

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, Contract No. APP/2012/PP10/QCBS/ME-16-lot-3



Functional Literacy and Vocational Training Activity (FLVT)

*Functional Literacy Subactivity*

03/11/2013

## **Acknowledgments**

The evaluation team would like to thank the staff of *Agence du Partenariat pour le Progrès*, as well as all stakeholders who collaborated in the organization and implementation of the preliminary activities of this mission.

## **Disclaimer**

The evaluators are solely responsible for the content of this report, which can in no case be considered to reflect the opinion of the *Agence du Partenariat pour le Progrès* (APP), the Millennium Challenge Corporation (MCC), TRANSTEC, or any other institution and/or individual mentioned in this report.

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## Executive Summary

Meeting the objectives of the MCA's functional literacy subactivity involved the implementation of three components:

- **Training of literacy workers** and supervisors to improve their ability to strengthen their competencies with respect to the new instructional materials, adult education techniques to be adopted, and monitoring, evaluation, and implementation of the subactivity
- **Literacy efforts as such** (teaching people to read, write, and do arithmetic), informing beneficiaries about their civil rights to enable them to be independent, and reinforcing that independence by developing the skills and upgrading the vocational qualifications of artisans, women, and young people in three sectors (agriculture, handicrafts, and fishing) through an apprenticeship system that teaches them life and work skills, thereby increasing their employability (programs of 120 hours)
- **Certification**, the objective of which is to evaluate and validate the skills acquired by the beneficiaries, motivate them, and offer them the opportunity to take advantage of mechanisms for more advanced training

In order to apply the customary international evaluation criteria (relevance, coherence, effectiveness, efficiency, impact, and sustainability) to a set of basic data representative of the functional literacy activities, with an accent on relevance to the beneficiaries' needs and the effectiveness of the functional literacy activities targeting them, the evaluation team adopted the participatory methodology and integrated data collection tools described in our Methodology Note, endorsed by APP in July 2013.

In addition, analysis of the initial documentation transmitted by APP and participation in meetings after the launch on 17 April 2013, followed by meetings and workshops organized by the various stakeholders (sectorial workshops on bridging activities and training opportunities for PAF beneficiaries on 28-30 May and those of the closing ceremonies in July and August) in the final phase of the project led to a better understanding of the MCA-Morocco Compact's intervention logic and confirmed its coherence with both domestic programs and those of the other international organizations.

The tools were used in 70 semi-structured interviews, 16 focus groups, and a survey of 500 beneficiaries in the four regions (Marrakech, Souss Massa Draa, Tanger-Tétouan, and Fez Boulemane). The objective was to include the maximum number of direct beneficiaries in each of the three data collection "events."

Introducing observation of the **beneficiaries' perception** of the FLVT subactivity's outputs and impact and the evaluation of their **satisfaction** with the immediate results in terms of their expectations of reaping future benefits is also important in an evaluation of this type.

This evaluation, in fact, was conducted to ascertain the degree of beneficiary motivation and interest to ensure the sustainability of the functional literacy projects throughout the fieldwork phase (July-August 2013).

Analysis of the data collected and transmitted to APP in the form of a physical database (500 survey questionnaires with the metadata from the survey) in late August facilitated comparison of the overall results of the functional literacy evaluation activity with the specific results of each component, especially the comparison of information from the interviews with stakeholders with the information obtained from a maximum number of representatives in the field (beneficiaries, literacy workers, and managers).

Several conclusions were drawn from this evaluation, as summarized below:

**The functional literacy subactivity was highly *relevant*, as it responded to national concerns and the strategy to fight illiteracy.**

*Relevance of the activity as an antipoverty measure:*

It is still too soon to gauge the immediate impact of this activity on the beneficiaries' income and standard of living. However, it is very exciting to see the positive effects, optimism, and desire to create change that the functional literacy activities have awakened in the beneficiaries.

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:

- **For farmers** (beyond good weather conditions), on the application of new techniques, organizing (cooperatives), and better marketing conditions.
- **For fishermen**, on funding, organizing, and supply and demand, which can cause prices to vary by more than 100%.
- **For artisans**, on technological and business innovation.

Literacy efforts contribute to economic development, and their outcomes are clearly important. However, to ensure that newly acquired literacy skills are not lost, action must be taken to ensure their sustainability and provide beneficiaries with assistance and support in the near term.

*Relevance of the objectives and their coherence with the needs of the target population*

This issue goes back to the major preparatory work of the MCC with its partners, both domestic (DLCA, sectorial departments) and international (UNESCO and others), particularly:

- in identifying needs and expectations through the results of the National Illiteracy and School Drop-out Survey of 2006 and the many literacy programs already conducted in Morocco, and
- in preparing the functional literacy class cycle, with all the didactic and teaching materials required

*Relevance of the choices made in reformulating the activity*

The integrated approach maintained since the launch of the MCA Compact was fully relevant and coherent with the original objectives. However, the delayed start of the literacy efforts meant that it was not sufficiently aligned with the sectorial projects foreseen in the MCA because the functional literacy target population was not necessarily the one that had benefited from the other MCA projects – a circumstance that was not without consequences for the integrated approach originally programmed.

*Relevance through a participatory approach*

Associations, training institutes, and program supervisors were agents in the implementation of the literacy activity but not in its design, despite their experience in this area.

Although several stakeholders were members of the APP COS, inter sectorial coordination was limited, with each stakeholder concerned about its own prerogatives and program.

Even the *DLCA* (office to fight illiteracy) of the national ministry of education was unable to guarantee this coordination; thanks to **strong leadership**, the recently created *Agence Nationale pour la Lutte Contre l'Analphabétisme* (national agency to fight illiteracy) (ANLCA), an agency under the President of the Government, should, make real progress toward greater convergence of the functional literacy programs run by the public and private sectors, NGOs, and domestic and international donors.

**The MCA Compact's functional literacy program is coherent with the national strategy to fight illiteracy and complements the programs of other domestic and international donors.**

The internal coherence of the program is also verified, even though some methodological inadequacies have been noted that caused delays but were corrected as the project moved forward.

The UNESCO study currently under way to promote the sustainability and institutionalization of functional literacy efforts demonstrated coherence between the activities undertaken by APP and the MEN's *DLCA*, as well as convergence and similarities in terms of method, number of hours, period stipulated, categories targeted, and teaching content of the two interventions.

While these MCA sectorial projects are part of national strategies and plans (the Green Morocco Plan, the Halieutis Plan, and the 2015 Vision for the handicrafts sector) the functional literacy program is not, remaining but a desire and recommendation of workshops on sustainability.

National sectorial plans must be able to continue and increase the contribution of the FLVT subactivity to complement their interventions and technical programs.

Regarding the three components of the functional literacy subactivity, there is no doubt that coherence with the contributions of UNESCO, the *DLCA*, and the relevant sectorial departments was integrated in the design stage.

**Coherence between means and objectives:**

The means deployed for program implementation and monitoring were not only important but essential for achieving the intended outcomes. The human, material, and financial means at the project's disposal were coherent with the objectives and scale of the program.

**The effectiveness of FL is quite good: satisfaction regarding the cycle is general and 74% of enrolees have attended the program (including continuous assessment). However, the rate of certification is limited to 55% of enrolees.**

The PAF's *effectiveness* was evaluated by through the various components to get a closer look at the outcomes at all levels of the literacy development chain.

*Effectiveness of communication about the program:*

The beneficiaries learned about the program primarily through literacy workers or associations, who encouraged them to participate in the training cycles and informed them about the objectives; others learned about them through MCA-financed media campaigns.



The effectiveness of the community-based approach, flexible schedules, and easy-to-understand training manuals was confirmed by the various actors (literacy workers, beneficiaries, etc.). While it is true that these features posed problems for managers, they contributed significantly to the success of the training cycles and to meeting the established goals.

The high representation of women in the training sessions and among literacy workers and managers confirms the coherence of the approach adopted with the objective of improving women's skills.

The program's certification component was a factor in the sustainability of the literacy efforts that will enable motivated beneficiaries to eventually pursue further education in training facilities. It also sought to give beneficiaries societal recognition, especially in the job market, directly or indirectly raising their standard of living and thus, fighting poverty, the general objective of the MCA program.

#### *Effectiveness of project administrative management methods:*

Several sources are of the view that the program's administrative operations needed improvement – particularly relations between APP and the AMUs.

APP and PMU members used classic administrative procedures to communicate. However, good program execution called for faster, more informal, and more effective means more like those of the private sector.

The NGOs (selected by MSI and APP from the outset to participate in the functional literacy subactivity) showed a real aptitude for implementing the activity and applied an intervention logic grounded in a results-based approach.

According to several stakeholders (and in our view as well) having a delegated project manager turned out to be a good thing (despite the reservations expressed by some service providers).

Unquestionably, the monitoring system developed by MSI has proven more effective than that of the SIMPA software; however, complementarity between the two systems should be investigated.

#### **The efficiency of program implementation is very good overall, with some differences in the execution delays and costs initially foreseen, which were corrected during the course of the project.**

Expenditure per beneficiary was on the order of US\$140, or DH1200, for 450 hours of functional literacy classes. Considering the 300-hour share of the classes provided by the APP functional literacy program, we found that this program was well budgeted for in the national strategy (DH1000 per beneficiary).

The process necessary for sound program management that was gradually implemented by MSI was an undeniable asset from which future programs will profit.

The total budget was downwardly revised (-10%), denoting the desire to economize and exercise better control over costs and expenditures.

The main alternative yielded by the analysis of the exchanges with the actors in this program is to create an economy of scale by reorganizing the work of the various participants in this area.

## **Impact:**

It is hard to estimate the activity's *impact* on the beneficiaries and partner institutions so early in the process. However, the expertise and knowledge gained by the trainers, NGOs, and managers of this program (and confirmed by the evaluation team) would appear to guarantee its sustainability.

The project's overall impact on the beneficiaries was positive, observed mainly in their ability to read, write, and do arithmetic and perform certain life skills.

The literacy classes enabled the beneficiaries to regain self-confidence, legitimacy, and a place in their milieu, giving them the necessary motivation to help improve their living conditions.

The impact was also felt in their new-found awareness of their rights and responsibilities. Here it is fitting to cite the case of a young woman from a rural area who told us in a focus group of her determination to defend her decision and right to refuse early marriage as imposed by the customs of her village.

The impact in terms of income and greater employability is assured with the sustainability of program activities.

The impact on income and employability improvement is however dependent of sustainability actions foreseen by the programme.

## **Sustainability**

### *Sustainability of activities promoted by the functional literacy subactivity in the institutional, socioeconomic, environmental, and financial sphere:*

The innovative approach of the PAF is underpinned by an economic rationale in which developing the potential of economically active people is a prerequisite for boosting productivity, for individuals and the sector as a whole.

The purpose of the apprenticeships awarded was to improve the beneficiaries' ability to respond to the new demands of their traditional work activities and their family and social environment.

The PAF made employability and entry to the job market a major objective linked to the economic characteristics of the sectors targeted and the expectations of the individuals working in these sectors.

In the view of all the project actors, the PAF, launched as part of the APP-UNESCO agreement, has been a success, and one of the objectives today is to guarantee its sustainability and institutionalize it through expansion, anchorage, and development procedures, in collaboration with the pertinent sector involved and department responsible for promoting literacy.

A prospective review has considered the means that must be adopted to include the innovative aspects of the PAF in each of the training plans of the sectors involved and ensure their sustainability, as well as the institutionalization and feasibility of bridging activities designed to open new vistas for vocational training and the practice of a trade to newly literate people with certification.

**Based on this and all the data collected during the fieldwork phase, the evaluation team has provided a series of recommendations for following up this subactivity and lessons that can be drawn from it for similar programs.**

## ACRONYMS

AMU	Activity Management Unit
APP	Agence du Partenariat pour le Progrès
ANLCA	Agence Nationale de Lutte contre l'Analphabétisme
DLCA	Direction de la Lutte contre l'Analphabétisme
EL	Evaluation line
EQ	Evaluation question
FG	Focus group
FL	Functional literacy
FLVT	Functional literacy and vocational training activities
MCA	Millennium Challenge Account
MCC	Millennium Challenge Corporation
MCQ	Multiple-choice questions
ME	Microenterprise
MEN	National Ministry of Education
MSI	Management Systems Information
NGO	Nongovernmental organization
PAF	Functional Literacy Program
PAP	Population affected by the project
PEAQC	Programme d'Elargissement de l'Accès aux Qualifications et
SIMPA	Compétences
	Système d'Information et Management de Programme
	d'Alphabétisation
SWOT	Strengths - Weaknesses - Opportunities - Threats
TOR	Terms of reference
UNESCO	United Nations Educational Scientific and Cultural Organisation
VT	Vocational training

# Chapter 1: Preamble

## 1.1 Mission Objectives

Pursuant to the TOR for the mission to evaluate the Functional Literacy and Vocational Training subactivity, the analysis of this subactivity (as well as that of the AFM project, which was conducted at the same time<sup>1</sup>) in follow-up to the 2011 mid-term evaluation, will focus on assessing performance, based the criteria of relevance, effectiveness, efficiency, sustainability, and impact, while taking gender into account.

It must draw lessons for the institutional partners involved and formulate useful recommendations to guarantee the sustainability of the outcomes obtained and improve the design and implementation of similar projects.

It should be underscored that the general analytical approach of this project evaluation team was participatory, not only because the opinions of the beneficiaries and implementers are essential for assessing performance, but because their participation provided a realistic look at the situation that provided “evidence of the prospects for the future,” as sought in the TOR.

The TOR and overall methodology adopted by the Consortium for this type of evaluation, especially the specifications developed in the initial identification and design of the project, also facilitated the good performance of this evaluation effort.

Finally, the evaluation team wishes to underscore in this introduction that APP, through its Note of 4 July, “Remarks and comments on version 3 of the methodology report,” informed the Consortium that, effective that date, it was eliminating the vocational training subactivity. The evaluation of the FLVT subactivity would therefore cover only the functional literacy subactivity, occasionally referred to in the pages that follow by the acronym “FL.”

The evaluation team in the field applied the principles spelled out in the TOR and operationalized them by defining the evaluation parameters as precisely as possible,<sup>2</sup> enumerating the project objectives in a conceptual and logical framework and in tools for coherent data collection in the field. This required a certain degree of back and forth with the client and APP, which delayed the completion of Phase 1 and the submission of the deliverables. However, as explained below, these delays resulted in a mutual understanding between the evaluation team and the APP Monitoring and Evaluation Office. The successive reports from the launch of the field work phase (Phase 2) put heavy pressure on the team to finalize the evaluation report before APP was officially shut down.<sup>3</sup> Finally, it must be said that the activity certainly gained something from sharing methodological concerns and the initial outcomes with other evaluation teams working on the other MCA lots.

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<sup>1</sup> According to the TOR, this final evaluation report for the FLVT subactivity differs from that of the AFM activity, which is the subject of its own final report. However, the project team employed a “systematic” methodological approach that examined AFM and FLVT results in terms of a framework of specific outcomes that were part of a general framework (see AFM and FLVT Methodology Notes) – especially, as most of the beneficiaries were artisans (virtually all of them in the AFM project and 45% of them in the FLVT subactivity).

<sup>2</sup> To do so, the experts sought more frequent contact with the institutional and operational partners. This was not always easy because of the latters’ limited availability, especially given their mandates vis-à-vis the MCA.

<sup>3</sup> Set for 15 September, although some of its offices, including, fortunately, the Monitoring and Evaluation office, will remain operational until year’s end.

## 1.2 Salient characteristics of the Consortium, partnership, and Transtec-AC proposal and team of experts

In deploying its team in the field, the Consortium took great pains to select one that combined international expertise in countries with economic, social, and cultural characteristics similar to those of Morocco with an insider's knowledge of the fields of activity and institutional scenarios covered by Lot 3. The team in the field consisted of 10 specialists/experts (5 Moroccans and 5 Europeans), who met these criteria. Each team member contributed particular expertise to the project, as follows:

For the FLVT subactivity, especially the functional literacy subactivity:

- Larbi Firdawcy, specializing in training and development and in organizing and evaluating evaluation missions for both institutional entities and associations;

And, as experts in cross-cutting areas:

- Statistician Aomar Ibourk, university professor and researcher in this field, who from the outset monitored the design, development, and administration of the sample survey tools to the 840 people surveyed, both beneficiaries and institutional personnel
- Environmental expert Mohammed Yousfi, who, although joining the team a little late, capitalized on the other experts' preliminary results on environmental assaults and environmental protection measures for the MCA Lot 3 project;
- Field logistics expert Charles Montant, who oversaw the good implementation of the various mechanisms and data collection tools (semi-structured interviews, focus groups, survey), as well as the operations of the project in Morocco with the local partner, *Attitudes Conseil*
- Aurélie Ferreira, project manager at Transtec headquarters, where she heads the evaluation sector
- Methodology expert Marco Lorenzoni, at the start with Aurélie Ferreira, in charge of designing the technical proposal for Lot 3.

