>	TBD
<b>Stakeholders</b>	Ministry of Artisan Affairs (MA) Ministry of Agriculture & Maritime Fisheries (MAMF)
<b>Approach</b>	QUALITATIVE APPROACH
<b>Methodology</b>	Key informant interviews (KII) FGD – PEAQC beneficiaries Site visit to grantee NGO/Academic Institution Offices Observation of materials, manuals etc.
<b>Tools</b>	Indicative list of semi-structured questions FGD questions
<b>Sample of Indicative Evaluation Questions</b>	<p>TO BE DEVELOPED</p> <p><u>Grantee Personnel</u></p> <ul style="list-style-type: none"> <li>• What effect did FLVT have at the institutional level for your organization?</li> <li>• What were the aim, implementation process, and expectations of your grant? Did the grant match expectations and outcomes?</li> <li>• What results and outcomes were achieved?</li> <li>• How has it improved participant work conditions, productivity, employment, career progression, innovations, creativity, marketing etc.?</li> <li>• What are the risks to sustainability?</li> <li>• Questions regarding the establishment of cooperatives – process, challenges, outcomes, productivity, etc.?</li> </ul> <p><u>PEAQC Participants in the grant projects</u></p> <ul style="list-style-type: none"> <li>• How did you first hear about the course?</li> <li>• Why did you decide to participate in the course?</li> <li>• Describe the course undertaken.</li> <li>• How did you find the quality of instruction? How did it lead to the quality of the products/ productivity/ marketing/ creativity &amp; innovation / etc.?</li> <li>• How did the training make you more employable?</li> <li>• How did the training increase financial independence – level of income/ etc.?</li> <li>• What was the outcome of the training – further training, regular work, sustainable skills, self-employment, cooperative, associations, wellbeing, etc.?</li> <li>• What were the barriers to employment, career progression, productivity, sales, marketing, etc.?</li> </ul>

<b>GOAL: To improve basic skills and professional qualifications of beneficiaries</b>	
<b>Objective 1: to offer competitive transparent grants to the private sector or civil society entities for innovative initiatives that support existing functional literacy or vocational training programs by making them more attractive and accessible to socially or geographically marginalized groups.</b>	
<b>Assessment</b>	<b>(F) PEAQC Evaluation</b>
	<ul style="list-style-type: none"> <li>• Questions regarding the establishment of cooperatives – process, challenges, outcomes, productivity, etc.?</li> </ul>
<b>Sampling Plan</b>	Ministry representatives, if relevant FLVT MSI PEAQC Coordinator  As discussed with MCC, we will select 2 PEAQC grants according to objective, location, sector, cooperatives established, gender strategy, etc. (Tables 15 & 16). Target 12-30 former beneficiaries [2-5 FGDs, dependent on size (6-10 participants)] per grant and KIIs with relevant recipient staff. Surveys will be developed and administered if appropriate. (Note: No cooperatives were established in Fisheries sector in PEACQ grants)
<b>Location(s)</b>	TBD based on conversations with MCC during Phase 2.
<b>Duration</b>	2 days (1 per PEAQC grantee)
<b>Evaluator(s)</b>	Lead Evaluator
<b>Analysis &amp; Key Outcomes</b>	Content & context analysis Gender Analysis Sustainability Analysis Comparison Analysis
<b>Risks &amp; Mitigation</b>	<b>Low to Medium Risk</b> Former students may not be available. Working in collaboration with grantee should maximize efficiency & access to students
<b>Data Needs</b>	
<b>Advantages &amp; Disadvantages</b>	Advantages: Grantees are readily available Grantee NGO/Facilities site visit will enable assessment of facility, equipment, staffing levels, efficiency, effectiveness, relevance, and sustainability  Disadvantages: Not all PEAQC grantees will be involved
<b>Comments</b>	
<b>Rationale</b>	PEAQC grants were crosscutting and the grantees are easily identifiable. The Evaluation Team will produce 2 case studies to showcase lessons learned and best practices which may be used to improve future programming.

#### 4.2.4. ERR Assessment

An ERR assessment was conducted in 2009 (as a baseline) and in 2014 (end of project). To re-visit the ERR for the three vocational programs (residential, vocational, and continuing training) and all three sectors (agriculture, artisan affairs, and fisheries) would present a time series analysis of the economic rates of return. It is suggested that little will have changed since 2014; therefore, eliminating the need to conduct a third project ERR. As discussed and agreed by both MCC and ISG, we will not conduct an ERR as part of the final evaluation.

