

Data Sheet

USAID Mission:	Morocco
Program Title:	Education For a Better Future
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	608-012
Status:	New in FY 2004
Planned FY 2005 Obligation:	\$2,800,000 DA; \$11,840,000 ESF
Prior Year Unobligated:	\$0
Proposed FY 2006 Obligation:	\$400,000 DA; \$12,000,000 ESF
Year of Initial Obligation:	2004
Estimated Year of Final Obligation:	2008

Summary: USAID's objective is to improve training opportunities for Moroccan youth and increase access to quality and relevant basic education (grades 1 to 9). This will be achieved through two components: the "school-to-work" component which aims at creating close connections between training and employment at various post middle school levels; and, the basic education component which aims at improving retention rates and equipping ninth graders with portable and adaptable skills upon middle school graduation. This program will also assist Morocco in its fight against illiteracy, through a Middle East Partnership Initiative (MEPI)-funded literacy component which aims to develop basic training materials focusing on the topics of the revised family code (Moudawana).

Inputs, Outputs, Activities:

FY 2005 Program: Improve Quality of Workforce (\$1,650,000 DA, \$6,000,000 ESF). The purpose of this program is to assist the Government of Morocco (GOM) to improve the quality of its workforce and the relevance of workers' skills to the growing and changing demands of business and industry. USAID will assist training institutions and technical high schools in three regions in order to provide computer training and other skills in demand by the private sector. FY 2005 is the first year of implementation of the program. Initial activities include site selection and identification of participating vocational training institutions and technical high schools, collection of baseline data and determination of targets, kick-off workshops, roundtables and conferences to seek full private sector participation, and faculty initiation and training. In addition, the project will improve job placement mechanisms and will establish a roster of private sector partners for student internships and job placements. Some funds will also be used for the USAID-CISCO-United Nations Fund for Women-GOM (USAID-CISCO-UNIFEM-GOM) partnership for "Achieving E-equality in the IT sector in Morocco." Some 700 Moroccan students (40% women) will be initiated to the Cisco Computer Networking Associate (CCNA) program combined with job-preparedness training. Principle contractors are: Academy for Educational Development (prime), UNIFEM (prime), Management Systems International (sub), Morocco Trade and Development Services (sub), and Research Evaluation Development Analysis (sub). Up to \$40,000 in ESF will be transferred to the US Embassy in Morocco, under a 632a agreement, for a small grants fund.

Improve Quality of Basic Education (\$1,150,000 DA, \$5,840,000 ESF). This program will focus on basic education at the primary and middle school levels. Funds will be spent on activities such as site selection and identification of participating middle and primary schools, collection of baseline data and determination of targets, kick-off workshops, roundtables and conferences to seek non-governmental organization (NGO) and private sector contributions, and other activities. Funds will also be used to provide grants to NGOs for literacy training and physical upgrading of schools. Moreover, some funds will be used to incrementally fund the National Education Accounts Task Order that will provide a framework and methodology for measuring total education expenditures. Principle contractors are: Academy for Educational Development (prime), Management Systems International (sub), Morocco Trade and Development Services (sub), and Research Evaluation Development Analysis (sub).

FY 2006 Program: Improve Quality of Workforce (\$200,000 DA; \$6,000,000 ESF). By FY 2006, USAID expects to have been successful in obtaining private sector buy-in to the program and in maintaining a dynamic and open dialogue between the business/industry and training sectors, which should lead to

concrete and mutually beneficial innovations in skills training programs. Funds will largely be spent on the development of training materials and faculty training. A number of Moroccan and American consultants will be enlisted to participate in this process in order to build the capacity of the local institutions' faculty and leadership. Improving job placement mechanisms and the organization of initial job fairs is also envisioned in FY 2006.