The experts were coordinated by:

- Team Leader Jean-François Bernede, who since late May has directed and supervised the team of experts for the Transtec-*Attitudes Conseil* Consortium.

The team was assisted by Amal Cherif Haouat, Director of *Attitudes Conseil*, Transtec's partner in the Consortium that was awarded the evaluation contract for Lot 3.

Over the three phases of the project, this team has represented value added over and above the individual contributions of each expert, enriching the evaluation's methodological framework and above all, the team's "systemic" approach. Actually, while the evaluation respected the distinctions drawn by APP and MCC among the three projects and the activities of Lot 3, the fact remains that a component common to the three in terms of the beneficiary population was the corporation of artisans, which called for a comparison of the expert evaluators' findings for the AFM project and the FLTV activity's functional literacy subactivity.

### 1.3 Implementation and organization of the work<sup>4,5</sup>

As the work moved forward, the Consortium strove to put together a first-rate evaluation team made up of experts with different professional and cultural backgrounds (a strategy that undoubtedly enriched the process but at the same time heightened the risk of disagreements and misunderstandings) to take the greatest possible advantage of the synergy among them. While the project could not get off the ground right away because of the initial events described in Chapter 2 – “Deployment of the mission,” by June it was well under way (though the work to form the team delayed finalization of the Methodology Note). It was in full swing by Phase 2 (fieldwork), particularly the development of the resulting databases. From the outset, the team’s cultural mix (4 Moroccans and 4 non-Moroccans) was an asset for developing its project’s methodological approaches – especially for tackling the qualitative and cultural dimensions of the evaluation (not to mention qualitatively analyzing and interpreting the quantitative data gathered in the Phase 2 fieldwork).

Backstopping by the headquarters of the two Consortium members was very useful for ensuring efficiency and quality in the day-to-day work of the team, especially since each member had put one or more people on the ground to coordinate logistics and provide quality assurance, with support from the Evaluation Manager at Transtec headquarters. Regular visits managed to prevent all the misunderstandings that sometimes arise in field-headquarters relations.

Finally, regarding relations between the team of experts and APP, the client, the Consortium would like to express its appreciation to officials from PMU Monitoring and Evaluation office for making themselves available and closely monitoring the progress of the work and the content and form of the resulting deliverables. The Team Leader and each expert constantly benefited from that availability to hold the desired working meetings, which were marked by lengthy debates with a wealth of content that yielded tangible results, for which we thank them here.

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<sup>4</sup> See Annex: List of people spoken to

<sup>5</sup> See Annex 2: List of documents consulted

## Chapter 2: Mission Deployment

### 2.1 Project timetable<sup>6</sup>

### 2.2 Challenges implementing the operational framework

Among the various scenarios for usefully describing the work accomplished – that is, the implementation of the operational framework proposed by the Consortium for evaluating Lot 3, the evaluation team chose that of recounting the evaluators' experience going back and forth over all the results of the FLVT activity over a five-month period. It is first important to point out the problems with start-up, which were due primarily to the need to reach agreement on the methodology with APP<sup>7</sup>; this led to delays in the finalization and approval of the Methodology Notes. Notwithstanding, these delays did not have an adverse impact, as they led (especially after the Team Leader joined the other experts) to beneficial meetings and methodological discussions between the evaluators, the Team Leader, and APP's Monitoring and Evaluation Coordinator. These discussions enabled the APP and the evaluation team to advance their critical thinking to simultaneously:

- better understand the real issues in this evaluation
- ensure the resulting clarity of the methodological concepts to be implemented prior to the launch of the evaluation mission.

Here, the evaluation team would like to point out the benefits accruing from the excessively long methodology phase (Phase 1):

On the one hand, the effort to simplify concepts (and their semantic consequences, which it was important to clarify) with respect to the relationship between the means employed in this subactivity and the short-term and expected medium- and long-term outcomes. Reflected in the Methodology Note and, hence, the evaluators' work, this simplification yielded both a new descriptive framework containing all the components developed by the Compact for the functional literacy subactivity (thus rewriting the history of this project during its three years of existence) and a new logical framework that respected the project evaluation criteria in the Terms of Reference<sup>8</sup> while focusing the evaluation on the evidence of the project's impact and specific outcomes.<sup>9</sup> This, of course, strongly influenced the choice of data collection tools, especially those for the field survey of beneficiaries;

On the other hand, the conceptual framework's inclusion of the observation of **beneficiaries' opinions** about the functional literacy subactivity's outputs and impact and the assessment of their **satisfaction** with the immediate outcomes in terms of their current and future expectations. Although it should be no substitute for measurement, this dimension – *the analysis of satisfaction in terms of expectations* – is very important in an evaluation of this type. Moreover, while fully in line with the participatory approach chosen by the team, it was

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<sup>6</sup> See Annex 3: Project Timetable

<sup>7</sup> The absence of a Team Leader for the first seven weeks of the evaluation work no doubt significantly contributed to these problems.

<sup>8</sup> Relevance, Coherence, Efficiency, Effectiveness, Impact, and Sustainability

<sup>9</sup> The activity in support of the handicrafts sector (production and promotion) and the activity for restoring the Fez medina had their own particular characteristics, which the evaluation team gave priority to analyzing from the start of the mission by means of visits and interviews; the result was an evaluation process that was socially and culturally appropriate to the domains involved.



actually conducted to ascertain the beneficiaries' motivation and interest to ensure the sustainability of AFM projects. This analysis of unquantifiable aspects (the meeting of expectations) is an integral part of the evaluation and is reflected in the matrices/logical frameworks in the Methodology Note and the questionnaires' inclusion of a series of more personalized questions that were previously lacking.

The field survey played a major role in the methodology that the evaluation team adopted after consulting with APP. However, as in any work of this nature, the choice of interviewers and their supervisors is extremely important and affects the quality of the work. From the outset, efforts were made to forge a team of interviewers and supervisors acceptable to APP; however, due in part to the delay in the finalization and approval of the Methodology Note, the need to produce the successive field reports obliged the team to keep a minimum cadre of interviewers and supervisors available and to ensure contractual logistics by engaging, with the assent of APP, a specialized consulting firm that had a very good reputation with the Ministry of Handicrafts and APP: *Data Ingénierie* (DI). DI was tasked by the Consortium with recruiting the interviewers and supervisors, providing them with the necessary transportation, collecting and reviewing the questionnaires once they had been completed,<sup>10</sup> and entering the data into the matrix created by the statistician.

Close collaboration between the evaluation team and DI enabled the team to train the interviewers and supervisors (which APP verified) and finish the interview and data entry work with the aforementioned delays, while adhering to the established quality criteria. The respective deliverables (Phase 2) were submitted to APP on 16 August.<sup>11</sup>

Furthermore, the agency created by the Government of Morocco and MCC to attend to the needs of the MCA, *Agence du Partenariat et du Progrès* (APP), took time to find its place in the institutional structure of the sectors covered by its project – a structure consisting of half a dozen ministries and several agencies or bureaus.<sup>12</sup> Each PMU had to muster its full arsenal of personal and institutional relations to advance its respective project, and the Monitoring and Evaluation Office had to contend with the customary institutional obstacles to “cross-cutting” operations in order to follow the evaluation guidelines established by MCC/MCA, the donor. The Moroccan authorities will undoubtedly draw lessons from this situation and its consequences and remove these obstacles if a second Compact is launched in 2015. Nonetheless, these problems did not have any visible effect on the work of the expert evaluators in this exercise, since our main intermediary was the Monitoring and Evaluation Office, which was always available to coordinate the meetings that the experts requested with their sectoral PMUs and the institutions involved. In contrast, relations with MSI, the delegated project manager, were sometimes hindered by red tape, and it became necessary to resort to the personal relationships of the logistics expert.

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<sup>10</sup> This monitoring, done on a random basis, was conducted by the logistics expert and the expert evaluators, as well as the APP Monitoring and Evaluation Coordinator.

<sup>11</sup> A total of 770 paper questionnaires completed and verified. Their data saved on CD-ROM, accompanied by the metadata files required by the MCC

<sup>12</sup> Ministries of Tourism, Handicrafts, Education, Agriculture, Fisheries, Labor, OFPPT, DLCA (which is in the process of becoming an autonomous agency), etc.



## 2.3 Work method of the expert evaluator

### 2.3.1 Process

Initially, the documentation transmitted by APP and participation in meetings after the launch on 17 April 2013, followed by meetings and workshops organized by the various stakeholders in the final phase of the project (sectorial workshops on bridging activities and training opportunities for PAF beneficiaries on 28-30 May and those of the closing ceremonies in July and August), led to a better understanding of the intervention logic of the MCA-Morocco Compact and confirmed its coherence with domestic programs and those of the other international partners.

It facilitated part of the analytical work done in the initial phase of the evaluation in tandem with the identification of the subjects and tools for the evaluation.

Once the methodology had been developed and the Methodology Notes validated by APP, the fieldwork could begin, consisting of semi-structured interviews, focus groups facilitated by moderators recruited for this purpose, and surveys of a sample of beneficiaries selected by agreement between the evaluator and the statistician.

Once the information had been gathered, the statistician processed and analyzed the data to produce a quantitative and qualitative evaluation of the functional literacy subactivity.

### 2.3.2 Evaluation tools and methods

Four data collection tools were used in the evaluation of the functional literacy subactivity:

- A pre- and post-activity **document review**<sup>13</sup>
- **Surveys** of beneficiaries
- Three types of **focus groups**<sup>14</sup> (with beneficiaries, literacy workers, and functional literacy service providers)
- **Semi-structured interviews**<sup>15</sup> with all categories of stakeholders in the functional literacy program

- **Document review:**

This was a study of the documents transmitted to the consultants by APP about the preparation, implementation, and monitoring of the functional literacy program activities in general, the design studies, activity reports, plans of action, budgets and status reports, monitoring reports, and program reports and publications.

The activity reports of domestic institutional partners (the MEN DLCA, in particular), comparative studies, and the annual status reports on functional literacy activities were also reviewed.

- **Semi-structured interviews:**

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<sup>13</sup> See Annex 2: List of documents consulted

<sup>14</sup> See Annex 7: Focus Group reports

<sup>15</sup> See Annex 8: Semi-Structured Interview reports

These semi-structured interviews – based on a guide for each category of participant, with specific questions that allow interviewees a measure of freedom in expressing themselves – were conducted at the same time as the focus groups (interviewing beneficiaries, trainers, and managers).

For key people in the entities tasked with program implementation. These are primarily APP and UNESCO officials, MCC representatives and consultants, MSI representatives, the delegated project manager, and USAID and DLCA representatives. The questions covered all aspects of the activity, from its design to the monitoring of implementation and follow-up, as well as relations among the various actors that implemented the functional literacy program.

- **Data collection in the field:**

Collection of the data in the field involved several survey data collection tools (semi-structured interviews, focus groups, and sample surveys based on the ad hoc questionnaires). Each method targeted a particular audience, as indicated below:

- **Semi-structured interviews** (with the national officials in charge: AMUs, local actors (supervisors, managers, literacy workers, beneficiaries)
- **Focus groups** consisting of the service providers tasked with executing the projects, along with the beneficiaries and literacy workers
- **Surveys**, which were administered in the five regions to a sample of beneficiaries of the functional literacy subactivity and retained and presented in the Methodology Note.

In all, 70 semi-structured interviews were conducted: 20 with beneficiaries, 18 with literacy workers, 10 with supervisors, 8 with the managers and implementers, 11 with stakeholders; and 3 with the AMUs (agriculture, handicrafts, fishing).

A total of 17 focus groups were conducted – 10 with beneficiaries, 2 with literacy workers, and 5 with local actors (managers and supervisors).

And finally, 500 surveys by questionnaire, as programmed by agreement with APP in the Methodology Note.

Using these tools, data was collected from the program's actors and a triangulated analysis of the results was performed, permitting a reliable evaluation of the process and implementation of the different components of the functional literacy subactivity.

## Chapter 3: Evaluation Objectives and Methodology

### 3.1 Intervention areas to evaluate

The functional literacy subactivity consisted of three components:

- **Training of literacy workers and supervisors** to improve their ability to use the new supporting materials, apply the adult education techniques to be adopted, and monitor, evaluate, and manage the process;
- **Literacy efforts as such (teaching people to read, write, and do arithmetic)**, informing beneficiaries about their civil rights to make them more independent and reinforce that independence by improving the skills and vocational qualifications of artisans, women, and young people in the three sectors (agriculture, handicrafts, and fishing) through an apprenticeship system that teaches them life and work skills, making them more employable (programs of 120 hours).
- **Certification**, the objective of which is to evaluate and validate the skills acquired by the beneficiaries, motivate them, and offer them the opportunity to take advantage of mechanisms for more advanced training.

Each of the components, whose descriptive framework is found in the tables presented in the Methodology Note and reproduced in the annexes,<sup>16</sup> will be the object of our evaluation.

It should be noted that after the fieldwork, we addressed the functional literacy of the beneficiaries through a single component.

### 3.2 Evaluation methodology

The evaluation approach of the functional literacy subactivity is summarized in the logical framework in Annex 5,<sup>17</sup> which presents the various components of the functional literacy program, along with their outcomes and activities.

Each activity and outcome is linked to objectively verifiable indicators and evaluation tools.

The verification sources are likewise identified and linked to the different outcomes, based on aptness and/or necessity.

### 3.3 Evaluation tools developed and used

Given the aforementioned methodological framework, as in the AFM project, data collection for evaluating the functional literacy subactivity involved the use of three tools:

- A survey of a sample of 500 beneficiaries;
- 17 focus groups
- 70 semi-structured interviews

Their respective organization is described below.

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<sup>16</sup> See Annex 4: Descriptive Framework of the components

<sup>17</sup> See Annex 5: Logical Framework of the FL activity

### 3.3.1 Sample surveys

- **Sampling method:**

In order to meet the objectives and guarantee the quality of the survey results, the Consultant opted for stratification of the target populations to form homogeneous groups by variable, correlated with the variables of interest. Effective stratification not only yields better representativeness of the population as a whole but increases the accuracy of the results for homogeneous groups. Notwithstanding, this method will not consist of a uniform comparison of the stratification variables, but instead, differ by level, due to the small size of the sample to be surveyed. The aforementioned Methodology Note submitted at the conclusion of Phase 1 contains the definition of the sampling criteria (stratifications), which respect the sites indicated in the TOR for the functional literacy interventions. These criteria include a specification over and above the specifications in the initial proposal to better respond to the evaluation objectives, adapt to the concentration of beneficiaries in the selected regions, and guarantee the total number of interviews to conduct according to the TOR, while respecting the need to include the gender dimension in the evaluation.

In preparing the survey plan, contractual obligations were respected, along with the survey constraints, notably the available resources and the delays that had occurred. In choosing the sampling technique, both bias and variance had to be minimized. Given the rich sampling base that was available (exhaustiveness and reliability) and the evaluation context, the Consultant opted for a systematic survey with equal probability within the strata constructed. This type of survey is very common, as it offers better-quality results and requires no adjustments of any type; however, the sample is widely distributed geographically, which had direct implications for the cost of collecting data in the field. The beneficiaries will therefore be classified in a very specific order (by the different types of stratification variables), and the sample will be drawn systematically with a probability ranging from “equal” to “irregular.”

The starting unit is drawn through simple random selection among the numbers from 1 to “not drawn.” The units to survey are then drawn automatically using appropriate software.

- **Rationale for the stratification chosen**

The argument for choosing five regions is the following:

For the handicrafts sector:

- Fez and Marrakech are representative and, moreover, have MCC programs of action

For the fishing sector:

- Agadir is representative of the importance of fishing activities in the South Atlantic;
- The Tanger-Tétouan region is representative of fishing activities in the North Atlantic and Mediterranean and also has MCC programs of action

For the agricultural sector:

- Marrakech is representative of an irrigated zone, intermediate zone, or zone unsuitable for agriculture;
- Fez is representative of a zone suitable for agriculture;
- Tanger-Tétouan is representative of irrigated land and upland farming, with an MCC fruiticulture program.

For the Rabat region, semi-structured interviews and focus groups – but not the survey – were conducted.

- **Sampling and stratification variables for the functional literacy subactivity:**

Variables	Modalities
Sector	- Agriculture - Fishing - Handicrafts
Implementers	- Sectors - NGOs
Region	- Marrakech Tensift Al Haouz - Souss Massa Draa - Tanger-Tétouan - Fez Boulemane
Zone	- Rural Marrakech - Amizmiz - Port Agadir - Montagne de Chaouen - Larache - Kser-El-Kbir - Sefrou - Urban Fez
Gender	-Male -Female
Age, if known	-Under 24 years - Over 24 years

**Table 1: Stratification variables for the survey of beneficiaries**

### 3.3.2 Focus groups

The focus group discussion topics varied with the target audience.