#### 4.2.5. Summary of Evaluations

A summary of the evaluations for the Ex-Post Evaluation is as follows:

**Table 28: Summary of FLVT Ex-Post Evaluations 2016 by Component**

<p><b>(A) Institutionalization of Literacy Programs</b> Beneficiary target TBD DLCA and Ministerial representatives KIIs 1-2 days with Lead Evaluator</p>		
<p><b>(B) EFP Equipment (Vocational Centers Equipment)</b> 6-8 EFP vocational training centers 6-8 CFAs KIIs, surveys Rabat, Tanger areas 5 days per EFP with one team visiting 3-4 EFPs in their designated areas (Team 1: Rabat; Team 2: Tanger)  2 days at each CFA location with one team visiting 3-4 CFAs in their designated areas (Team 1: Rabat; Team 2: Tanger)</p>		
<p><b>(C) CT Beneficiaries</b> 5 days total at each EFP (CT and Residential) Day 1: Introduction meeting; 1 FGD with managers; 2 KIIs with EFP management/dept staff Day 2: KIIs/FGDs with residential students Day 3-5: Interview-assisted surveys (CT beneficiaries); scheduled based on availability Day 3: KIIs/FGDs with residential students Day 4: Additional KIIs/FGDs as necessary Day 5: Closeout meeting</p>	<p><b>(D) Residential Beneficiaries</b> 5 days total at each EFP (CT and Residential)  See description in column to the left.</p>	<p><b>(E) Apprentice Beneficiaries</b> 2 days  These are different institutions than in CT &amp; Residential assessments.  Day 1: Introduction meeting with CFA staff; 1 FGD with managers/dept staff; 2 KIIs with management/dept staff  Day 2: KIIs/FGDs with former apprentices (5 KIIs or FGDs, as appropriate)</p>
<p><b>(F) PEAQC Evaluation</b> Beneficiary target TBD based on selected locations (KIIs, FGDs and surveys, as appropriate) 2 PEAQC grants and grantee organizations (NGO/Academic Organizations) 1 day each site with Lead Evaluator.</p>		

#### 4.2.6 Evaluation Instruments

A variety of techniques will be used to collect data about indicators. This will require using existing instruments as well as creating new tools to collect data. Such tools can be selected or developed only after the final list of indicators has been selected and approved. Once complete, data array tables can be designed and instruments developed. To ensure effective use, instruments will need field testing and training of enumerators – a critical process to ensure standardization of data collection techniques and inter-rater reliability. A training manual will be constructed and form the basis of the first deliverable of Phase 2. The manual will contain: (1) an overview of the instruments; (2) indicators to be measured; (3) target audience description; (4) instructions for administration; (5) how results will be tabulated; and, (6) other information as required. The manual will be developed, translated into Arabic and produced in Morocco. Training of enumerators will take place through an interpreter immediately upon arrival of the Team Leader in Rabat. Training will include field testing. The following table is illustrative of the summary table that will be included in the manual. Please note that this table cannot be fully populated until final indicators have been identified.

### Illustrative List of Evaluation Instrumentations

Target Audience	Locations	Indicators	Output/Outcome (P/C) Quantitative/Qualitative (N/L)	Type of Instrument	Comments
<b>Literacy Sub-Component</b>					
Certified graduates of literacy programs				KIIs FGDs Surveys	
<b>Vocational Training Component</b>					
Employers  VT graduates (employed or not employed)	At locations where VT graduates have been hired	Employer satisfaction  Evaluation of training program	Outcome indicator Qualitative Indicator	Self Report  KIIs FGDs Surveys	Developed by the Botswana Training Authority to conduct tracer studies on employment outcomes of training graduates and quality of training programs
<b>Innovation Grants (PEAQC) Component</b>					
Organization beneficiaries	TBD	Effective and Ineffective approaches	Qualitative	Case Study	
Individual beneficiaries	TBD	Beneficiary success	Qualitative	Part of case study	
<b>Cross-cutting Issues</b>					
Government officials Training managers	Rabat and training center and literacy centers in project catchment area	8 sustainability indicators: environmental support; funding stability; partnerships; organizational capacity; program evaluation; program adaptation; communications; and strategic planning.	Outcome indicators Qualitative indicators	Self report	The instrument quantifies quality outcome. The scale is from 1 to 7, seven indicating have probability of sustainability. There is no ability to compare to other data or across time. The instrument was developed by Center for Public Health System Science at the George Warren Brown School of Social Work.
Government Officials from participating agencies			Outcome indicators Quantitative indicators	Computed by economist	Procedures for data collection, calculating and reporting provided by MCC

#### **4.2.7. Selection of Beneficiary Participants**

The selection for the beneficiary participants will be by notification of appropriate personnel in the associated ministry, vocational institution, PEAQC grantee, trainees and employers. An open invitation and follow-up is likely to maximize the number of participants. A random or systematic selection of students may lead to a high number that do not respond. Hence the selection of participants is dependent upon willingness and proximity to the venue of the evaluation (vocational institution or grantee office). The list of beneficiaries will be developed after final indicators have been identified and data tables designed.