Improve Quality of Basic Education (\$200,000 DA; \$6,000,000 ESF). In FY 2006, USAID expects to have entered in partnerships with local groups to collaboratively work with the selected middle schools and their feeder schools for physical upgrading, improved school leadership and parent participation. Funds will be spent on school improvement, women's literacy programs, the development of relevant training materials and teacher/faculty training, as well as on the training of middle school directors and school committees. Moroccan consultants will be used in order to create local capacity at the appropriate teacher training centers.

Performance and Results: During FY 2004, USAID completed its girls' education program and launched a major new education program as a replacement. The Morocco Education for Girls (MEG) project, the largest activity under the old program, demonstrated an increase in girls' primary school enrollment in pilot schools, provided the Moroccan education system with high quality training materials, built the capacity of the Ministry of National Education (MNE) and selected Teacher Training Colleges through its training-of-trainers programs. This project far exceeded expectations with the training materials developed by USAID being adapted beyond the eight pilot provinces USAID was working in, to the entire country. Also in FY 2004 USAID launched two new activities: a public-private partnership between USAID-CISCO-UNIFEM and the GOM, entitled "Achieving E-equality in IT in Morocco", and the National Education Accounts (NEA) pilot project with the MNE. In addition, USAID continued to manage two MEPI-funded projects: "Scholarships for Success", implemented by the Rural Girls' Scholarship Committee (CSSF); and "Women's Literacy for Sustainable Development", implemented by Helen Keller International (HKI).

The USAID-CISCO-UNIFEM-GOM partnership for IT introduces CISCO Certified Network Associate (CCNA) training along with job readiness training (focus on women) to twelve Moroccan institutions. CISCO contributes free online access to the CCNA 1-4 courses, an in-country CISCO coordinator, and limited equipment. USAID funds UNIFEM, the implementing agent and the necessary lab bundle equipment for the participating institutions.

The NEA will contribute to policy formulation and decision making by providing the Ministry of National Education (MNE) with a framework and methodology for measuring total public, private, and donor education expenditures. The project is creating in-house capacity within the MNE to allow for subsequent regular NEA updates.

During FY 2004, MEPI granted CSSF an additional \$300,000 to launch five dormitories for approximately 100 girls thus enabling the girls to attend middle school starting in the 2004-2005 school year. Although the girls are selected based on their school records (among other criteria), their educational level is an issue. Because of their rural school background, most of them lag behind their classmates who attended primary school in a more urban setting. Combined with teacher absenteeism in some of the middle schools, it is difficult for the girls to keep up. The CSSF is taking steps to address the issue. To date, 18 partner NGOs run a total of 23 homes. One NGO has graduated since the start of the program and four are close to becoming independent.

During 2004, MEPI granted HKI an additional \$200,000 to expand its literacy training program for rural women in poverty-stricken villages in the El Haouz (Marrakech) region. Literacy and numeracy classes have been given to some 4,000 women, transmitting hygiene, nutrition and child care messages. Women also learn skills, such as knitting, weaving, and machine/hand embroidery. Upon successful completion of the basic literacy final exam, some women will be able to attend post-literacy classes to learn about small business development for income generation. HKI works in partnership with local organizations to implement the program and to ensure sustainability of the program after the MEPI funding ends.

US Financing in Thousands of Dollars

Morocco

608-012 Education For a Better Future	DA	ESF
Through September 30, 2003		
Obligations	0	0
Expenditures	0	0
Unliquidated	0	0
Fiscal Year 2004		
Obligations	1,792	2,500
Expenditures	42	64
Through September 30, 2004		
Obligations	1,792	2,500
Expenditures	42	64
Unliquidated	1,750	2,436
Prior Year Unobligated Funds		
Obligations	0	0
Planned Fiscal Year 2005 NOA		
Obligations	2,800	11,840
Total Planned Fiscal Year 2005		
Obligations	2,800	11,840
Proposed Fiscal Year 2006 NOA		
Obligations	400	12,000
Future Obligations	0	11,800
Est. Total Cost	4,992	38,140