The beneficiaries' focus group revealed:

- The process established for the functional literacy cycle (needs identification, planning, and implementation of the cycle)
- The interest in the functional literacy cycle
- The beneficiaries' use of competencies acquired through the functional literacy cycle in their work and personal life

The trainers' focus group yielded information on:

- The sustainability of the outcomes attained
- The mobilization of the literacy workers (information and recruitment process)
- The literacy worker's evaluation of the functional literacy cycle and the MCA-Morocco program
- Their evaluation of the implementation, content, and length of the literacy classes
- Recommendations

The field operative's focus group shed light on:

- The intervention in the development and implementation of the functional literacy cycle
- The success factors and factors that compromised implementation
- Comparisons with similar programs
- Lessons learned

The workshops in Rabat, organized by the various stakeholders (sectoral workshops on bridging activities and training opportunities for PAF beneficiaries from 28-30 May and those of the closing ceremonies in July and August) was more than the equivalent of the focus groups, as they shed light on:

- The intervention in the development and implementation of the functional literacy cycle
- The success factors and factors that compromised implementation and the prospects for sustainability
- Comparisons with similar programs and lessons learned

The reports on the focus groups are presented in Annex 8.

### 3.3.3 Semi-structured interviews

Conducted at the same time as the focus groups, the semi-structured interviews of individuals or two or three people at a time clarified a number of issues.

- **Semi-structured interviews with the beneficiaries on the validity of the functional literacy subactivity's intervention logic in fighting poverty:**

- The coherence of the functional literacy cycle with the priority needs and expectations of the beneficiaries
- The beneficiaries' participation in the design of the program
- The degree to which the information and competencies acquired were used and applied in everyday life and the proposed improvements

- **The semi-structured interviews with the providers targeted:**

- Literacy worker and NGO performance
- The degree to which the intended outcomes were met
- The impact on the operations of the training institutes and NGO partners (their organization, work methods, and role in implementing the functional literacy programs)

- The internal coherence of the activity in terms of the complementarity of the subactivities and aptness of the means mobilized to the established objectives
  - Complementarity with the other projects financed under the MCA-Morocco framework and the sector policies involved
  - Alternatives that would have led to the same or better outcomes;
  - The sustainability of the functional literacy subactivity.
- **The AMUs were asked about:**
    - Their involvement in implementing the functional literacy cycle (constraints and strengths)
    - Their impact on the organization and operation of the departments involved and their role in implementing the functional literacy program
    - The viability of the functional literacy program in the departments involved
    - Engagement to ensure the sustainability of the functional literacy subactivity.

Specific reports were not prepared for the semi-structured interviews. The evaluator included all their useful elements in the body of the text in Chapters 4 and 5 on results, conclusions, and recommendations.

## Chapter 4: Evaluation findings

### 4.1 Organization of evaluation findings by component

Literacy efforts in Morocco have benefited from the higher priority accorded them in 1999 with the adoption of the National Education and Training Charter, which will be implemented by the national government.

Morocco is engaged in achieving the Millennium Development Goals (MDGs); these along with the Dakar recommendations for achieving education for all, the United Nations Literacy Decade, and the Literacy Initiative for Empowerment (LIFE): Knowledge is Power have provided UNESCO with frameworks for action and prompted the Member States to become more engaged in fighting the scourge of illiteracy.

Studies have shown the connection between basic education and worker productivity, between greater investment and output per worker as literacy increases. Morocco is implementing a variety of economic, social, and human development reforms that have also involved organizing and programs in the education sector.

The MCC program's functional literacy subactivity, therefore, buttresses the Kingdom's literacy promotion activities, particularly functional literacy activities in the agricultural, handicrafts, and fishing sectors.

It acts in coherence with and as a complement to the MCA-Morocco program, whose purpose is to stimulate economic growth by boosting productivity and creating jobs in sectors with high growth potential (agriculture, fishing, and handicrafts) where poverty and illiteracy are rampant.

Designing functional literacy efforts as a cross-cutting activity of the Compact-Morocco required preliminary needs identification, analyses, and the creation of an activity framework to ensure coherence with national strategies and effectively and efficiently meet the expectations and needs of program beneficiaries.

Thus, the first part of Chapter 4 reviews the design, planning, and programming phases of the functional literacy subactivity as envisioned by the Millennium Challenge Corporation (MCC) with a view to evaluating the general coherence, efficiency, and sustainability of the functional literacy subactivity.

The functional literacy subactivity consisted of three main components designed to meet the established objectives:

- **Training for literacy workers and supervisors** in the areas of management, teaching techniques, communication, and computers;
- Training for the beneficiaries of the three class cycles in **basic literacy** (300 hours), complemented by a course in **literacy for qualification** (150 hours);
- Design of a **certification** system to authenticate the success of the beneficiaries.

Comparison of the general and specific evaluation findings will enable us to pinpoint strengths and any dysfunctions in the execution of the functional literacy subactivity and formulate recommendations and guidelines for future activities.



## 4.2 Analysis and findings of the functional literacy evaluation

### 4.2.1 Relevance of the functional literacy subactivity

**Overall, the functional literacy subactivity was relevant and responded to national concerns in fighting illiteracy; its objectives largely met the beneficiaries' expectations and needs.**

#### 4.2.1.1 Relevance of the activity as a tool for fighting poverty

From the outset, the MCA Compact's intervention logic, which from the outset made the functional literacy subactivity part of the various income-generating projects as a means of support, responded largely to the general objective of fighting poverty.

However, the individuals enrolled in the functional literacy classes were often not people or families who had benefited from the program's other sectoral projects, which limited the direct outcomes expected from the functional literacy subactivity in terms of fighting poverty.

The survey highlighted the importance of the vocational skills acquired (Q 24)				
	Number	Percentage	Valid percentage	Cumulative percentage
Not applicable	381	76.2	76.2	76.2
Increased the income from my activities	119	23.8	23.8	100.0
Total	500	100.0	100.0	
For people over 24 years of age				
Do you believe that this training will increase your income ?				
	Number	Percentage	Valid percentage	Cumulative percentage
Not applicable	79	15.8	15.8	15.8
Yes	334	66.8	66.8	82.6
No	87	17.4	17.4	100.0
Total	500	100.0	100.0	

**Table 1: Results of the survey on vocational skills acquired through the functional literacy subactivity**

It is 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 is very exciting to note the positive effects, optimism, and desire to change that the functional literacy efforts have awakened in the beneficiaries.

Variables Eval. Lines	Gender (M/F) %		Occupational sector %			Location %			
	M	F	Fishing	Handicr.	Agri.	Agadir	Marrakech	Fez	Tanger - Tétouan
Creation of own project	32.3	41.9	23.6	46.7	39.4	29	67	14.7	12.4
Use of new technologies to improve performance	31.3	34.7	20.3	39.7	36.8	23	53.7	22.1	15.5
Quality production with significant value added	15.6	14.3	-	-	-	15	19.2	5.9	12.4
<b>Positive impact in terms of boosting productivity</b>	73.4	83.4	61.8	93.5	74.8	67	99	82.4	57.4

**Table 2: Competency appropriation and increase in beneficiary income from value added of the functional literacy cycle (in people > 24)**

Based on the information from the 500 surveys, the evaluation of the post-training occupational status of the beneficiaries and their use of the new practices in the workplace yielded satisfactory, but limited, rates of improvement. It should be underscored, however, that the evaluation of the income of farmers, fishermen, and artisans and their families was based on several factors.

According to the information obtained through the focus groups or semi-structured interviews, gains of 20%, 40%, or even 60% (or more) can be expected, but they depend:

- **For farmers:**

Beyond weather conditions, on the use of new techniques, organizing, (cooperatives, etc.), and better marketing conditions.

**Summary of farmer focus groups:**

- *The participants were already working and each focused on his/her customary activity*
- *The participants did not associate their training with higher earnings through a better job*
- *Hold to and deliver on the promises made*
- *Distribute financial incentives equitably among all training beneficiaries*
- *Encourage those who are hard-working and penalize absentees and those who slack off*

**Technical know-how:** planting (agriculture), technical assistance for bee-keeping and olive growing

- *Arrange visits and excursions relevant to our occupation*
- *Integrate the program through cooperatives' projects*
- *Develop associative support to guarantee the sustainability of this type of program*

- **For fishermen:**

On funding and organizing the trade and on supply and demand, which could affect prices by more than 100%.

**Summary of fisherman and fish merchant focus groups:**

- Sea fishermen feel that the know-how gained in their trade has made them more professional, making them more valuable in the job market
- Fish merchants believe that the new knowledge has enabled them to buy fresh fish and preserve them properly, making their products more attractive
- The new techniques are already beginning to bear fruit in terms of income: *“We’re throwing out fewer fish”*

Fishermen’s wives feel that the training was a good thing: *“It opened our eyes to life by arming us with our rights and responsibilities,” “It enabled me to understand the hardships endured by my husband, who had to work at sea and on land [referring to the repair of fish nets]; since I began helping him, we’ve had more time for ourselves.”*

- **For artisans:**

On technical and business innovation.

**Summary of artisan focus groups:**

- Yes, our products are certainly more diversified and we have new ones.
- It has enabled us to hone our skills.
- We’re better organized and manage our time better.
- Not a lot of changes. I’d like to advance.
- “Face up” to management.

Urban and rural artisans both complained of exploitation by the “mouline echoukara” (middlemen with the money) who capitalize on the value added of their efforts: the artisans hope to organize to defend their interests.

The evaluation of the initial effects of the functional literacy cycle to fight poverty was conducted among program beneficiaries, who commented on the functional literacy subactivity’s role in fighting poverty:

**Beneficiaries’ statements:**

**Focus group – Sea fishermen in Larache:** “The training was a chance to obtain “marine certification” to work more and earn more.”

**Focus group – Handicrafts – women in Amtel:** “The literacy classes made us more independent in some of our daily activities (traveling, running errands, etc.) and gave us an incentive and the desire to work. Certification offers us the hope, especially for our young girls, of a remunerated workday.”

**Excerpt from semi-structured interviews of beneficiaries:** The question “What did the functional literacy cycle and certification mean to you?” yielded the following responses:

- “It will enable me to gain access to the port
- To learn a trade
- To do arithmetic, measure, and communicate with customers
- To have an artisan’s ID card
- To know my rights and those of my children
- To work
- To take out a loan
- To form a cooperative
- To get a job if the Americans do a project”

Literacy efforts contribute to economic development and their results are certainly significant. However, they must be shored up by action to guarantee their sustainability, assistance immediately afterwards, and economic support for beneficiaries so that their literacy gains are not lost.

**Starting out with economic projects and strengthening the skills of those who will benefit from them as initially conceived, or conversely, requiring functional literacy classes as a precondition for economic assistance are two approaches that complement one another over time, given their interaction.**

#### *4.2.1.2 Relevance of the objectives and coherence with the needs of the target population*

This issue takes us back to the MCC’s significant preparatory work with its partners, both domestic (DLCA, sectoral departments) and international (UNESCO, etc.), notably:

- the identification of needs and expectations through the results of the 2006 National Survey on Illiteracy and De-schooling, and the many literacy programs already conducted in Morocco, and
- the preparations for the functional literacy cycles, with all the didactic and teaching materials necessary.

The beneficiaries of the functional literacy cycles were informed about the program’s objectives during sessions held by associations, training institutes, and local program managers.

Virtually all the beneficiaries surveyed or questioned in the semi-structured interviews who had participated in the focus groups had not participated in the sessions for consensus-building or diagnostic review of particular needs. However, they believe that the objectives of the functional literacy cycle, which were explained to them by the literacy worker, were consistent with their expectations and respected and translated into action in the literacy classes

The 500 interviewees answered the question below as follows:

In general, to what extent did the functional literacy activities you took part in fulfill your expectations and meet your needs?			
	Number	Percentage	Valid percentage
Fully	329	65.8	65.8
They met my needs fairly well	142	28.4	28.4
They met my needs fairly poorly	13	2.6	2.6
They did not meet my needs at all	16	3.2	3.2
Total	500	100.0	100.0

**Table 3: Coherence of the functional literacy program with beneficiary needs and expectations**

They largely confirm, though *a posteriori*, the relevance of the PAF in terms of their expectations and needs.

The participants in the focus groups and semi-structured interviews held similar views:

**Beneficiaries' statements:**

**Marrakech artisans' focus group:** "Each of us had his own reasons, but all of us wanted to learn how to read and write."

**Wives of Agadir fishermen's focus group:** "The main objective was to no longer be ignorant: knowing how to read, write, and do arithmetic. Imagine the happiness and change that that can make in the life of a woman."

**Agadir fish merchants' focus group:** "Some wanted to learn how to read, write, and do arithmetic; others wanted to acquire new skills in their trade; finally, for some it was a matter of no longer being ignorant."

#### ***4.2.1.3 Relevance of the choices made in reorganizing the activity***

The integrated approach maintained since the launch of the MCA Compact is entirely relevant and coherent with the objectives. However, the delayed start of the literacy work meant that it was poorly aligned with the sectorial projects programmed in the MCA.

The project reorganization process led the *Conseil d'Orientation Stratégique* (COS), chaired by the Prime Minister in 2009, to eliminate the functional literacy activities of the three sectorial projects foreseen in the MCA, regrouping similar activities under a single separate activity (FLVT) to meet the newly expressed needs of the beneficiary population.

This made it possible, finally, to launch the activity, which met and even exceeded the qualitative and quantitative objective (more than 69 000 beneficiaries); however, its implementation took a detour, because, constrained by the delays, the implementers had to improvise to mobilize beneficiaries in the field in the "absence" of functional literacy activities.

Thus, that group is not necessarily the one that benefited from other MCA projects, which is not without consequences for the integrated approach originally envisioned.

**Excerpts from the focus groups:** responses concerning the relevance of the approach to mobilizing the target population.

- As they told us during the focus group sessions, the PAF beneficiaries are still waiting to participate in the activities of the three projects (fruit growing, fishing, or handicrafts) like their literacy instructors or supervisors promised
- Artisan focus group - Fez: One of the trainers told us that an American organization is going to finance a large functional literacy project, provide aid and interest-free loans to artisans [and] diplomas and certificates of completion for the training validated by the Ministry of Handicrafts (9th grade equivalency), help artisans by creating SMEs, support new ideas...
- They made a lot of promises
- We found out through co-workers that an American organization is going to finance a major handicrafts development project.

#### ***4.2.1.4 Relevance through a participatory approach***

The associations, training institutes, and program supervisors were involved in the implementation of the literacy activities, but not in their design, despite their expertise<sup>18</sup> in the field:

- In the semi-structured interviews, especially those with the activity's service providers, who are the intermediaries with the beneficiaries, 9 out of 14 commented on their lack of involvement in the phase in which the functional literacy objectives and activities were conceived, and four said that they were only informed about them by MSI.
- The readjustment of the system through the reorganization after the experimentation with the first class group, showed that this model justifies a field-based participatory approach that capitalizes on the experiences of the associations.

The consultation for the mid-term evaluation report, however, revealed another participatory dimension in the design of the Compact-MCA program (excerpt below).

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<sup>18</sup> Experience in functional literacy ranging from 2 to 33 years (see Annex 8)

“Since the Moroccan State, through its powerful administration, embarked on the implementation of these programs, especially the Emergence Plan, in 2005 [...] priorities have been set by an inter-ministerial committee [...] in consultation with national and local stakeholders.

**Coordination with donors:**

- In program design:

Numerous donors are working in Morocco, especially in the field of education, vocational training, and functional literacy. During the preparatory work on the program, MCC had many contacts and meetings to build a consensus with the principal ones...It appears that the program's designers managed to avoid duplication of efforts between comparable projects funded by the other donors.

- In program implementation

Coordination among the donors in the implementation of the program appears to have been very limited. This is unfortunate, because it would have been good for MCA to have benefited from the experience of other donors working in the same areas... it would be worthwhile for APP and the PMUs to draw lessons from these experiences.”

*Excerpt from the Mid-term Evaluation Report*

We concur with this analysis and recall that the consultations on the design of the MCA program advocated the intervention of consultants and exchanges with other donors working in the areas covered.

This approach, which is certainly relevant, would have involved (or at least required) an exchange of views with the parties involved in the functional literacy subactivity:

- Public and private actors, notably NGOs, literacy workers, and beneficiaries, for greater ownership of the program and its objectives
- Local groups, which under the Communal Charter (2008) have an economic and social development mission in their territories through the Community Development Plans (PCD) drafted with a participatory gender-sensitive approach.

Even though several stakeholders are members of APP's COS, intersectoral coordination is limited, each focusing on its own prerogatives and program.

Even the national ministry of education's DLCA could not guarantee this coordination. According to officials, the committee for monitoring the APP-DLCA agreement never met.

It is hoped that thanks to **strong leadership**, the recent creation of *Agence Nationale pour la Lutte Contre l'Analphabétisme* (ANLCA), under the President of the Government, will result in real progress toward convergence of the functional literacy programs of the public and private sectors, NGOs, and domestic and international donors.

**Excerpt from the semi-structured interviews with DLCA officials:**

-The sectors are members of ANLCA's Board of Directors, but who will do the monitoring at the ministerial level?