#### **4.2.8. Summary of Project and Program Indicators**

The heart of the evaluation centers on the selection of appropriate indicators to measure results. As suggested, indicators must balance quantitative and qualitative indicator selection along with individual and institutional beneficiaries. Where possible, indicator results will be disaggregated by hierarchical level, gender, and age category (youth versus adult), as well as type of institution if necessary. While input indicators and some process indicators were identified at the beginning of the project we have clarified the processes that should have been in place. Evaluations of results are to include output and outcome indicators as well as suggested impact indicators for a future impact analysis. The table below provides a summary of project and non-project indicators and their suggested measurements. MCC will participate in the final selection of indicators understanding the need to compromise based on time and financial constraints. Phase 2 cannot move forward until indicator selection has been completed and approved.

Impact		Outcomes		Outputs		Processes		Inputs	
Indicator	Measurement	Indicator	Measurement	Indicator	Measurement	Indicator	Measurement	Indicator	Measurement
<b>Project</b>		<b>Project</b>		<b>Project</b>		<b>Project</b>		<b>Project</b>	
Increase economic growth and reduce poverty	Population growth rate	Sustainability	Measures reflect either quantitative or qualitative result.	FT instructors trained	Most indicators measured by number and rates as %. Some are Yes/No	MCC/MCA processes	<i>Description and measurement of:</i> How planning is conducted How project or program implementation procedures are implemented How M&E is conducted How project or programs are managed How training is planned, delivered and assessed How training is managed How financing is provided How procurement is conducted How program governance is implemented How personnel policies, administration and professional development are implemented	MCC inputs	# of people Dollar amount organizational structures, laws, policies, and job descriptions Other resources such as equipment, facilities, furniture, ICT, etc.
	Infant mortality rate	(CBA) effective		FT managers trained		Government processes		Government inputs	
	Industrial production growth rate	Employer satisfaction with graduated hires	Qualitative indicators require both a measurable result and a narrative result to better understand what changes were made and how they were made. This shows how input and process indicators were changed.	FT centers strengthened		Training processes		Training Inputs	
	Unemployment rate (youth vs. adult)	FT Enrollment increased (attractiveness)		FT enrollment targets met		Other donor processes		Other donors supporting project	
	Purchasing power parity	Voc enrollment increased (attractiveness)		FT beneficiaries graduated				<b>Non-Project</b>	
	Population below poverty line	MIS being used		CBA system in place				Government inputs	
	Electric consumption per capita	Private enterprises created	It is likely that project activities indirectly encouraged non-project outcomes which need to be analyzed as value added results.	MIS in use				Training Inputs	
	Oil consumption per capita	FT graduates employed		Voc trainers trained				Other donor input	
	Natural gas consumption per capita	Voc graduates employed	Outcomes will involve both project and non-project interventions making difficult to attribute success only to project activities.	Voc managers trained		<b>Non-Project</b>			
	Mobile phone subscribers rate	Self-employed farmers, fishers, and artisans work conditions, productivity, quality and marketing practices improved		Enrollment targets met *Residential *Apprenticeship *Continuing training					
	Internet user rate			2 yr residential trainees certified		Government processes			
	GINI inequality of distribution			15-month apprenticeship training certified		Training processes			
	Education completion rate for secondary and tertiary education			4 day continuing training of master artisans certified		Other donor processes			
	Tourism increase	<b>Non-Project</b>		Vocational training centers strengthened					
	Adult literacy	New or revised processes in place (see process indicators)		PEAQC grants awarded					
Food security	New or revised resource allocation processes and inputs in place (see input and process indicators)		Cooperatives established						
			PPPs established						
			Govt. agencies and departments strengthened						

#### 4.2.9 Data Arrays

Data must be organized in some manner to facilitate evaluation. Most often tables are used. Whereas quantified data can be arrayed easily, qualitative data reflected in narrative responses are more difficult to organize. One technique used in establishing construct validity is to review narrative responses; develop a construct where narratives seem to cluster; and then organize data around the various constructs. Thus, a data table can be designed to reflect the constructs and the number of times they are mentioned by respondents during a focused group or individual interview. For example, when interviewees respond to a question about a new procedure, one person may say, “I don’t follow the new procedure” while another might say, “It doesn’t reflect my reality.” These two statements might suggest a construct we could identify as “little or no support of the new policy.” This is an accepted practice but can be influenced by subjectivity of the enumerators suggesting the importance of effective training of data collection personnel.

The following tables are left blank and serve as illustrative at this stage. Final decisions about which tables will be used will be finalized early in Phase 2 and will be included in the inception report around the same time the draft Data Collection Manual is completed.

Since most data will be collected through instruments translated into Arabic, a translator will need to translate all information back into English which may be a time consuming task. ISG will decide if more translators are necessary at the critical time of data analysis.