*-Seize the opportunity to ensure that the Board of Directors of the new agency (ANLCA) makes decisions about the institutional responsibility of the sectors with a budget and involves local groups and sectoral plans (Green Morocco Plan, Halieutis, Industries, etc.).*

**4.2.1.5 Relevance of the subactivity's components:**

• **Relevance of the “training of trainers and supervisors” component**

Evaluating the relevance of this component will enable us to measure the value added of training literacy workers as a task of the functional literacy subactivity and to verify its contribution to meeting the objective of improving the beneficiaries' skills.

This component was welcomed by all the supervisors, literacy workers, and stakeholders interviewed. It undoubtedly represents significant value added, facilitating harmonization of the process and upgrading the skills of literacy workers, who had different profiles and experiences, which more than justifies its importance in the outcome chain (see annex summarizing the semi-structured interviews – Q1) and the reports of the focus group for literacy workers and service providers).

In this part of the relevance analysis we were equally interested in the choice of the supervisors and literacy workers responsible for program implementation. We found different degrees of experience in the focus group of supervisors and literacy workers (ranging 0 to 33 years), but the majority had already had experience with functional literacy activities with other institutions, NGOs, or public agencies.

The following is an excerpt from the focus groups:

**Literacy workers' focus group in Agadir:**

What was your past functional literacy experience like?

- “Everyone received information in a different way. For one person, it was through television. For another, through an acquaintance. And for others, through the president of the association. It should be noted that for the most part, it was women who did the literacy work;
- One woman created her own job. She contacted fishermen, explained the purpose of the training, brought them together and introduced them to the president of the association as a group in need of training.
- The decision to recruit them came from the president of the association. She introduced them to the people from the consulting firm, who explained what the program was about: its objectives, instructional materials, evaluation system, and even the payment system.”



**Excerpt from focus group for implementers:**

**Agadir:**

Trainers were recruited on the basis of their professional experience in promoting literacy, although, due to the constraints of distance and the virtual lack of people working in this field, it was necessary to simply take people with some education and rigorously train them to put them in the field.

**Larache:**

The men and women who served as trainers were selected on the basis of their experience and knowledge of the field, which facilitated the intervention and the training. The beneficiaries had a high regard for the training corps.

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.

In evaluating the relevance of this component, it is also interesting to note the literacy workers' and supervisors' satisfaction with the training to strengthen their capacities and the degree to which they deployed the competencies acquired in the functional literacy activities with the beneficiaries.

The evaluation also sought to verify whether this component met the needs of literacy workers and supervisors by enabling them to better handle the tasks assigned them.

According to the MSI final report, 77 supervisors and 749 literacy workers filled out the evaluation questionnaire that was sent to them.<sup>19</sup>

Overall, they were very satisfied with both the training and the program and offered several very useful proposals and recommendations for future functional literacy programs.

These outcomes were verified in the focus group of implementers and literacy workers who were involved with the second and third class cycle, who in general expressed satisfaction with these training sessions.

• **Relevance of the training component for the target population:**

Evaluating the relevance of this component will involve an analysis of the coherence of the training modules offered with the priorities of the cycle's beneficiaries and an evaluation of the preparatory work. This activity was preceded by the design of the work tools by APP and its strategic and national partners, who mobilized to develop suitable instructional materials for each of the three sectors and provide them to the literacy service providers. It is therefore appropriate first to examine the relevance of the intervention logic adopted for this component, especially the preparatory work, the organization of the training sessions for the program's three groups of students, and the conditions under which the functional literacy activities were conducted.

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<sup>19</sup>The questions dealt with:

- The quality of the training and its usefulness for the tasks of the literacy workers and supervisors.  
- Other aspects of the program (length, manuals, guides, monitoring methods, etc.) as well as problems and constraints encountered.

### ▪ **Preparatory work**

UNESCO was tasked with developing the content, rules, and standards for functional literacy activities in the handicrafts, agricultural, and sea fishing sectors.

In collaboration with MSI, which was responsible for implementing the activity, it worked to ensure the success of the first functional literacy cycle (October 2009–September 2010) and the programs' orientation cycle.

Their contribution to the orientation and implementation of the mechanism is described in the following points:

- The development and production of the literacy activity's detailed programs and instructional materials, teaching guides for literacy workers, instructional materials for training supervisors, trainers, and managers, manuals for beneficiaries, and educational placement, assessment, and certification tests for the 2009-2010 cycle
- The selection and training of supervisors/trainers
- The selection and training of managers
- The selection of literacy workers and the monitoring and verification of their training
- The creation of a monitoring, evaluation, and certification system
- The preparation of the final materials to be used in the next cycles

### ▪ **Implementation of the activities:**

The training providers for the functional literacy subactivity were primarily NGOs, which trained almost 70% of the beneficiaries enrolled. Training institutes in the program's three target sectors trained the rest.

During the preparatory phase for the first cohort of students, classes in the handicrafts sector were entirely the responsibility of NGOs, while the agriculture and fishing sectors opted to have their own resources offer the classes directly. For the second cohort, NGOs also handled these two sectors, and for the third, the handicrafts sector put together the classes, which it trained directly in vocational training facilities.

*Final Report, MSI 2013*

Consultation with the beneficiaries, service providers, and even the literacy workers yielded a satisfaction rate in the vicinity of 70%, even though some actors and literacy workers felt that the program was hard and too advanced for the target groups.

The following is an excerpt from the summaries of the semi-structured interviews with service providers:

How would you rate the design of the objectives of the project activities vis-à-vis the needs of the target groups?

- The program is complicated and too advanced for the beneficiaries
- The program addresses the needs of the target groups (70% addresses their needs)
- Actually, the objectives were consistent with the women's expectations (women are ambitious and motivated).
- However, living conditions, distance, and limited income make it hard to get people involved in the program.

▪ **On a quantitative level:**

- **Overall satisfaction and coherence with the needs of the beneficiaries:**

According to the survey of 500 people, overall satisfaction with the cycle was in the neighborhood of 97%, with 69% stating that the functional literacy activities fully met their needs and expectations.

Degree	Fully	Fairly well	Fairly poorly	Not at all
Consistency of the FL cycle with participants' expectations and needs	68.8%	28.4%	2.6%	3.2%

**Table 4: Analysis of the coherence of the FL cycle with the participants' needs**

- Satisfaction with the two aspects of the program (literacy and vocational training):

As seen in the table below, the findings from the analysis of the basic literacy component of the functional literacy cycle were positive, with 82.4% of the beneficiaries indicating that they had learned to read, write, and do arithmetic by the end of the cycle.

Over 90% of the beneficiaries also expressed satisfaction with the vocational training part of the program.

However, during the focus groups and semi-structured interviews, certain beneficiaries and the literacy workers pointed out shortcomings in this part, especially when it came to practice, stating that they would have liked to see this section enriched with hands-on experiences or the involvement of practitioners of their trade. Practitioners' sharing of experiences in each area would have been a bonus and improved the program.

Evaluation line			Sex		Total
			Male	Female	
Which of these aims had you achieved at the end of the functional literacy class cycle? Reading	Learning to read	Number	5	18	23
		% by Sex	2.6	5.8	4.6
	Learning to write	Number	4	3	7
		% by Sex	2.1	1.0	1.4
	Learning to do arithmetic	Number	10	8	18
		% by Sex	5.2	2.6	3.6
	Learning to read - Learning to write	Number	2	19	21
		% by Sex	1.0	6.2	4.2
		% du total	.4	3.8	4.2
	Learning to read- Learning to do arithmetic	Number	9	4	13
		% by Sex	4.7	1.3	2.6
	Learning to do arithmetic- Learning to write	Number	0	5	5
		% by Sex	0	1.6	1.0
	Learning to do arithmetic- Learning to write- Learning to read	Number	161	251	412
		% by Sex	83.9	81.5	82.4
	Already knew how to read, write, and do arithmetic	Number	1	0	1
		% by Sex	0.5	0.0	0.2

**Table 5: Beneficiary satisfaction with the functional literacy cycle – outcome achievement**

The functional literacy cycle also enabled the beneficiaries to develop certain life skills, such as greater independence:

- 73.6% of those surveyed said that they had become more independent after completing the functional literacy cycle
- 40.2% said that they had learned about their civil and worker's rights and responsibilities
- 34.2% said that their knowledge about sanitation and the environment had improved.

▪ **Understandability of the manuals:**

A full 90.2% of the beneficiaries interviewed were able to understand the training manuals, with satisfaction with the manuals on the order of 95% for the handicrafts and agriculture sectors and 73% for the manuals on sea fishing, with some reservations about the graphics (i.e., font size) and illustrations.

Opinions about the hands-on practice part of the program were just as positive, with a satisfaction rate of 91.6%. However, literacy workers in the focus groups said that they had had problems explaining the content of the manuals and felt that the material was too advanced for the participants (see focus group summaries – literacy workers).

The course content was detailed in the manuals and guides, which were provided in sufficient numbers to the project managers and partner associations.

MSI participated in the consolidation of all the aforementioned program documents, printing and distributing them to the project managers and NGOs in the 48 provinces of the Kingdom that were covered. A total of 195 334 copies of the manual were distributed.

▪ **Skills of literacy workers:**

In the surveys, only 4% of the beneficiaries stated that the literacy workers had been unclear or failed to simplify the content, with 96% expressing satisfaction with their skills and facilitation techniques.

These quantitative results were confirmed in the focus group of beneficiaries, who saluted the efforts and dedication of the literacy workers that had supported and assisted them during the program from start to finish.

▪ **Duration of the functional literacy cycle:**

Some 71.4% of the beneficiaries felt that the cycle had been too short to teach all the content; the same holds true for the length of the classes, with 77.2% indicating that they would have liked the classes to be longer. The program's stakeholders, in contrast, plan to shorten the cycle from 18 to 16 months, sparking criticism from the service providers and beneficiaries, especially women, who have shown great interest in the functional literacy subactivity and displayed the will and motivation to continue attending the literacy classes, particularly well-organized ones like those of the MCA Compact.

• **Relevance of the certification system:**

The certification operation was very important, since it was conducted by an external agency (UNESCO) and verified that the NGOs and project managers had met the program's primary objective: making the beneficiaries literate. MSI and UNESCO shared the responsibilities, which consisted of:

- Drafting and editing the certification mechanism: UNESCO administered the tests, which it furnished ready-for-printing to MSI, which handled the printing and packaging.
- Distributing tests and certification guides: MSI distributed them directly to the certifiers; UNESCO sent it the list of certifiers in the case of handicrafts and agriculture, and the AMU, in the case of fishing.
- Programming the classes to certify: MSI provided APP/UNESCO with lists of classes that should be ready for certification, with all the available information to locate the sites and literacy workers. UNESCO was in charge of contacting them and confirming the dates and places for administering the tests.
- UNESCO handled the mobilization of certifiers, test administration and correction, and consolidation and communication of the results.

The names of the people eligible to apply for certification had to be on the initial lists submitted by the project managers and NGOs. For verification purposes, MSI scanned all the lists of beneficiaries validated by the project managers into a shared file that could be used as a single reference for the certification operation.

#### **4.2.2 Coherence of the PAF**

**The MCA Compact's PAF is coherent with the national strategy to fight illiteracy and complements the programs of the other domestic and international donors. The internal coherence of the program is also verified, even with some methodological problems that caused delays but were corrected as the project moved forward.**

##### ***4.2.2.1 Consistency with the National Strategy***

Literacy is considered to be one of the ways in which individuals are integrated into society through life-long learning.

The Moroccan government considers UNESCO to be a strategic partner, and, since 2005, a technical partner of the DLCA. The UNESCO brand has provided visibility and credibility, and has contributed to the dynamic of the literacy sector.

The functional literacy program of the APP, which is also associated with UNESCO, falls within the scope of this new vision.

The director of the DLCA underlined the institutional responsibility of his department in supporting implementation of the tools (manuals, guidelines, production workshops) from the time of their conception, and in making available the information system and support system for the Ministry delegations (presence on the ground with MSI teams).

Furthermore, the UNESCO study launched to promote the sustainability and institutionalization of functional literacy efforts demonstrated the coherence between the different activities implemented by the APP and the MEN's DLCA. In fact, the program represents a convergence of the similarities in method, number of hours, period stipulated, categories targeted, and teaching content of the two interventions.

The integrated approach used for the launch of the MCA Compact is absolutely coherent with the national strategy to combat illiteracy.

While these MCA sectoral projects are part of national strategies and plans (the Green Morocco Plan, the Halieutis Plan, and the 2015 Vision for the handicrafts sector), the functional literacy program is not yet included, remaining but a desire and recommendation of workshops on sustainability.

National sectorial plans should continue and extend support for functional literacy and vocational training, complementing their technical interventions and programs.

##### ***4.2.2.2 Complementarity and Convergence with the Experiences of Other Donors***

Given that Morocco's illiteracy level is declining (very) slowly—43% in 2004, according to the general housing and population census, a decline of only 7 points in 10 years since 1994, and a slow decline in subsequent years, according to national and international studies—and given the magnitude of the challenge faced by the government in terms of national literacy,

there is a need for a convergence of actions among the different actors and the many interventions.

Toward this end, since 2007 several donors—notably the European Union, with a program that represents 30% of the DLCA budget, UNICEF, the Spanish Agency for International Development Cooperation (AECID), German cooperation (DVV-International), and Italian cooperation—are intervening in collaboration with the Moroccan government to fight illiteracy.

The programs and the approaches differ slightly, but the objective is the same: facilitate better integration of populations into civic life and provide them with the means to improve their standard of living.

The complementarity among the MCA Compact's PAF and the functional programs of other donors precisely demonstrates the concept of the program.

The sectorial framework of the MCA program forms part of the support for the long-standing intervention of the DLCA with the ministries concerned (Agriculture, Handicrafts, and Fishing).

As the DLCA confirmed to us: “With fishing we have jointly developed their program conceived here; agriculture is one of our public partners—agriculture provides literacy for 5000 beneficiaries annually through Agreement 98, through which the DLCA pays for the vacations of managers, but I was never satisfied with this condition, it was improvised); handicrafts comes later, they will move things along better.”

MCA sectorial programs:

**Agriculture:** 18 000 enrollees in 2011/2012, of whom 72% were women (96% in rural areas);

**Maritime Fishing:** 20 000 enrollees in 2011/2012, of whom 45% were women (62% in rural areas);

**Handicrafts:** 27 000 beneficiaries in 2011/2012, of whom 73% were women and 48% were in rural areas.

*2009-2012 Results – DLCA Report*

It is important to note a particular and important intervention of the Department of Islamic Affairs that involves 183000 beneficiaries. The public sector effort thus contributes 42.2% of the national literacy program.

Also noteworthy is the use by the MCA's PAF, through UNESCO, of the computerized monitoring program, the Information Management System for Literacy Programs (SIMPA), which was conceived within the framework of the functional literacy project financed by the European Union in partnership with the DLCA.

However, according to Moroccan officials, coordination between donors in terms of implementation of the program remains limited. This is regrettable because it would have been good if the MCA Compact's PAF could have benefited from the experience in the field acquired by other donors doing the same type of work.

#### *4.2.2.3 Internal Coherence*

The complementarity and coherence among the functional literacy and vocational training subactivities, particularly with the PEAQC, was questioned even within the APP.

At the level of the three functional literacy components (training of trainers, teaching literacy to beneficiaries, and the certification system), there is no doubt about coherence during their conceptual integration stage, with contributions from UNESCO, the DLCA, and the sectorial departments concerned.

However, at startup, the methodology was not sufficiently successful (delay of a year to find the APP-UNESCO Agreement formula), which caused delays and some difficulties in implementation according to the intervention logic as initially conceived.

The different focus groups and the semi structured interviews, like the mid-term evaluation report, also noted the lack of coherence in the remuneration of the programs' different implementing parties.

The APP pays its Moroccan employees a supplement that often surpasses their government salary.

The intention behind introducing this practice is understandable. However, it generates distortions in remunerations among employees at the same level, which cannot but create difficulties for the management of personnel within the ministries concerned.

Moreover, personnel responsible for monitoring project implementation in the field do not receive any salary supplement, despite a clear amount of extra work. This can be a source of disappointment and, above all, de-motivation, which is not without negative consequences in terms of local implementation of the program.

The subsidies are provided to the service-providing NGOs on the basis of DH35 per hour of training, while literacy workers only receive DH25 or DH30, depending on the management of the association.

Compensation for supervisors varies between DH1000 and DH4000, depending on the sector or the NGO.

The functional literacy subactivity draws on the implementation of upstream activities such as the "training of literacy workers and managing executives," the objective of which is to refine the skills of those personnel, who constitute one of the major factors in the success of the MCA Compact's PAF.

The importance, complementarity, and coherence of this component with the other components of the functional literacy subactivity are confirmed by the different program's different implementing parties, from literacy trainers to managing executives.

The means deployed for program implementation and monitoring were not only important but essential for achieving the intended outcomes.

The human, material, and financial means at the project's disposal were coherent with the objectives and scale of the program, as confirmed with MSI, which is in charge of the program's logistical execution.



#### 4.2.2.4 Coherence of the Functional Literacy Components

- **Coherence of the Training-of-Trainers Component**

Evaluation of the coherence of this component will consist of verifying the validity of implementation, particularly its complementarity with the other functional literacy components in terms of achieving the objectives.

Involvement by the APP of the principal parties concerned with functional literacy—the DLCA, UNESCO, the sectorial departments, and the NGOs—provided a de facto guarantee of the validity of the concept.

- **Coherence of the Public Literacy Target Component**

When the program was adjusted in 2010, the MCA looked to distinguish the functional literacy subactivity from the other projects in order to undertake a cross-cutting activity for all the projects that aim to strengthen the capacity of beneficiaries. Accordingly, the functional literacy subactivity had to principally target the beneficiaries of MCA projects.

The FGs and semi structured interviews conducted with functional literacy beneficiaries and literacy workers provided us with input for a framework to mobilize beneficiaries different than that which was initially planned in the MCA Compact. The beneficiaries of functional literacy cycles are not necessarily those enrolled in other MCA projects. This brings us to pose certain questions about the sustainability and coherence of the activity with the other projects of the Compact, and to ask whether or not the beneficiaries of MCA projects are ultimately monitored in terms of the functional literacy cycles.

Three criteria/conditions were used for the enrollment of beneficiaries:

- 1- Pertaining to the socio-professional category as determined by each sector (artisans and craftsmen, farmers, rural women and children of farmers, fishermen and their wives and children, street vendors of fish, and workers in wholesale markets and fish factories);
- 2- Belonging to the 16-50 year-old age group;
- 3- Lacking basic literacy skills (reading, writing, and doing arithmetic), confirmed by the results of an evaluation exam.

*Extract from MSI Report, August 2013*

Before evaluating the relevance of the public training target component, it would be interesting to verify the profile of persons who benefited from the three functional literacy cycles. The survey conducted with a sample of 500 beneficiaries showed significant representation of women, with a rate of 62% (confirmed as well by MSI's activity assessment), and with 80% of them older than 24 years of age.

The professional situation of the beneficiaries varies, as shown below:

Professional Situation	Representation (percent)
Works independently	39.4
Employee	43.4
Looking for work	8.8
Housewife	9.8

**Table 6: Professional Situation of Beneficiaries**

### **4.2.3 Effectiveness**

**The effectiveness of the functional literacy is quite good. The satisfaction regarding the cycle is general, the goals have been achieved and the objectives are verified, 74% of the enrollees have attended the complete program (with continuous assessment). However, for the certification, a rate of 72 percent was reached among participants who attended the program, but was limited to 55% of registrants.**

Here is the distinction between the effectiveness of proper functional literacy activities (organisation, followed by courses and undermine the objectives of registration and participation of beneficiaries) and certification system, whose numbers are dependent of the time between the end of the program and the organization of the tests and some technical hazards, which have limited the certification rate at 55% instead of 60% originally planned.

As mentioned in the methodological section, the evaluation of the functional literacy subactivity was directed toward assessing its three components: the training of literacy workers, the functional and professional part of the literacy program (beneficiaries), and certification.

Accordingly, the evaluation of effectiveness of the different components will be addressed more extensively in Section 4.3 of this report in order to examine the results of all levels of the literacy chain in more detail.

Nevertheless, the global approach in terms of the effectiveness of the activity is also useful. It will be addressed herein by focusing on general aspects, such as the effectiveness of communication, the organization of quantitative and qualitative results, and the monitoring process.

#### **4.2.3.1 Effectiveness of Communication about the Program**

The beneficiaries primarily became aware of the program through literacy workers or associations that mobilized them to participate in the training cycles and informed them about the training cycle objectives. Others became aware of the program through MCA-financed media campaigns promoted by the program.

This is illustrated by the following extracts from the Focus Groups:

- FG - Fishermen in Agadir: “News about the training came through word of mouth as a result of information initially disseminated by a trainer.”

- FG - Farmers in Amzmiz: “In truth, it’s someone who we heard on television. Then, the information spread. Amzmiz is a small community where news spreads rapidly.”
- FG - Artisans in Douar Boukhallad: “We learned about the literacy program from a women’s association.”
- FG - Artisans in Marrakech: “Information about the training was disseminated by the chambers of commerce and handicrafts, by the association, and by the artisans.”

#### 4.2.3.2 Effectiveness Confirmed by Quantitative and Qualitative Results

The effectiveness of the functional literacy subactivity will be confirmed through a comparison of results that are recorded and those that are initially routed through pre-established indicators. The results of the surveys of beneficiaries showed a 97% satisfaction level. This result is confirmed by the semi structured interviews and the FGs organized with beneficiaries.<sup>20</sup>

According to figures provided by MSI in its final activity report, the objective to train 69 000 persons was surpassed, which represents a success rate of more than 100%.

“More than 69 700 beneficiaries enrolled, of whom 67% were women, divided into 2 500 classes and three cycles; 55 526 completed the courses, which represents 80% of enrollees and surpasses the anticipated objective of 75%.

Training of more than 2 700 literacy workers and supervisors in the program in adult education and in the competency-based approach.”

*Extract from MSI final report*

The qualitative and quantitative evaluation of the “immediate” effectiveness of the literacy subactivity is confirmed; however, the results should also contribute to achieving the global objective of combating poverty in the future. Those results are difficult to verify at this stage.

The effectiveness of the literacy cycles depends largely on the activities undertaken by the stakeholders to sustain the program. Above all, this means enabling the beneficiaries to clearly express their desire to learn, and extending the program for a longer duration to allow them to take ownership of the outcomes, particularly the professional part of the program.

The community-based approach, flexible hours, and the understandability of the training manuals were confirmed by the various actors (literacy workers, beneficiaries, etc.). While it is true that these features posed problems for the service providers, they contributed significantly to the success of the training cycles and meeting the established goals.

#### **Semi structured Interviews - Beneficiaries**

“Devote more time, more literacy workers; 2 hours 4 times a week is not sufficient; the experience reached its objectives, we encourage them to redo the experience, it is a good initiative that should continue.”

#### **FG - Women Artisans: Amtel**

<sup>20</sup>See Annexes 7 and 8.

“All of the participating beneficiaries want to continue their learning, and appreciate their experience with literacy;

Make certain manuals more understandable, particularly volume 2;

The women want more access to technical learning (sewing, embroidery...).”

The high representation of women in the training sessions and among literacy workers and managing executives confirms the coherence of the approach adopted with the objective of improving women’s skills.

Program certification represents a sustainability factor for the literacy cycle that enables motivated beneficiaries to eventually continue on with the more detailed cycles in the training establishments. Certification also brings these beneficiaries recognition from society and, importantly, in the workplace, and contributes directly or indirectly to improving their standard of living as well as combating poverty, which is the overall objective of the MCA program.

#### ***4.2.3.3 Effectiveness of Project Implementation and Delegated Project Management***

The MCC made a major effort in the preparation and follow-up of program activities. It is clear that the MCC and the consultants it uses are strongly motivated to make the program a success. However, the intervention logic is questionable, particularly the methods for managing project activities and the timetables and costs implied by the complexity of preparatory technical processes and by unwieldy administrative procedures and practices.

- **Effectiveness of Methods of Administrative Management of Projects**

Several sources believe that the program’s administrative operations needed improvement – particularly relations between APP and the PMUs.

APP employees PMU members used classic administrative procedures to communicate. However, good program execution called for faster, more informal, and more effective means more like those of the private sector.

The principal missions of the PMUs are ongoing monitoring of implementation of activities, participation in and validation of deliverables, and mobilization of their external services and facilities to benefit from project services.

Their participation in the field in collecting the data necessary for reporting and evaluation needs to be strongly reactive, but their formality limits the efficiency of the shared work that the PMUs have to complete with the APP.

The same is true for the work of the PMUs and the administrations to which they pertain, which is slowed by the bureaucratic method of operating. In certain isolated cases linked to persons (not to structures), centralization is the source of delays and confusion about roles, while deliverables are the primary responsibility of MSI.

The work of the PMUs, by the very admission of those concerned, rests largely on the willingness of their personnel. PMU members often depend on their functionary colleagues, who do not receive compensation. In this way, the APP ultimately has little influence over the work carried out by functionaries assigned to the PMUs.

### **Extracts from APP Semi structured Interviews**

- “Functional type of organization, PMU personnel from the APP team have no hierarchical structure, which makes management of human resources difficult; tied to their administration, they are often called to do other tasks (notes for the governor...);
- PMU personnel should work under the same roof as the APP;
- The conventions are neither precise nor explicit;
- Some receive supplementary compensation without commensurate responsibilities.”

PMU members and management received training under the program to improve their skills in terms of project management, but results have been slow in coming.

On the other hand, the NGOs (selected from the outset by MSI and APP to participate in the functional literacy subactivity) demonstrated considerable efficiency in handling the subactivity and justified the intervention logic grounded in a results-based project approach.

MSI (delegated project manager) which on behalf of the APP supervised direct implementation of functional literacy and vocational training also advocated a project management approach supported by an ongoing and effective monitoring system.

This approach is indispensable to the implementation and monitoring of projects on such a scale. According to several stakeholders and in our view as well, having a delegated project manager turned out to be a good thing (despite reservations expressed by providers) thanks to the good functioning of MSI, well organized with fluid and well-run operations since 2011.

## Comparative analysis of the results recorded by the NGOs and the PMUs:

Class	Sector	NGOs		%	Sector		%
2		<i>Enrolees (A)</i>	<i>Attended the entire cycle (B)</i>	<i>B/A</i>	<i>Enrolees (A)</i>	<i>Attended the entire cycle (B)</i>	<i>B/A</i>
	<i>Agriculture</i>	4 500	3 758	84%	3 261	1937	59%
	<i>Fishing</i>	3 710	2 959	80%	2 434	2465	100%
	<i>Handicrafts</i>	10 310	8 511	83%	-	-	-
	Total	18 520	15 228	82%	5 695	4 402	77%
3	Sector	NGOs		%	Sector		%
		<i>Enrolees (A)</i>	<i>Attended the entire cycle (B)</i>	<i>B/A</i>	<i>Enrolees (A)</i>	<i>Attended the entire cycle (B)</i>	<i>B/A</i>
	<i>Agriculture</i>	7 146	6 780	95%	3275	2512	77%
	<i>Fishing</i>	7 346	6 442	88%	2 816	2092	74%
	<i>Handicrafts</i>	12 530	11 512	92%	2510	1636	65%
	Total	27 022	24 734	92%	8 601	6 240	73%
C2 & C3	Sector	NGOs		%	Sector		%
		<i>Enrolees (A)</i>	<i>Attended the entire cycle (B)</i>	<i>B/A</i>	<i>Enrolees (A)</i>	<i>Attended the entire cycle (B)</i>	<i>B/A</i>
	<i>Agriculture</i>	11 646	10 538	90%	6 536	4 449	68%
	<i>Fishing</i>	11 056	9 401	85%	5 250	4 557	87%
	<i>Handicrafts</i>	22 840	20 023	88%	2 510	1 636	65%
	Total	45 542	39 962	88%	14 296	10 642	74%

Table 8: FL - PAF1, PAF2: enrolees and people who attended the entire cycle

Those statistics reveal two important points:

- the effort of mobilization of participants by NGOs
- the work of adaptation and improvement of the skills from NGOs, revealed by the difference in figures between the first and the second table.

### • Effectiveness of Relations in the Field

Generally, both the APP (due to the subcontracted management formula) and the PMUs (due to administrative management) have been less directly involved with activities in the field than the NGOs (due to their proximity), which are in direct contact with local situations.

This is understandable with a program of this size: the information and decision-making hierarchy involves several levels. However, this hierarchical decision-making process is not without consequences in terms of deadlines for the implementation of activities.

Having a good understanding of what happens on a daily basis in the field, based on reliable and up-to-date information, is essential to the efficiency of the entire aide program. It provides a means for rapidly undertaking the corrective measures necessary to avoid losses in time and resources.

However, the procedures outlined by the program to ensure effective implementation appear, from the standpoint of the program's managing executives, to be unrealistic, and would have needed to be redesigned.

#### **Extracts from Semi structured Interviews with Stakeholders**

“What is your impression of the project implementation process? Please explain.”

**MSI:** Excellent, they are possible, but not realistic for the training of large numbers of people. To ensure better coherence, there should be only one entity; the agency depends on governance.

**APP:** Complex mechanism that should have been ready in 2010, with a year's delay and does not respond to our needs. Its application is effective, more or less.

**DLCA:** There was a procedural breach; the management of responsibilities between the implementing parties (MSI, UNESCO without arbitration); the involvement of the NGOs meant that a lot of paperwork was required; it was necessary instead to foster monitoring by our external services, such as for NGOs subsidized by our delegations.

#### ***4.2.3.4 Effectiveness of the Process of Monitoring Activities***

The effectiveness of the activity also involves verifying the monitoring of the literacy process in order to ensure the correct deployment of activities. In terms of the MCA program, which assigned great importance to monitoring and evaluation, it is based on a monitoring system put in place for the functional literacy subactivity conceived within the framework of a project financed by the EU. The “SIMPA” system allows for the monitoring of activities carried out.

The main objective of the monitoring system is to ensure:

- correct execution of program tasks and actions for all components of the activity
- meeting the deadlines for carrying out tasks and in the submission of deliverables.

This system is supposed to allow for collecting the data necessary to monitor performance indicators.

*Extract from the Mid-term Evaluation Report*

On its end, MSI developed an operational monitoring system that it judges to be effective, and which allows for ensuring ongoing and detailed monitoring of the activity.

Implementation of the original monitoring system adapted to the capacities of the NGOs, which allows for retaining nearly 87% of enrollees through the end of the course; [...] allows for investigating how the courses are progressing. A system based on formalized visits and quarterly monitoring of course progress. Thus, 2300 visits were made by a mobile team assigned at the start of the activity. The monitoring committee made up of the APP and the PMUs met regularly to address the conclusions from the visits carried out. Furthermore, seven quarterly monitoring operations were conducted and had a satisfactory response rate. Support plans were systematically carried out following the outcome of each monitoring operation.

*Extract from MSI Final Report, August 2013*

- **Dispute over Monitoring**

According to several stakeholder officials, the common problem with all the information systems that need to be stabilized and adjusted to become functional (information system specialists say 2 to 3 years to stabilize) is to confront resistance to change among older organizations that have not adapted and among decision-makers insufficiently up to date to understand the information system/method of organization relationship.

**Extracts from Semi structured Interviews**

Having two information systems indicates a lack of visibility and the approach is not appropriate (MSI rivalry with the UNESCO-DLCA team about the SIMPA).

The MCC and APP have a vertical relationship: the MCC follow-up sheets (appointments, disbursements) are different from the management tools of the APP follow-up evaluation; according to agreements, the responsibilities of the stakeholders involve quarterly reporting.

The management of the APP follow-up evaluation stated that the performance report—in terms of the results of different projects along with the updating of indicators and the explanation of the results (the ITT matrix is a prerequisite for claims for reimbursements)—constitutes a centerpiece of the governance approach shared with the MCC and is made available to the PMUs on the tenth day after the end of each quarter.

Unquestionably, the monitoring system developed by MSI has proven more effective than that of the SIMPA software; however, complementarity between the two systems should be investigated.

#### ***4.2.3.5 Effectiveness of the Functional Literacy Components***

- **Effectiveness of the Training-of-Trainers Component**

The intervention logic promoted by the MCA Compact in this framework consists of mobilizing resources for three sessions corresponding to one training level each and one specialty. According to MSI, the trainings are organized in the form of clusters in different cities of the Kingdom and staffed by supervisors/trainers from the MSI program.



The facilitators for the training workshops, designated by sectors from among the supervisors of the programs (6 for the fishing sector, 6 for agriculture, and 8 for handicrafts), benefited from three initial training sessions by consultants from UNESCO and MSI. These efforts to provide supervision and assistance are the strengths of the MCA Compact's PAF.

Also noteworthy is the approach adopted by the MSI in terms of supervision, adaptation of the methodology, and organization of meetings with training supervisors to review the program and study lessons and experiences with previous training groups.

“A total of 17,590 professional training days (10,608 of which for women) were delivered during 95 sessions between the period from 27 September 2010 to 13 January 2013.”

*MSI Final Report, August 2013*

▪ **Success rate of activities**

The program planned to train 2,859 literacy workers/trainers, mainly from NGOs, and 422 supervisors at the regional and sectoral levels. That number was reached, as confirmed by the analysis of the results of implementation of the activity (see the MSI Final Report, August 2013).

Training of more than 2 700 literacy workers and supervisors in the program in adult education and in the competency-based approach.

*MSI Final Report, August 2013*

▪ **Performance of literacy workers and managing executives**

The FG implementers, as we reported earlier, told us about the recruitment procedure for literacy workers that was prepared based on professional criteria in the field of literacy, even though, due to constraints related to distance and the lack of persons working in the field, the managing executives were obliged to accept educated persons in general, who within the framework of the MCA program attended rigorous training that enabled them to become functional.