## Samples of Blank Data Tables

### Project-to-Program Sustainability

Item	Environment Support	Funding Stability	Partnerships	Organiz. Capacity	Program Evaluation	Program Adapta.	Communication	Strategic Planning
1								
2								
3								
4								
5								
Domain total								
Average Score of domain								
Overall score (domain averages)								

### Survey of Trainee Graduates by Trade [Farmer (Fa), Fisher (Fi), Artisan (Ar)] and by Training Type (apprenticeship, continuing and residential) \*

Training Component	Improve 100%			Improve 75%			Improve 50%			Improve 25%			Improve 0%		
	Fa	Fi	Ar	Fa	Fi	Ar	Fa	Fi	Ar	Fa	Fi	Ar	Fa	Fi	Ar
Knowledge content (theory)															
Training in practical skills															
Industrial attachments															
Overall course content															
Instructional manuals															
Textbooks															
Workshop equipment															
Instructors' teaching methods															
Instructors' knowledge of subject															
<i>Instructors' practical skills</i>															
Instructors' understanding of your needs															
Length or duration of the training															

*\*This is part of a larger survey of trainees. A similar table may be constructed for Functional Literacy graduates.*

### Comparison of Outcomes between Project and Comparison Group

Indicator	Project Group		Comparison Group	
	Baseline	End of Project	20012 (project start)	Now
Income-fisher				
Income-farmer				
Income-artisan				
Increase in FT enrol.				
Increase in VT enrol.				
Self empl farm improved*				
Self empl fish improved*				
Self empl artis improved*				
FT grads employed				
VT grads employed				

*\* Work conditions, productivity, quality and marketing practices improved*

## 5. EVALUATION WORK PLAN

The workplan is presented in three stages: (1) mobilization and planning; (2) implementation; and (3) completion. The distinct features of each stage are as follows:

**Stage 1:** This stage encompasses mobilization, familiarization, further planning, and the beginning of implementation. The map and table below show our cluster approach. All locations that were involved in the project were plotted on the map on the following page<sup>56</sup>. Ovals were drawn to capture the greatest number of locations representing FT, VT and PEAQC participants. The two clusters were identified as Rabat and Tanger. The recommended total number and sample size to be used in the project are shown in the table below.

- ISG office mobilizes the field support in Morocco who will assist in identifying enumerators, interpreter and translator(s). The researcher has been identified and is to be mobilized the second week of the project. ISG will negotiate and offer agreements to a local contractor within three weeks after start, dependent on the procurement process. The Field Administrator will establish the office, equipment and communication devices.
- ISG, MCC and the Team Leader will agree on the approach and identify which organizations will participate (project and comparison organizations) in the sample. The four enumerators are to be selected, two from each cluster.
- The field administrator and the researcher will develop a contact list of all those who will participate in the research (see Annex 3) and make contact with all those identified. When possible interviews are to be scheduled as groups. For example, the VT and FT participants from each cluster will be brought together in one meeting. This will increase efficiency of data collection by reducing the number of meetings necessary. As enumerators are mobilized they will verify lists and assist in scheduling meetings. The locations of the comparison groups need to be identified and approved before appointments can be scheduled. The selection will prioritize selection from VT and FT locations close to the project locations in order to reduce travel time. The themes or trades taught at the VTs will not be a consideration in the selection. Neither will be the number of graduates, the breakdown between residential and apprenticeship participants. There are simply too many variables to consider them all. Gender will be of primary interest, however.
- The Team Leader will complete the Evaluation Manual and secure approval from MCC. Once approved, it will be sent to Morocco for translation. The Team Leader will also complete the inception report based on information received from the field as to the success in scheduling, size and location of the sample, and other information.
- The researcher will identify where MIS systems are located and summarize the contents of each as well as determine if any are useful to the project (see Annex 4).
- The Team Leader will identify specific secondary source tables and send to the researcher. This will include new tables and existing tables missing information. The researcher and Team Leader will communicate to ensure the researcher understands what is missing and what needs to be done.

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<sup>56</sup> Please note that the exact location of Abou Jaab and Zagoura could not be determined.

Table: Tentative/Proposed Sample Size

Clusters	Total Per Cluster	Sample Size	
		Project Participation	Comparison Group
<b><u>Tanger:</u></b>			
FL	6	3	3
VT	6	3	3
PEAQC	4	1 or 2	-
Employed youth	TBD	TBD	-
Employed adults	TBD	TBD	-
Self-employed	TBD	TBD	-
Employers	TBD	TBD	-
<b><u>Rabat:</u></b>			
FL	6	2	2
VT	6	2	2
PEAQC	3	1 or 2	-
Employed youth	TBD	TBD	-
Employed adults	TBD	TBD	-
Self-employed	TBD	TBD	-
Employers	TBD	TBD	-
National Government	TBD		-



Stage 2: At this stage, field activities will begin in earnest. The full team will be in the field with the interpreter working side-by-side with the Team Leader.