▪ **Implementation of the component for the participation of women**

Twenty-one trainers were mobilized to ensure the facilitation of these sessions (8 for agriculture, 8 for handicrafts, and 5 for fishing). The training was carried out in 15 different locations.

In terms of enrollees trained, 2736 distinct trainers and supervisors, of whom 1656 (or 60%) were women, benefited from this training.

• **Effectiveness of the Public Literacy Target Component**

Verifying the effectiveness of this component amounts to rechecking implementation of the cycle according to the predefined rules and quotas, allowing for achieving the expected objectives and results. Implementation of the program was carried out in three classes that surpassed the enrollment numbers initially foreseen, as shown by the table below:

	Start Date	End Date	Enrollees
Class 1	May 2010	December 2012	9 893
Class 2	April 2011	December 2012, March and April 2013	24 215
Class 3	December 2011	June 2013	35 623

**Table 9: Functional Literacy Subactivity Implementation Calendar**

Enrollment of more than 69 700 beneficiaries, of whom 67% were women, divided among 2500 classes and three cycles.

*MSI Final Report, August 2013*

#### ■ Meeting quotas

The PAF for the three sectors planned for a minimal quota for women/youth and by sector: 40% women for artisans, 28% rural women (agriculture), 56% sons and daughters of farmers; wives, sons, and daughters of fishermen and women working in fishing industries.

According to MSI, the percentage of women varied from 41% for fishing (class 1) to 80% for handicrafts (class 2). The problem, instead, involved the level of affluence of men.

#### ■ Attrition rate

Monitoring operations conducted by MSI of the NGOs and managing executives reported an attrition rate of 15.3% in the second class and 6.8% in the third class. This declining attrition rate demonstrates the performance and the experience acquired by the NGOs and managing executives in conducting the literacy classes.

It is noteworthy that the monitoring operations for the system developed by MSI involved two classes, and that the first class only involved two quarterly operations.

#### ■ Objectives achieved

Learn to do arithmetic, read, and write	Sector	Handicrafts	Agriculture	Fishing	Other	Total
	Enrollees	176	125	104	7	412
	Percent included in "Which of these aims had you achieved by the end of the FL cycle?" Literacy primers	42.7	30.3	25.2	1.7	100.0
	Percent included in "What is your professional sector?"	82.2	80.6	84.6	87.5	82.4

**Table 10: Literacy Skills Acquired by Beneficiaries**

### ▪ Quantitative dimension

Among the enrollees from the handicrafts, agriculture, and fishing sectors, 82.2%, 80.6%, and 84%, respectively, were judged as having learned how to read, write, and do arithmetic following the functional literacy cycle they attended.

According to input from beneficiaries through field surveys, satisfaction with the logistics of the training cycle is confirmed, as shown in the table below, which is an estimate due to certain problems of proximity, availability of training locations, and availability in terms of scheduling that were adjusted as the activity progressed.

	Variables (percent)				
Evaluation Topics	Gender		Professional Sector		
	Male	Female	Handicrafts	Agriculture	Fishing
Obtained a new qualified job	6.4	14.4	42.8	31	24.6
Created their own project	12.4	25.8	52.4	31.9	15.2
Diversified income sources	4.6	12.6	34.9	40.7	24.4
Used new technologies that improve performance	12.0	21.4	50.9	34.1	15.0
Quality production with strong value added	6.0	8.8	40.6	13.6	45.8

**Table 11: Value Added from the Functional Literacy Cycle to the Income of Beneficiaries**

The value added from the functional literacy cycle seems promising in terms of improving the sources of income for beneficiaries, particularly through the creation of projects and the use of new technologies that improve performance.

### ▪ Qualitative dimension

The program contributed to improving professional practices and the socio-professional integration of young people. It allowed for targeting priority groups, particularly women and youth.

A literacy approach in the workplace has promise but needs more involvement of professionals.

#### • Effectiveness of the “Certification System” Component

The effectiveness of certification involves evaluating the number of participants that were present for exams, but also evaluating the satisfaction and perception of beneficiaries and service providers with the certification system and eventual problems it might present.

### ▪ Profiles of those certified

We have categorized the beneficiaries according to gender and age according to the percentages obtaining the certificate, passing exams, and attending the entire functional literacy cycle.

Evaluation Topics	Variables (percent)			
	Gender (M/F)		Age	
	M	F	Less than 24	Older than 24
Obtained certification	51.6	55.5	21.9	78.1
Passed exams	87.5	98.1	20.2	79.8
Attended the entire FL cycle	91.7	96.1	19.9	80.1

**Table 12: Profiles of Those Who Obtained Certification through the Functional Literacy Cycle**

▪ **Importance attributed by beneficiaries to certification**

82.3% of men and 91.2% of women who attended the functional literacy training cycle said certification was important in improving their professional situation. Women see certification as bringing them recognition in the eyes of their families and children.

▪ **Implementation of the component**

FL Program Class	Sector	Number of Enrollees	Number that Completed the Program	Number Present	Number of Persons Who Passed	Success Rate of Those Present (percent)
Class 1	Handicrafts	4672	2974	973	717	74
	Agriculture	2340	1762	871	600	69
	Fishing	2881	1597	1050	1015	97
	Total - Class 1	9893	6333	2894	2332	81
Class 2	Handicrafts	10310	8296	6950	6114	88
	Agriculture	7761	5410	3 491	2948	84
	Fishing	6144	6469	4694	4275	91
	Total - Class 2	24215	20175	15135	13337	88
Class 3	Handicrafts	15040	13148	10874	10141	93
	Agriculture	10421	9292	6357	5774	91
	Fishing	10162	8534	7344	7062	96
	Total - Class 3	35623	30974	24579	22977	93
<b>TOTAL</b>		69731	57482	42608	38674	91

**Table 13: PAF Certification Results, Classes 1, 2, and 3**

According to UNESCO, in the first class, of 6333 beneficiaries who completed the program (64% of those enrolled), only 2894 were present for certification exams in light of the delay in organizing those exams. The success rate was 78%.

For the second class, the situation improved dramatically, with 81% of enrollees finishing the program and 77% present for the certification exams.

Data from the third class also show progress with the maturity of the process, 91% to 96% success.

Overall, we can say that of the 69731 enrollees, 57482 beneficiaries (82%) completed the entire cycle, and 38674 were certified (55%).

#### **4.2.4 Efficiency of Functional Literacy Efforts**

**Implementation of the program was generally very efficient, with some deviations in terms of implementation delays and initial cost projections that were corrected during the course of the project.**

##### **4.2.4.1 Efficiency in Meeting Implementation Deadlines**

Implementation of the PAF, like all activity under the MCA-Morocco program, is characterized by the importance of the analytical work undertaken. Each of these different pieces of work leads to subsequent analysis and multiple validations....This willingness for rigorous preparation is certainly laudable at first, but too often gives rise to excessive complication of processes and thus to extensions of the timetables to complete the activity.

This finding of the evaluator was confirmed during the exchanges with MSI—in charge of implementing the program on behalf of the APP—which found insufficient methodological guidelines, which in turn lead to extending the timetable to carry out the activity, particularly during the first two years.

The PAF was supposed to be ready in 2010, but there were delays with the partner, UNESCO due to legal constraints; a year later, a conventional formula was adopted for the start of program implementation.

There were also delays in the preparation and distribution of teaching manuals.

#### **FG with Beneficiaries - Fès**

Books and school supplies for the program were not distributed until toward the end and were not sufficiently used.

For the women's group, books and supplies were distributed at the beginning.

#### 4.2.4.2 Cost Structure and Average Cost per Beneficiary

The project has a fixed budget and a refundable budget. The refundable budget is managed by MSI on the basis of an operations manual validated by the APP.

This budget is an estimated budget that covers several types of expenses and is presented below with the last modification.

Description of Categories		Amount in U.S. dollars
Functional Literacy		
1	Printing	773,788
2	Training materials	71,961
3	Supplies for beneficiaries	121,320
4	Subsidies to NGOs and compensation for resources from ministries (managing executives, supervisors, and literacy workers)	7,002,929
5	Periodic training of human resources (managing executives, supervisors, and literacy workers)	1,892,003
6	Development of the final FL model	0
TOTAL FL		9,884,211

**Table 14: Refundable Budget Categories**

Payments for trainers and supervisors represents 70% of the budget.

Training resources, 20%.

Printing and supplies, 10%.

The fixed budget for functional literacy and vocational training is \$5,882,000 for 102,000 beneficiaries enrolled. That is \$57 per beneficiary.

Current expenditure per beneficiary is on the order of US\$140 or DH1200.

The national literacy strategy planned for two scenarios:

- The trend scenario based on progress between 2006 and 2009 that provides for quasi-eradication, reducing the illiteracy rate to 1.06% in 2008 at a cost of DH12.3 billion, that is, DH1000 per beneficiary, and an increase in revenue of DH87.4 billion between 2011 and 2030
- The pro-active scenario for quasi-eradication in 2011 at a cost of DH11.4 billion, gaining six years and an increase in revenue of DH135.1 billion between 2011 and 2021.

Taking the 300-hour share of classes provided by the APP functional literacy program, we found that this program was well budgeted for in the national strategy (DH1000 per beneficiary).

For implementation, all expenditures in the refundable budget are submitted for prior approval by the APP. To make the process smoother, prior approval has been given monthly since December 2010 based on the budget established by MSI specifying the expenditures to be made and the amounts reserved for them.

According to MSI, four tasks are particularly laborious in terms of budget execution:

- Arrangement of agreements with the NGOs for classes 2 and 3;
- Liquidation of compensation for resources mobilized such as literacy workers, managing executives, or supervisors;
- Payment of travel expenses for trainings organized as part of the three project components;
- The many consultations for the acquisition of different goods and services required for project implementation.

This process necessary for healthy management was gradually implemented. Those who devised it were surprised by the amount of effort required; however, it is an undeniable achievement from which future programs can benefit.

As of the end of July 2013, most of the budget (more than 92%) was disbursed. The amount left over basically concerns payments to NGOs pushed back due to delays in certification. This is a noteworthy performance.

#### *4.2.4.3 Gaps between Projected and Actual Costs*

The refundable budget was revised five times during implementation of the project following changes made in the substance of the activities and due to a more realistic estimate of certain costs.

Category	September 2010 (1)	February 2011 (2)	February 2012 (3)	February 2013 (4)	June 2013 (5)
<b>Printing</b>	101,111	557,889	500,000	773,006	793,548
<b>Training materials</b>	118,711	240,000	132,000	149,409	74,380
<b>Supplies for beneficiaries</b>	1,344,444	246,111	200,000	120,632	121,319
<b>Subsidies to NGOs and compensation for resources from ministries</b>	7,751,867	7,346,667	7,160,000	6,756,378	7,002,929
<b>Periodic training of human resources</b>	1,667,673	1,825,289	1,700,000	1,829,554	1,892,035
<b>Development of the final FL model</b>	27,472	50,525	50,525	25,000	0
<b>Total FL</b>	11,042,500	10,298,147	9,774,191	9,653,979	9,884,212

**Table 15: Revised Refundable Budget (in U.S. dollars)**

The total budget was revised downward (–10%), which reflects economic concerns as well as cost and expenditure control. Certain categories were changed substantially:

- Printing turned out to be more expensive (by a multiple of 8) in terms of quantities and unit prices;
- Supplies to beneficiaries was divided by 11;

- Subsidies and compensation were reduced by 10% for this category, which represents 70% of the budget;
- Revisions of the refundable budget also represented an opportunity to review the activities in terms of their consistence and relevance.

Alternatives that would have allowed for achieving the same results through more restrained means take us to the possible economies of scale of the DLCA's efforts, particularly regarding the manuals for 300 hours of literacy training and the harmonization of compensation to providers.

The main alternative that stands out after analysis of the different exchanges with the program actors is to foster economies of scale, bringing together the efforts made by the different implementing parties in this area.

#### **Extract from Semistructured Interviews with Stakeholders**

**MSI:** Take the people from literacy and add 150 hours plus 30 additional hours of certification for more beneficiaries.

**DLCA:** Target NGOs with the capacity to manage these types of projects, which will allow for executing the program with efficiency (in particular, the ratio [duration/skills provided]); integrate the program into national development programs, providing a budget in the different sectorial plans for training.

Besides cost/result efficiency, the efficiency of implementation of the PAF with its three components was evaluated in this document through the FGs and the statistical results.

Overall, the efficiency of program implementation is confirmed, seen particularly in the input from beneficiaries and literacy workers (who are the principal links of the program), and in the tools, methodology and duration, even if the duration/content ratio should be extended, a fact that has been pointed out on many previous occasions.



### **Summary of the FG with Beneficiaries**

#### **Regarding literacy:**

- There were very few dropouts (3 of 30)
- The courses as well as the exercises were understandable.
- The facilitator knew how to blend theory and practice in a way that everyone could follow without difficulty; “She spent a lot of time explaining so that everyone could understand.”
- The hours were convenient because they were established by the beneficiaries.
- The work environment was healthy because everyone was interested in the courses.

#### **Summary of the FG with Literacy Workers:**

- The course progressed at the rhythm of the participants; there was no problem with the writing and reading, and the book was understandable to everyone, although book two was dense and overloaded with information...
- “We undertook several programs, and notably that of the national Ministry of Education. Therefore we were well-versed in the field of literacy, although a new experience is always enriching. The program was rich and enriching for us.”
- There was a family environment and the hours were selected and accepted by everyone.

The table below presents the results of the survey of beneficiaries that confirm the above-mentioned statements.

Evaluation Topics	Variables (percent)				
	Gender		Professional Sector		
	M	F	Fishing	Handicrafts	Agriculture
Training manuals understandable	90.6	89.9	73.2	97.2	93.5%
Application exercises adapted	92.7	90.9	75.6	98.1	95.5
Clear explanations and language adapted	96.4	95.8	87.8	99.5	97.4
Facilitation methods adapted	95.8	95.4	87.0	99.5	96.8
Insufficient duration of FL sessions	60.9	60.1	59.3	61.2	59.4
Duration of the FL cycle too short	80.2	95.1	100.0	93.9	72.5

**Table 16: Input from Participants about Pedagogical Methods and Support**

The evaluation of the efficiency of the program will be studied in more detail in the parts corresponding to each component.

#### ***4.2.4.4 Efficiency of the Functional Literacy Components***

- **Efficiency of the Training-of-Trainers Component**

Input from literacy workers and managing executives about the training from which they benefited:

**Extract from FG with Literacy Workers**

- “They explained the program, its objectives, and pedagogical manuals 1 and 2 to us, which enabled us to work according to these methods.”
- The training-of-trainer sessions are important because the trainers are not specialists.
- To reconcile the levels of the trainers, inexperienced literacy workers should attend the classes of an experienced trainer.
- Master artisans are needed for the training sessions.
- We trained facilitators, which made them effective.
- The NGOs should work toward improving the pedagogical capacity of trainers.”

#### ***4.2.5 Impact and Sustainability of Functional Literacy Efforts***

**It is difficult at this time to estimate the impact of the activity on the beneficiaries and partner institutions. However, the experience and understanding acquired by the trainers, the NGOs, and the managing executives of this program will most likely be sustained.**

##### ***4.2.5.1 Training of Trainers and Managing Executives***

Implementation of this component was welcomed by all of the supervisors, literacy workers, and stakeholders interviewed. It represents significant value added that allows for harmonization of the approach and implementation in terms of all of the literacy workers with different backgrounds and levels of experience. The need for this component and its complementarity with the other functional literacy components are confirmed.

Efforts to provide supervision and support represent strengths of the MCA Compact’s PAF. The training of more than 2700 literacy workers and supervisors in the program in adult education and in the competency-based approach is one of the keys to the program’s success, even more so considering that the trainers are not specialists.

96% of beneficiaries expressed their satisfaction with the capacities of the literacy workers and their facilitation techniques.

The NGO and the PMUs are strengthened in the management and conduct of functional literacy projects.

The negative impact would be the squandering of the competences of the 2,700 literacy teachers and supervisors, if nothing is done to a deployment in other FL programs.

#### 4.2.5.2 Impact on Beneficiaries

##### **FG with Women in the Fishing Industry - Agadir**

“We haven’t yet measured all the benefits that this has brought us, but we do know already that we are useful to those who are around us: to our children by guiding them, to our husbands by helping them with their work, and to our community by talking only about sensible things, talking about the rights of women.”

The impact of the project on the beneficiaries was generally positive, with the first effects observed mainly in their ability to read, write, and do arithmetic and perform certain life skills.

The cycle enabled the beneficiaries to regain their confidence as well as legitimacy and place in their environment; it also gave them all the motivation necessary to contribute to improving their living conditions.

The impact is also felt in the awareness of their rights and responsibilities, and with regard to this point one should note the case of a young peasant girl who spoke to us in a FG about her determination to defend her rights in refusing an early marriage imposed by the costumes of her douar.