- The researcher will continue to collect secondary source data. Where necessary these tables will need to be translated. The researcher is fluent in English, French and Arabic. As the tables are completed they will be given to the Team Leader for integration into the final report.
- The field administrator will continue to make appointments with some enumerators who will take over final confirmation with those in the sample.
- The Team Leader will train the enumerators in the use of the manual while field testing it during simulations. Final changes will be made, translated and sufficient numbers of the instruments will be produced.
- Primary source data collection will be conducted. The enumerators have been split into two teams: one team with four weeks to complete data collection and the other team with five weeks to complete data collection. This staggering will allow for follow-up and additional data collection as necessary. Additionally, having a core team of four enumerators will decrease the chances of inter-user error with regard to administration and transcription of data collection tools. Although highly unanticipated, an additional week has been budgeted as a contingency if the process takes longer than planned. This additional time will only be used upon approval by MCC. The enumerators will collect data through focus group interviews and individual interviews when necessary, conduct tracer studies, and examine source data when required. Since they have been chosen from the cluster locations, their familiarity with the geographical region should be helpful in accelerating data collection.
- The Team Leader will collect source data from government officials in Rabat. The governance system of decentralization in Morocco is primarily one of deconcentration. This means that national agencies establish offices in the provinces and regions but maintain control of the system. Two regional offices will be included in the focus group surveys. The team leader will visit locations to prepare three case studies, two PEAQC case studies, and a CBA usage case study. The Team Leader will begin organizing the final report. Translators will be available to translate key documents and information. The enumerators will be responsible for populating data tables before sending them to the Team Leader. Some of the qualitative indicator results will need to be sent to the translator first and then forwarded to the Team Leader.
- The field administrator, ISG and Team Leader will maintain continual contact while ISG will keep MCC informed of progress.
- After three weeks, the Team Leader will return to the USA, continue to receive information from the field, clarify additional needs to the field staff, and work on the completion of the draft final report. As a contingency, ISG will plan for a second visit for the Team Leader to Morocco. This will only happen if serious problems arise and require his presence to resolve. Since the researcher will still be active any problems will be addressed by her before mobilizing the Team Leader. The Team Leader will only be mobilized after approval by MCC.

Stage 3: At this stage, most of the field staff will be demobilized while the Team Leader is primarily involved in writing and seeking approvals.

- It is likely that additional changes will be made to the evaluation manual. The Team Leader will make such changes with a short report about the usefulness of the document in other MCC projects. Also the Team Leader will be focused on completing the draft final report. As necessary, the Team Leader will request additional assistance from both the researcher and the field administrator.
- ISG and the Team Leader will be available to answer MCC questions about the draft final report. It is likely that the process of transitioning from draft to final will take several iterations between MCC and ISG. Once accepted, the Team Leader will prepare a presentation that will be directed at MCC staff interested in either or both the project and the evaluation manual.
- After agreement is reached between MCC and ISG the project will be demobilized.

The following table summarizes the suggested work plan activities. This document serves as a quick reference for understanding Phase 2 and will be included in the Phase 2 Inception Report with suggested modifications and budgetary impacts.

### Illustrative Work Plan

Tasks	Week																Deliverable
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16-22	
<b>Stage One – Mobilization and Planning</b>																	
1.1	Indicators selected by MCC and EDR approved	■															EDR
1.2	TL begins and completes draft evaluation manual	■	■														
1.3	Field staff hired and other staff in place.	■	■	■													
1.4	MCC provides feedback on manual		■	■													
1.5	Manual finalized and approved			■	■												Manual
1.6	Draft Inception Report submitted		■														
1.7	MCC provides feedback on Inception Report				■	■											
1.8	Inception report finalized and approved			■	■												IR
1.9	Translator translates manual into Arabic				■	■											
1.10	Administrator makes copies of manual					■											
1.11	FA, researcher and enumerators list participants & appts	■	■	■													
1.12	Researcher to identify MIS systems that exist	■	■	■													
<b>Stage Two –Phase 2 Implementation</b>																	
2.1	TL mobilized to Rabat				■												
	Researcher collects secondary source data			■	■	■	■	■	■								
2.2	FA completes appointment schedule		■	■	■												
2.3	TL trains enumerators and field tests instruments				■	■											
2.4	Manual is edited, finalized and printed in Arabic			■	■	■											
2.5	TL and enumerators conduct data collection						■	■	■	■							
2.6	Researcher completes secondary data tables				■	■	■	■	■								
2.7	Data and other documents translated back to English						■	■	■	■	■						
2.8	TL returns home								■								
2.9	TL informs FA and researcher of missing information									■							
2.10	Researcher collects missing information; sends to TL										■	■					
2.11	Researcher completes annexes of participants/ others										■	■	■				
2.12	TL completes draft final report											■	■	■			
<b>Stage Three –Program Completion</b>																	
3.1	Edited English version of manual submitted to MCC										■	■					Final Manual
3.2	Draft final report submitted to MCC												■				
3.3	MCC reviews and provides feedback													■	■		
3.4	Final report completed and submitted to MCC														■	■	
3.5	MCC approves final report															■	Final Report
3.6	TL prepares presentation materials for MCC meet																■
3.7	ISG sets up presentation venue, time, date																■
3.8	TL conducts presentation																■
3.9	ISG and TL conduct any final meeting with MCC																■
3.10	ISG demobilizes project																■