- **The Impact on Income and on Improving Employability Will Depend Largely on the Actions Taken Related to Sustainability Following the Program’s Literacy Activities**

Analysis of the studies conducted regarding the extent to which beneficiaries appropriated and used the new techniques acquired in the functional literacy cycle provided the following results:

- 70% consider the new techniques as adapted and easy to use;
- 20% estimate that the techniques are not adapted;
- 9.4% stated that the techniques are difficult to use.

The results of the study found a high level of appropriation of skills by the beneficiaries: 74.6% state that they use the new techniques on a daily basis in the course of their professional activities. Among beneficiaries participating in the FGs and the semi structured interviews, that percentage seems to be more modest.

■ **Improvement of employability**

Evaluation Topics	Variables (percent)				
	Gender		Professional Sector		
	M	F	Handicrafts	Agriculture	Fishing
Obtained new job	0.2	2.9	50.0	0	50.0
Changed jobs for the better (+ stable, + money)	0.6	1.0	37.5	12.5	50.0
Expanded and developed my activities	3.8	2.8	66.7	15.2	18.2
Developed skills demanded by the marketplace	1.8	2.8	60.9	8.7	30.4
Lost job	0	0.4	0	0	100.0

**Table 17: Detailed Representation of Improvements in Employability among Beneficiaries of the Functional Literacy Cycle**

At this stage of the program when certification has only recently been attained, initial improvements in employability are still limited, particularly in the agriculture sector.

Only 9.2% of the persons surveyed saw their professional situation as having improved following the literacy cycle they attended. This result is not surprising given the short time period since the end of the functional literacy cycles. The evaluation of the impact of this subactivity on the beneficiaries is not even measurable in the medium term and depends largely on the sustainability actions taken by the program. However, it is nevertheless worth reviewing following conferral of certifications to the beneficiaries.

To start with, there is certainly a psychological and then economic impact; it will be the key to the success and sustainability of certification and the entire functional literacy process:

- Impact of the skills acquired on the success of the literacy sessions, and the direct or indirect impact discussed in the evaluation of the functional literacy results.
- Use of the experience acquired in other similar programs or in the development of new programs that build on the experience acquired
- The DLCA or the ANLCA that will succeed it know that they will have at their disposal a corps of trainers and supervisors who they will be able to use to train other trainers in order to carry out national literacy programs.
- Similarly, national sectorial plans will have them at their disposal when they integrate capacity-strengthening components in their programs.

There no negative impact regarding this program, if it is a loss of confidence and motivation of beneficiaries, if no accompanying programme would be engaged.

#### 4.2.6 Sustainability

Evaluating the sustainability of literacy actions amounts to analyzing the above-mentioned results.

The DLCA assessed the “experimental” approach, the concrete tools, and the teams established by the PAF. Along with UNESCO, it is undertaking a review that aims to consolidate and sustain the approaches acquired through the PAF.

“The ‘American’ project, with its rigorous procedures and effective monitoring system, created a need in the field and was widely successful. The work with the NGOs and ministry services strengthened the latter by initiating a new and functional mode of operation that without a doubt represents a qualitative and quantitative leap forward.”

##### *4.2.6.1 Actions promoted by functional literacy subactivity at the institutional, socio-economic, environmental, and financial levels*

The PAF’s innovative approach is underpinned by an economic rationale in which developing the potential of economically active people is a prerequisite for boosting productivity, both individually and for the sector as a whole.

The apprenticeships awarded were aimed at increasing the beneficiaries’ ability to respond to the new demands of their traditional work activities and their family and social environment.

The PAF made employability and integration into the job market a major objective linked to the economic characteristics of the sectors targeted and the expectations of the individuals working in these sectors.

According to all the implementing parties, the PAF, launched under the APP-UNESCO agreement, has been a success, and one of the objectives sought today is to guarantee its sustainability and institutionalize it through expansion, anchorage, and development procedures, in collaboration with the sectors involved and the department responsible for promoting literacy.

From this perspective, an expert mission currently being carried out looks to consolidate and institutionalize the approaches and experiences of the PAF through strategic reflection on the question of bridging modalities and mechanisms.

##### *4.2.6.2 Experiences undertaken by the different partners following the PAF’s approach and intervention methods (in terms of conceptualization and implementation)*

The sectorial workshops in which we participated allowed for collective and interactive reflection among the different implementing parties (central administration managing executives/decision-makers, regional and local officials monitoring the program, literacy workers, NGOs active in the field) about the evaluation of the PAF, its results, and its experiences in terms of training.

A prospective review has shed light on the means that need to be adopted to insert the innovative aspects of the PAF into each of the training plans of the sectors involved and

ensure their sustainability, as well as the institutionalization and feasibility of bridging modalities and mechanisms that would open new horizons for vocational training and the practice of a trade to newly literate people with certification.

#### ***4.2.6.3 Sustainability of the Functional Literacy Components***

- **Sustainability of the Training-of-Trainers Component**

Use of the experiences in other similar programs, or development of new programs drawing on the experience acquired.

The DLCA or the ANLCA that will succeed it know that they will have at their disposal a corps of trainers and supervisors who they will be able to use to train other trainers in order to carry out national literacy programs.

Similarly, national sectorial plans will have them at their disposal when they integrate capacity-strengthening components in their programs.

- **Sustainability of the Certification System Component**

Sustainability depends on the institutionalization of certification and on bridging modalities and mechanisms with professional training and the regulation of professions.

What has been learned from this first experience with implementation of a certification system for literacy program beneficiaries can be summed up by the following points:

- 1- The success of certification could not have been possible without a rigorous monitoring system of course progress at the level of each class put in place by MSI;
- 2- The time that separates the date of the end of the program and the certification date should not be more than two or three weeks; the longer the period, the less the beneficiaries are motivated and prepared, and the greater the risk that they will drop out of the course;
- 3- The certification process (tests, guides, and procedures) should be available in a package format adaptable to training situations and improvements to the training content and/or methods;
- 4- The process of correction, consolidation, and communication of results and the delivery of certificates should not take a long time and the results should be provided as soon as possible;
- 5- Certification will not be of interest if it is not socially and institutionally recognized.

#### 4.2.7 Cross-cutting Aspects: Gender Approach

In the field of functional literacy, as confirmed by the Operational Strategy for Integration of the Gender Approach (*Stratégie Opérationnelle de l'Intégration de l'Approche Genre – SOIG*) commissioned by the APP, the gender approach involves the opposite from what usually happens, that is, the problem is not so much reaching women as it is reaching men. This is because women are more likely to be literate and recognize themselves as such. Functional literacy addresses their assets, while for a man earning a living, there is the question of whether literacy will actually change anything involving his situation.

The project team thus tried to break through this trend by attracting more men and avoiding having a program with 80% to 90% women, rates found in other programs. In particular, there was a focus on enrolling men in the fishing sector, although the program had greater success in handicrafts or arboriculture. Public awareness of men and women is carried out by literacy workers who are nearby and known. This approach led to the enrollment of more than 69700 beneficiaries, of whom 67% were women.

The functional literacy subactivity led to a considerable amount of experimentation. In light of requests from women, learning manuals were prepared specifically for them.

At present, whatever the sector, the manuals contain very practical training content. They are different for women and men, who have different tasks to do. At present there are the following manuals:

- A manual for women in the fishing sector was prepared that contains elements that are familiar to them. The manual begins with women in their role as citizens, then addresses Mudawana (the family code), the right of women to defend themselves, understanding of the law, hygiene, reproduction, health, fishing, conservation, reparation of nets, measures, income-generating activities, marketing, and billing..
- For artisans, there is only one book for men and women because their professional concerns are the same. The pillars of their trade are quality and security. There is no difference between men and women at this level.
- In arboriculture, there was also an edition of the book for rural women, whose activities are different than those of men. There was an increase in the demand by women for training, and an increasing interest by them in training and qualification. Literacy was previously considered useful just for everyday living. Today women want to know how to read and write for professional reasons.

## Chapter 5: Conclusions and Recommendations on Functional Literacy

Implementation of the functional literacy subactivity is based on three principal components to achieve the set objectives, which are:

- Training of literacy workers and supervisors in the areas of management, pedagogy, and techniques, as well as communications and information;
- Training of beneficiaries in three cohorts, “*Basic Literacy*” in 300 hours, completed by “*Literacy for Qualification*” in 150 hours;
- Conceptualization of a certification system.

Cross-referencing the results of the evaluation of the functional literacy subactivity against a general concept and against the specific results of each component—in particular, cross-referencing the results of interviews with stakeholders with information collected from participants in the field (beneficiaries, literacy workers, and managing executives)—enabled us to make a number of recommendations/conclusions that will be the subject of this chapter.

Through these conclusions, we can target the strengths and the potential dysfunctions reported following implementation of the functional literacy subactivity, allowing us to formulate recommendations and orientations for actions to be undertaken in the future.

### 5.1 Conclusions and Recommendations on Relevance

**The functional literacy subactivity is generally relevant, it responds to national concerns in terms of fighting illiteracy, and the assigned objectives largely correspond to the expectations and needs of the beneficiaries.**

- **The relevance of the subactivity as an antipoverty measure**

The intervention logic of the MCA Compact, which enlisted the functional literacy subactivity as an integrated action and support for the different income-generating projects, largely responds to the global objective to fight poverty.

However, implementation of the subactivity after it was adjusted was not sufficiently harmonized with the sectorial projects planned in the MCA.

The enrollees in the functional literacy cycles were often not the people or families benefiting from other sectorial projects of the program, which limits the direct results that can be expected from the functional literacy subactivity in terms of combatting poverty.

Service providers constrained by the deadlines made arrangements as best they could to mobilize beneficiaries in the field “lacking” functional literacy.

Measuring the income of farmers, fishermen, and artisans and their families is not easy. According to data gathered in the FGs or the semi structured interviews, we can expect productivity gains of 20%, 40%, or even 60% (and more), although these gains depend on the following:

- **For farmers**, besides climate conditions, the application of new techniques, organizing (cooperatives), and better marketing conditions.
- **For fisherman**, resources, organizing, and supply and demand, which can influence the price by more than 100%.



- **For artisans**, technical and commercial innovations.

Although it is difficult to measure the immediate effects of such an activity on the incomes and living standards of beneficiaries, the study of 500 beneficiaries found that 66.8% of them anticipate they will improve their incomes due to the training they received.

The second positive effect is the optimism and the willingness to believe in change that functional literacy fosters in the beneficiaries.

As initially conceived, the approach of moving away from economic projects to strengthening the human capacity of beneficiaries, or conversely, making functional literacy a prerequisite for economic support, is also viable. Over time the two approaches complement one another due to their interaction.

**RECOMMENDATION 1:** *Literacy efforts contribute to economic development, and their results are clearly important. However, the program targets substantial changes (behaviors, independence) that take time, so it is therefore necessary to strengthen the results through actions directed at sustainability, immediate assistance, and economic support for the beneficiaries to ensure that newly acquired literacy skills are not lost.*

This recommendation is directed to the government, the ANLCA, sectoral departments, NGOs, and donors.

**RECOMMENDATION 2:** *Support what is acquired through the PAF in order to improve the sources of income of beneficiaries, particularly the creation of projects and the use of new technologies, and encourage this dynamic through appropriate support within the framework of national sectorial plans (Green Morocco Plan, Halieutis Plan, and the 2015 Vision for the handicrafts sector).*

This recommendation is directed to decision-makers in charge of these plans.

**RECOMMENDATION 3:** *Involve the parties concerned with the functional literacy activity:*

- *Public and private managing executives, particularly NGOs, literacy trainers, and beneficiaries, to for better tailor the program to the assigned objectives;*
- *Local communities, which under the Communal Charter (2006) have an economic and social development mission in their territories through the Community Development Plans established in accordance with a participatory and gender-sensitive approach;*
- *The Rural Development Bureau recently created to coordinate interventions in rural areas.*

- **Relevance of the objectives and their aptness to the needs of the target population**

Important preparatory work was carried out in advance by the MCC in collaboration with its national partners (DLCA, sectorial departments) and international partners (UNESCO), particularly in the:

- identification of needs and expectations, taking into account the results of the National Study on Illiteracy and School Leaving conducted in 2006, as well as the many literacy programs already carried out in Morocco;

- preparation of the functional literacy cycles with all of the didactic and pedagogical material that this required.

The beneficiaries of the functional literacy cycles were informed about the program objectives at the time of the public awareness meetings organized by the associations, training institutes, and local-level program managing executives.

Almost all of the beneficiaries surveyed or questioned in the semi structured interviews, having participated in the FGs, did not participate in the dialogues or the diagnostic sessions about particular needs.

However, they stated that the objectives established for the functional literacy cycle, which were explained to them by the literacy workers, corresponded well to their expectations and were respected and translated into action during the literacy sessions.

- **Relevance through a participatory approach**

“The Moroccan government, based on its strong administration, launched implementation of its literacy programs in 2005. The priorities were established through an inter-ministerial committee...in consultation with different stakeholders at the national and local levels.

Taken together, the research and consultations allowed for refining the orientation of the program and defining the intervention logic and the objectives of the different components...”

There are many donors intervening in Morocco, particular in education, vocational training, and functional literacy. As part of preparation for the program, the MCC had many contacts and meetings with some of the principal donors...

It appears that those who conceived the program succeeded in avoiding the redundancy or concurrence between comparable projects financed by other donors.

This approach, which is certainly relevant, would have succeeded in involving, or at least facilitating, an exchange of views with the parties concerned with the functional literacy subactivity:

- Public and private managing executives, particularly NGOs, literacy workers, and beneficiaries, to better tailor the program to its assigned objectives.
- Local communities, which under the Community Charter (2008) have an economic and social development mission in their territories through the Community Development Plans established in accordance with a participatory and gender-sensitive approach.
- The Rural Development Directorate recently created to coordinate interventions in rural areas.

Despite the fact that many stakeholders are members of the Strategic Orientation Council and APP, inter sectorial coordination remained limited, with each program occupied with its own prerogatives.

**RECOMMENDATION 4:** *The recent creation of the National Agency to Combat Illiteracy (ANLCA) under the direction of the Head of Government should exert **assertive leadership** to achieve significant advances in strengthening the convergence of functional literacy programs that correspond to the public and private sectors, NGOs, or domestic and international donors.*

**RECOMMENDATION 5:** *Establish a framework agreement between the ANLCA and the sectorial departments in accordance with specifications and make available databases and financing for the agreements. Expand the PAF to other sectors, particularly health, tourism, social action, and industry, thus opening up to other sectorial development programs that can better mobilize men.*

**RECOMMENDATION 6:** *Study the economies of scale of increasing coordination among functional literacy programs, and take advantage of the opportunity to make the Administrative Council of the new agency, ANLCA, adopt decisions about the institutional responsibility of the sectors with a budget and involve:*

- *Local communities through Community Development Plans, sectoral plans, and the regional and provincial commissions in the institutionalization and implementation of the functional literacy program, at the provincial or regional level;*
- *The sectorial plans (Green Morocco Plan, Halieutis Plan, and the other sectors);*
- *Other businesses and the professional organizations.*

The recommendations are directed to stakeholders.

- **Relevance of the components**

Implementation of this component was welcomed by all of the managing executives, literacy workers, and stakeholders interviewed. It represents significant value added that allows for the harmonization of the approach and implementation in terms of all of the literacy workers with **different backgrounds and levels of experience**.

To make this operation successful, the APP and its strategic and national partners mobilized to develop the pedagogical support appropriate for each of the three sectors and make it available to literacy service providers.

Training service providers for the functional literacy subactivity are mainly the NGOs, which succeeded in making 70% of those who enrolled literate. The training establishments for the three sectors involved in the program have the responsibility for carrying out training for the remainder.

Consultations with beneficiaries and service providers, including literacy workers, found a level of satisfaction of nearly 70%, although certain managing executives and literacy workers believe that the program is too complicated and difficult for the target groups.

Following the analysis of implementation of the basic literacy segment of the functional literacy cycle, positive results were reported regarding this segment of the program, to wit, 82.4% of beneficiaries report having learned how to read, write, and do arithmetic as a result of this cycle.

The beneficiaries also express their satisfaction with the professional part of the program, with a level surpassing 90%.

However, some beneficiaries and literacy workers from the functional literacy cycle pointed to a gap in this part of the program, in particular, they would like to see the practical aspect of this component enriched by professional experience or by the involvement of professionals from the field.

An exchange of experiences between the practitioners in each field would have been a positive addition and an enriching element for the program.

The functional literacy cycle allowed the beneficiaries to develop certain life skills, particularly in terms of improving their independence:

- 73.6% of participants surveyed stated that they became more independent following the functional literacy cycle
- 40.2% stated that they became aware of their rights and responsibilities as citizens and workers
- 34.2% stated that they improved their understanding of hygiene and the environment.

#### ▪ **Understandability of manuals**

90.2% of beneficiaries surveyed judged the training manuals to be understandable; the satisfaction level with the manuals approaches 95% for the handicrafts and agriculture sectors and 73% for the manuals used for the fishing sector; with some reservations, however, about the graphics (the size of the typography used) and the illustrations.