## 5.1. Evaluation Team

The Phase Two evaluation team comprises eleven people stationed in the USA and Morocco. Two support the project through the entire sixteen weeks while the balance are full-time or part-time in Morocco at key times. The title and responsibilities may be found on the following table:

**Table 29: Team Composition and Responsibilities**

TITLE	ROLES & RESPONSIBILITIES
Team Leader (TL)	Ex-Post Evaluation, Oversight, interviews, quality assurance, report writing, and team supervision. Reports to Home Office Support
Data Coordinator	Interlocutor between field research team and ISG. Development of data collection TOR, contracting with data collection firm, oversight, quality assurance. Reports to ISG Home Office Support and ISG Line Manager.
Field Researcher	Collects secondary source data and compiles tables. Reports to the Team Leader
Field Administrator	Sets up meeting schedules and appointments. Acquires supplies. Helps recruit and oversee Moroccan field staff. Handles all field administration including paperwork, field finances, and reservations. Reports to ISG home office and support all field staff.
4 Enumerators	Conduct all primary data collection and adds information on to data tables. Work in teams of two and assigned specific field locations. Report to the Team Leader.
Translator	Converts all necessary English language documents into Arabic and all designated Arab language documents into English. Reports to the field administrator.
Interpreter	Interprets for the Team Leader during the three-week in-country visit. Reports to the field administrator.
Home Office Support	Oversees management of the project including finances, staff mobilization, liaison, general administration. Reports to ISG line manager.



## 6. Budget

ISG has proposed a data collection budget as a separate document for MCC's approval on 5 February 2016. The chart above details level of effort of Home Office Support and Team Leader for the entirety of the project.

## Annexes

## Annex 1: Morocco In-Country Visit Schedule and Informant Meetings

DATE	ORGANIZATION	PERSON INTERVIEWED
<b>Sunday 6 Sept - Rabat</b>	MCC (Washington)	Mr. Ryan Moore, Associate Director M&E
<b>Monday 7 Sept - Rabat</b>	Morocco Compact, MCC	Mr. Es Said Azzouzi, M&E Consultant to MCC, Former M&E Director, Morocco Compact Note: Mr. Hidane, Focal Point, Ministry of Finance, Director of Economy, Planning & Forecasting, was not available
	Former APP (Agency of Partnerships for Progress)	Mrs. Aicha Lagdas, Former Vocational Training Coordinator, FLVT Project
<b>Tuesday 8 Sept - Rabat</b>	Ministry of Artisan Affairs, Social Economy & Solidarity (MAESS)	Mr. Allal Bilrha, Director (Directeur de la Formation Professionnelle et de la Formation continue des Artisans)  Mr. Chouikh Hassan, Former VY Coordinator, FLVT  Ms. Souad Elfartah, Section Head, M&E  Ms. Nijat Naouil, Section Head, Professional Validation Outputs  Note: Mr. Msellek Mohamed, Former Coordinator AFM Project, was not available (replaced with Mr. A. Bilrha)
<b>Wednesday 9 Sept - Rabat</b>	MSI	Mr. Hicham Chahir, Former MSI Vocational Training Coordinator  Mr. Hrida Bouazza, Former MSI M&E Coordinator, MCC/APP  Ms. Amina Debbagh, Former MSI Grants (PEAQC) Coordinator  Note: Mr. Khaled Alaoui, MSI Project Director, was not available
<b>Friday 11 Sept - Rabat</b>	Ministry of Agriculture and Maritime Fisheries	Mr. Ahmed Hakam, FLVT National Literacy Coordinator, Ministry of Agriculture  Note: Mr. Mellouki, FLVT National Literacy Coordinator, Ministry of Maritime Fisheries, was not available

### UNAVAILABLE

#### **DLCA – Directorate for the Fight Against Illiteracy**

Mr. E Habib Nadir, Director  
 M. Touati, Head of Services  
 M. Nabiri, Head of Services  
 Mr. Khalo Abdala, former MSI Literacy Coordinator & currently with DCLA

#### **UNESCO – Responsible for Curriculum Development, Literacy**

Mr. Mohammed Ould Khattarm, Acting Director  
 Mr. Philippe Maalouf, Department of Education  
 Ms. Saida Abouid, Head of Literacy Activities  
 M. Faribi, Consultant

#### **APP**

Mrs. Aziza Chbani, Former Activity Director, Functional Literacy, FLVT  
 Mrs. Samia El Ouazzani, Former Coordinator, Functional Literacy, FLVT  
 Mrs. Bourchra Omichou, Former Project Associate, Competitive Skills Program, FLVT

#### **MCC**

Mrs. Monique Bidaoui, Consultant

## Annex 2: References

<p><b>MCA COMPACT</b></p>	<ul style="list-style-type: none"> <li>• June 2015, <b>MCC</b> Morocco and Namibia Compacts Overview</li> <li>• January 2014, <b>MCC</b> AFM FLVT Close-Out ERR – Excel (English)</li> <li>• November 2013, <b>MCC</b> Country Brief (English)</li> <li>• May, 2014, <b>MCA-Morocco</b> Economic Rates of Return (ERR) - Links</li> <li>• February 2014, <b>APP - Agence du Partenariat pour le Progres</b>, Presentation AIWA - PowerPoint (English)</li> <li>• February 2014, <b>MCA-Morocco</b> Quarterly Results Report (QRR), October to December 2013 – Excel (English) – Table of Key Performance Indicators</li> <li>• 30 January 2014, <b>MCA-Morocco</b> - ITT Table (ITT), Q21 – Closeout – Excel (English)</li> <li>• December 2013, <b>MCA-Morocco</b> Compact Completion Report (English)</li> <li>• November 2013, <b>MCA-Morocco</b> Program Achievements – PowerPoint (English)</li> <li>• October 2013, <b>DEPF – Direction des Etudes et Previsions</b>, Breakdown by sub-Activity – Excel (English)</li> <li>• June 2011, <b>Integration Ikesol</b>, Mid-Term Evaluation and Final Evaluation MCA-Morocco, Mid-Term Evaluation Report (English)</li> <li>• No date, <b>MCA-Morocco</b>, Millennium Challenge Compact between the United States of America acting through the Millennium Challenge Corporation and the Government of the Kingdom of Morocco (English)</li> <li>• No date, <b>MCA-Morocco</b>, MYFP Morocco Compact Financial Summary by Activity – Excel (English)</li> <li>• No date, <b>MCA-Morocco</b>, Post Compact Indicator Tracking Table (ITT) – Year 6 – Excel (English)</li> </ul>
<p><b>ARTISAN &amp; FEZ MEDINA (AFM) PROJECT</b></p>	<p><u>KIFAYATE: AFM-30</u></p> <ul style="list-style-type: none"> <li>• June 2013, <b>APP</b> Activité ‘Alphabétisation Fonctionnelle &amp; Formation Professionnelle’ KIFAYATE (AFM 30) - Formation des ressources humaines des établissements de formation professionnelle du Ministère de l’artisanat, Rapport de l’enquête d’évaluation (Report of the Evaluation Survey)</li> <li>• No date, <b>APP</b> Activité ‘Alphabétisation Fonctionnelle &amp; Formation Professionnelle’ KIFAYATE (AFM 30) – Mission d’accompagnement des directeurs des établissements de formation des professionnelle pour la mise en place des outils de gestion des EFP, Rapport Final (Final Management Report)</li> </ul> <p><u>AFM-46</u></p> <ul style="list-style-type: none"> <li>• September 2013, <b>APP</b> Assistance technique pour l’évaluation du programme de la formation continue des artisans mis en oeuvre dans le cadre du compact MCA-Maroc, Synthèse de l’étude (Synthesis of the Study)</li> <li>• August 2013, <b>APP</b> Assistance technique pour l’évaluation du programme de la formation continue des artisans mis en oeuvre dans le cadre du compact MCA-Maroc, Plan de recommandations (Deliverable Phase 3: Recommendation Plan)</li> <li>• May 2013, <b>APP</b> Assistance technique pour l’évaluation du programme de la formation continue des artisans mis en oeuvre dans le cadre du compact MCA-Maroc, Evaluation du dispositif de formation (Deliverable Phase 2: Evaluation of the Training System - Provisional)</li> </ul> <p><u>Alphabetisation – Artisanat, Agriculture &amp; Peche (Literacy – Handicrafts, Agriculture &amp; Fisheries)</u></p> <ul style="list-style-type: none"> <li>• Guides, Manuals &amp; Toolkits</li> </ul> <p><u>Artisan Production Promotion Activity</u></p> <ul style="list-style-type: none"> <li>• November 2013, <b>Transtec, Belgium</b>, Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional Literacy and Vocational Training (FLVT) Activity, Final Report - Artisan Activity (English)</li> <li>• November 2013, <b>Transtec, Belgium</b>, Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional Literacy and Vocational Training (FLVT) Activity, Final Report - Fez Medina Activity (English)</li> <li>• October 2013, <b>Transtec, Belgium</b>, Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional</li> </ul>

	<p>Literacy and Vocational Training (FLVT) Activity, Final Report - Artisan Activity (English) – Executive Summary</p> <ul style="list-style-type: none"> <li>October 2013, <b>Transtec, Belgium</b>, Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional Literacy and Vocational Training (FLVT) Activity, Final Report - Fez Medina Activity (English) – Executive Summary</li> <li>May 2013, <b>Transtec, Belgium</b>, Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional Literacy and Vocational Training (FLVT) Activity, Methodology Report, Preliminary Version (English)</li> <li>March 2013, <b>Transtec, Belgium</b>, Artisan and Fez Medina Questionnaire (English)</li> <li>No date, <b>MSI – Management Systems International</b> – Work Plan Lot 3, Gantt Chart (English) – 15 April to 3 November 2013</li> </ul>
<p><b>FUNCTIONAL LITERACY &amp; VOCATIONAL TRAINING (FLVT)</b></p>	<ul style="list-style-type: none"> <li>30 January 2014, <b>MCC-ERR-Morocco FLVT &amp; AFM Project Closeout</b>, Final – Excel (English)</li> <li>October 2013, <b>Transtec, Belgium</b>, Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional Literacy and Vocational Training (FLVT) Activity, Final Report – FLVT Functional Literacy sub-Activity (English) – Executive Summary</li> <li>October 2013, <b>Transtec, Belgium</b>, Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 – Final Evaluation of the ‘Artisan and Fez Medina’ Project and the ‘Functional Literacy and Vocational Training (FLVT) Activity, Final Report – FLVT Functional Literacy sub-Activity (English)</li> <li>March 2013, <b>Transtec, Belgium</b>, Functional Literacy Survey, Beneficiary Questionnaire (English)</li> <li>December 2012, <b>APP Lot 3</b> – Evaluation finale du Projet ‘Artisanat et Fes Medina’ et de l’activite ‘Alphabetisation Fonctionnelle et Formation Professionnelle (AFFP)’</li> <li>May 2012, <b>MSI, PEAQC Grants Summary Description, FLVT and AFM</b> – Fiche (French)</li> <li>May (No year), <b>MCC, AFFP</b> - Alphabetisation Fonctionnelle et Formation Professionnelle, Literacy Program Logic</li> <li>May (No year), <b>MCC, AFFP</b>, Vocational Program Logic</li> <li>No dates, <b>APP Formation Professionnelle (PAF)</b> – Guides du formateur (5) – Training Guides (French)</li> <li>No date, <b>APP Formation Professionnelle (PAF)</b> – Manuels du l’apprenti – Apprentice Manuals</li> </ul>
<p><b>MONITORING &amp; EVALUATION (M&amp;E)</b></p>	<ul style="list-style-type: none"> <li>May 2014, <b>MCA-Morocco</b>, Post Compact Monitoring and Evaluation Plan, First Morocco Compact</li> <li>October 2013, <b>APP</b>, Monitoring and Evaluation Plan – Morocco Compact (English)</li> <li>July 2011, <b>Fellah Council</b>, Etablissement de la Situation de Reference pour le Suivi-Evaluation de l’activite alphabetization et formation professionnelle dans l’agriculture, Phase 2: Mise en oeuvre du plan d’etablissement de la situation de reference, Rapport final – M&amp;E Baseline for the Literacy &amp; Vocational Activity in Agriculture, sub-Activity: Functional Literacy, Phase 2: Implementation of the Baseline Plan</li> <li>April 2011, <b>Fellah Council</b>, Etablissement de la Situation de Reference pour le Suivi-Evaluation de l’activite alphabetization et formation professionnelle dans l’agriculture, Phase 1: Conception d’etablissement de la situation de reference, Rapport final – M&amp;E Baseline for the Literacy &amp; Vocational Activity in Agriculture, sub-Activity: Functional Literacy, Phase 1: Design, Final Report</li> <li>January 2010, <b>APP</b>, Monitoring and Evaluation Plan – Morocco Compact (English)</li> </ul>
<p><b>MSI &amp; UNESCO FINAL REPORTS</b></p>	<ul style="list-style-type: none"> <li>September 2013, <b>UNESCO</b>, Program Alphabetisation Fonctionnelle (PAF) &amp; Formation Professionnelle, Alphabetisation pour la qualification, Rapport analytique final des differentes etapes et realisations du PAF – Functional Literacy Closure Report (French)</li> <li>August 2013, <b>MSI</b>, Activite ‘Alphabetisation Fonctionnelle &amp; Formation Professionnelle’ KIFAYATE (AFM-30), Rapport Final (French – Executive Summary in English) – FLVT Closure Report</li> <li><b>Note:</b> PEAQC – ‘Program to broaden access to qualifications and skills’ - Competitive Skills Development Program - summary description of grants is embedded in MSI Final Report – also see May 2012, PEAQC Grants Summary Description, FLVT and AFM – Fiche (French)</li> </ul>

### Annex 3: Contact and Appointment Schedule Form

Name/Title	Organization & Address	Contact (phone/email)	Cluster	Appointment Time/Date
<b>Government Officials</b>				
<b>FT/VT Trainers and Managers</b>				
<b>Employed Trainees</b>				
<b>PEACQ Grant Recipient Managers</b>				
<b>Employers</b>				

### Annex 4: Summary of Available Databases

The purpose is to identify potential secondary sources of data that could be useful to the project. Also we wish to determine if any improvements in the organization, content and use of these systems was a direct result of the project activities.

Government Agency or Other-Location	Name of MIS	Purpose	Comments