Despite some reservations about the design (the size of the typography) and the illustrations, the pedagogical and technical development of the manuals, which were prepared gradually with the involvement of stakeholders and competencies, constitutes a major gain and a significant contribution of the functional literacy program toward the national effort to combat illiteracy.

The same applies to the new experience acquired in terms of local delivery and distribution.

The appraisal of the practical portion of the program is also favorable, with a satisfaction level of 91.6%. However, the literacy workers, through the FGs, talked about the difficulty of explaining the content and feel that it is too difficult for the participants (see the summaries of FGs with literacy workers).

#### ▪ **Capacities of literacy workers**

Only 4% of the beneficiaries surveyed spoke of a lack of clarity and oversimplification of the content by literacy workers, versus 96% who expressed their satisfaction with the capacities of the literacy workers and their facilitation techniques.

#### ▪ **Duration of the literacy cycle**

71.4% of the beneficiaries found the duration of the cycle to be too short to develop the entire content; 77.2% of the beneficiaries want the cycle to be extended. Meanwhile, program stakeholders advocated reducing the cycle from 18 to 16 months, which prompted criticism from the implementers.

The beneficiaries, particularly women, showed considerable interest in the literacy cycle and expressed a willingness and motivation to continue to attend the functional literacy cycle, particularly well-designed cycles such as the functional literacy cycle of the MCA Compact.

**RECOMMENDATION 7:** *To make sustainable and extend the use of appropriate didactic support, the training sessions developed by the PAF, the ANLCA, and the sectors involved should increase the number of manuals and guides prepared by the APP's functional literacy program, as well as the logistics of local distribution, in order to benefit millions of future beneficiaries of literacy and post-literacy programs.*

The certification operation is very important in that it was carried out by an external organization (UNESCO) and it allows for verifying that the NGOs and managing executives achieved the primary objective of the program, which is the literacy of the beneficiaries.

The responsibilities were divided between MSI and UNESCO.

## 5.2 Conclusions and Recommendations on Coherence

**The MCA Compact's PAF is coherent with the national strategy to fight illiteracy and complements the programs of the other domestic and international donors. The internal coherence of the program is also verified, even with some methodological problems that caused delays but were corrected as the project moved forward.**

- **Coherence with the national strategy**

Literacy is considered to be one of the ways in which individuals are integrated into society through life-long learning. The Moroccan government considers UNESCO to be a strategic partner and, since 2005, a technical partner of the DLCA. The UNESCO brand has provided visibility and credibility, and has contributed to the dynamic of the literacy sector. The functional literacy program of the APP, which is also associated with UNESCO, falls within the scope of this new vision.

The DLCA underlined its institutional responsibility by assisting in implementation of the tools (manuals, guidelines, production workshops) from the time of their conception, and by making available the information system and support system for the Ministry delegations (presence on the ground with MSI teams under the MSI Agreement signed with the ministries and the APP).

Furthermore, the UNESCO study launched to promote the sustainability and institutionalization of functional literacy efforts demonstrated the coherence between the different activities implemented by the APP and the MEN's DLCA. In fact, the program represents a convergence of the similarities in method, number of hours, period stipulated, categories targeted, and teaching content of the two interventions.

The integrated approach used for the launch of the MCA Compact is absolutely coherent, but implementation of the activity was insufficiently harmonized with other sectorial projects planned under the MCA.

While these MCA sectorial projects are part of national strategies and plans (the Green Morocco Plan, the Halieutis Plan, and the 2015 Vision for the handicrafts sector), the functional literacy program is not yet included and remains but a desire and recommendation of workshops on sustainability

National sectorial plans should continue and extend support for functional literacy and vocational training, complementing their technical interventions and programs.

In view of the magnitude of the challenge faced by the government in terms of national literacy, there is a need for a convergence of actions among the different actors and the many interventions.

Toward this end, since 2007 several donors—notably the European Union, with a program that represents 30% of the DLCS budget, UNICEF, the Spanish Agency for International Development Cooperation (AECID), German cooperation (DVV-International), and Italian cooperation—are intervening in collaboration with the Moroccan government to combat illiteracy.

The programs and the approaches differ slightly, but the objective is the same: facilitate better integration of populations into civic life and provide them with the means to improve their standard of living.

The complementarity between the MCA Compact's PAF and the functional literacy programs of other donors precisely demonstrates the concept of the program.

Of particular note is the sectorial framework of the MCA program, which is part of the support for the long-standing intervention of the DLCA with the ministries concerned (Agriculture, Handicrafts, Fishing).

- **Internal coherence**

At the level of the three components of functional literacy, there is no doubt about the level of their conceptual integration with the contributions of UNESCO, the DLCA, and the sectoral departments concerned.

**RECOMMENDATION 8:** *Harmonize implementation of the different functional literacy programs, particularly compensation for trainers and service providers and subsidies for NGOs.*

Recommendation is directed to national and international stakeholders.

- **Adequate methods/objectives**

The means deployed for program implementation and monitoring were not only important but essential for achieving the intended outcomes.

The human, material, and financial means at the project's disposal were coherent with the objectives and scale of the program.

### 5.3 Conclusions and Recommendation about Effectiveness

The functional literacy subactivity was quite effective. The cycle was generally completed, the goals established were met, and the assigned objectives were confirmed.

- **Effectiveness of communication about the program**

The beneficiaries primarily learned about the program through literacy trainers or associations that mobilized them to participate in the training cycles and informed them about the training cycle objectives. Others learned about it through MCA-financed media campaigns promoted by the program.

**RECOMMENDATION 9:** *Organize a national literacy communication day linked to International Literacy Day in order to increase awareness and inform the public about the programs.*

Recommendation is directed to national and international stakeholders.

- **Quantitative and qualitative effectiveness**

The results of the surveys of beneficiaries showed a 97% satisfaction level. This result is confirmed by the semi structured interviews and the FGs organized with beneficiaries.<sup>21</sup>

According to figures provided by MSI in its final activity report, the number of persons to be trained (69000) was surpassed, which represents a success rate of more than 100%.

The community-based approach, flexible hours, and the understandability of the training manuals were confirmed by the various actors (literacy workers, beneficiaries, etc.). While it is true that these features posed problems for the service providers, they contributed significantly to the success of the training cycles and meeting the established goals.

The high representation of women in the training sessions and among literacy workers and managing executives confirms the coherence of the approach adopted with the objective of improving women's skills.

The training of 2736 literacy workers and supervisors in the program in adult education and the competency-based approach. Of those, 1656 (or 60%) were women.

**RECOMMENDATION 10:** *Establish and disseminate a list of the 2700 literacy workers and supervisors trained in the program in adult education and in the competency-based approach, and look to redeploy them in other programs.*

Recommendation is directed to national and international stakeholders.

- **Meeting quotas**

The PAF planned for a minimal quota for women/youth and for each of the three sectors: 40% women for artisans, 28% rural women (agriculture), 56% sons and daughters of farmers; wives, sons, and daughters of fishermen and women working in the fishing industries.

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<sup>21</sup>See Annexes 7 and 8

According to MSI, the percentage of women varied from 41% for fishing (class 1) to 80% for handicrafts (class 2). The problem, instead, involved the level of affluence of men.

▪ **Attrition rate**

Monitoring operations conducted by MSI through the NGOs and managing executives reported an attrition rate of 15.3% in the second class and 6.8% in the third class. This declining attrition rate demonstrates the performance and the experience acquired by the NGOs and managing executives in conducting the literacy classes.

▪ **Quantitative dimension**

Of the enrollees from the handicrafts, agriculture, and fishing sectors, 82.2%, 80.6%, and 84%, respectively, were judged as having learned how to read, write, and do arithmetic following the functional literacy cycle they attended.

According to input from beneficiaries as well as field surveys, satisfaction with the logistics of the training cycle is confirmed, which is an estimate due to certain problems of proximity, availability of training locations, and availability in terms of scheduling that were adjusted as the activity progressed

The value added from the functional literacy cycle seems promising in terms of improving the sources of income for beneficiaries, particularly the creation of projects and the use of new technologies that improve performance.

▪ **Qualitative dimension**

The program contributed to improving professional practices and the socio-professional integration of young people. It allowed for targeting priority groups, particularly women and youth.

A literacy approach in the workplace has promise but needs more involvement of professionals.

The importance attributed by beneficiaries to certification: 82.3% of men and 91.2% of women who attended the functional literacy training cycle said certification was important in improving their professional situation. Women see certification as bringing them recognition in the eyes of their families and children.

**RECOMMENDATION 11:** *In view of the importance attributed by the beneficiaries to certification in terms of improving their professional and social situation, and by trainers and service providers in demonstrating the value of their efforts, the institutionalization of certification should open up bridging modalities and mechanisms with functional literacy efforts and attract young people.*

Recommendation is directed to national and international stakeholders.



- **Effectiveness of the administrative management methods of the projects**

The administrative operations of the program needed improvement—particularly relations between the APP and the PMUs.

APP employees and PMU members used classic administrative procedures to communicate. However, good program execution called for faster, more informal, and more effective means more like those of the private sector.

The work of the PMUs, by the very admission of those concerned, rests largely on the willingness of their staff. The members of the PMUs are often dependent on their functionary colleagues, who are not compensated. In this way, the APP ultimately has little influence over the work carried out by functionaries assigned to the PMUs.

The NGOs (selected by MSI and APP from the outset to participate in the functional literacy activity) showed a real aptitude for implementing the activity and justified an intervention logic grounded in a results-based approach.

**RECOMMENDATION 12:** Carry out the functional literacy subactivity with a community-based intervention logic in accordance with the results-based project approach and convergence with public policies.

Recommendation directed to the ANLCA.

According to several stakeholders and in our view as well, having a delegated project manager turned out to be a good thing (despite some reservations expressed by providers) thanks to the good functioning of MSI, well organized with fluid and well-run operations since 2011.

- **Effectiveness of relations on the ground**

Generally, both the APP (due to the delegated management formula) and the PMUs (due to administrative management) have been less directly involved with the activities in the field than the NGOs (due to their proximity), which are in direct contact with local situations.

However, the procedures outlined by the program to ensure effective implementation appear, from the standpoint of the program managing executives, to be unrealistic and would have needed to be redesigned.

Monitoring program: the MCA program is based on a monitoring system put in place for the functional literacy subactivity conceived within the framework of a project financed by the EU (the “SIMPA”), which allows for monitoring of the activities carried out.

Implementation of the original monitoring system adapted to the capacities of the NGOs, which allows for retaining nearly 87% of enrollees through the end of the course and enables investigating how the courses are progressing.

Unquestionably, the monitoring system has proven more effective and complementary with SIMPA; integration of the two systems should be investigated.

**RECOMMENDATION 13:** *Integrate the two information systems (SIMPA and MSI) or make them synergistic.*

Recommendation directed to the ANLCA.

## 5.4 Conclusions and Recommendation about Efficiency

**Implementation of the program was generally very efficient, with some deviations in terms of execution delays and initial cost projections that were corrected during the course of the project.**

- **Efficiency with deadlines**

The PAF was supposed to be ready in 2010, but there were delays with the partner, UNESCO, due to legal constraints; a year later a conventional agreement was adopted for the start of program execution.

- **Cost efficiency**

Payments for trainers and supervisors represent 70% of the budget; training resources, 20%; printing and supplies, 10%.

Expenditure per beneficiary was on the order of US\$140, or DH1200, for 450 hours of functional literacy classes. Taking the 300-hour share of classes provided by the APP functional literacy program, we found that this program was well budgeted for in the national strategy (DH1000 per beneficiary).

The process necessary for sound program management that was gradually implemented by MSI is an undeniable asset that future programs will profit from.

**RECOMMENDATION 14:** *Take advantage of the new ad hoc management procedures developed and implemented by the APP's functional literacy program.*

Recommendation directed to the ANLCA.

As of the end of July 2013, most of the budget (more than 92%) was disbursed. The amount left over basically concerns payments to NGOs pushed back due to delays in certification. This is a noteworthy performance.

The total budget was revised downward (–10%), which reflects economic concerns as well as cost and expenditure control. Certain categories were changed substantially:

- Printing turned out to be more expensive (by a multiple of 8) in terms of quantities and unit prices;
- Supplies to beneficiaries was divided by 11;
- Subsidies and compensation were reduced by 10% for this category, which represents 70% of the budget;
- Revisions of the refundable budget also represented an opportunity to review the activities in terms of their consistence and relevance.
- The main alternative that stands out after analysis of the different exchanges with the program actors is to foster economies of scale, bringing together the efforts made by the different implementing parties in this area.

## 5.5 Conclusions and Recommendation about Impact

**At present, one can see the impact of the subactivity on the beneficiaries and the partner institutions. The experience and knowledge acquired by the trainers, NGOs, and managing executives of this program are likely to be sustained.**

- **Impact on trainers**

Efforts to provide supervision and support represent strengths of the MCA Compact's PAF. The training of more than 2700 literacy workers and supervisors in the program in adult education and in the competency-based approach is one of the keys to the program's success, even more so considering that the trainers are not specialists.

96% of beneficiaries expressed their satisfaction with the capacities of the literacy workers and their facilitation techniques.

The NGO and the PMUs are strengthened.

Use of the experience acquired in other similar programs, or the development of new programs building on the experience acquired.

The DLCA or the ANLCA that will succeed it know that they will have at their disposal a corps of trainers and supervisors who they will be able to use to train other trainers in order to carry out national literacy programs

Similarly, national sectorial plans will have them at their disposal when they integrate capacity-strengthening components in their programs.

- **Project impact on beneficiaries**

The impact of the project on the beneficiaries was generally positive, observed mainly in their ability to read, write, and do arithmetic and perform certain life skills.

The cycle enabled the beneficiaries to regain their confidence as well as legitimacy and place in their environment; it also gave them all the motivation necessary to contribute to improving their living conditions.

The impact is also felt in the awareness of their rights and responsibilities, and with regard to this point one should note the case of a young peasant girl who spoke to us in a FG about her determination to defend her rights in refusing an early marriage imposed by the costumes of her douar.

The impact on income and on improving employability will depend largely on the actions taken related to sustainability following the program's literacy activities.

- 70% consider the new techniques as adapted and easy to use;
- 20% estimate that the techniques are not adapted;
- 9.4% stated that the techniques are difficult to use.

The results of the study found a high level of appropriation of skills by the beneficiaries: 74.6% state that they use the new skills on a daily basis in the course of their professional activities. Among beneficiaries participating in the FGs and the semi structured interviews, that percentage seems to be more modest.

The DLCA assessed the “experimental” approach, the concrete tools, and the teams established by the PAF. Along with UNESCO, the DLCA is undertaking a review that aims to consolidate and sustain the approaches acquired through the PAF.

“The ‘American’ project, with its rigorous procedures and effective monitoring system, created a need in the field and was widely successful. The work with the NGOs and ministry services strengthened the latter by initiating a new and functional mode of operation that without a doubt represents a qualitative and quantitative leap forward.”

## 5.6 Conclusions and Recommendations about Sustainability

- **Sustainability of the actions promoted by the functional literacy subactivity in the institutional, socio-economic, environmental, and financial sphere**

The PAF’s innovative approach is underpinned by an economic rationale in which developing the potential of economically active people is a prerequisite for boosting productivity, both individually and for the sector as a whole.

The apprenticeships awarded were aimed at increasing the beneficiaries’ ability to respond to the new demands of their traditional work activities and their family and social environment.

The PAF made employability and integration into the job market a major objective linked to the economic characteristics of the sectors targeted and the expectations of the individuals working in these sectors.

According to all the implementing parties, the PAF, launched under the APP-UNESCO agreement, has been a success, and one of the objectives sought today is to guarantee its sustainability and institutionalize it through expansion, anchorage, and development procedures, in collaboration with the sectors involved and the department responsible for promoting literacy.

From this perspective, an expert mission currently being carried out looks to consolidate and institutionalize the approaches and experiences of the PAF through strategic reflection on the question of bridging modalities and mechanisms.

- **Activities undertaken by the different partners following the approach and intervention methods of the PAF (in terms of conceptualization and implementation)**

The sectorial workshops in which we participated allowed for collective and interactive reflection among the PAF’s different implementing parties (central administration managing executives/decision-makers, regional and local officials monitoring the program, literacy workers, NGOs active in the field) about the evaluation of the PAF, its results, and its experiences in terms of training.

A prospective review has shed light on the means that need to be adopted to insert the innovative aspects of the PAF into each of the training plans of the sectors involved.

What has been learned from this first experience with implementation of a certification system for beneficiaries of a literacy program can be summed up by the following points:

- The success of certification could not have been possible without a rigorous monitoring system of course progress at the level of each class put in place by MSI.
- The time that separates the date of the end of the program and the certification date should not be more than two or three weeks; the longer the period, the less the

beneficiaries are motivated and prepared, and the greater the risk that they will drop out of the course.

- The certification process (tests, guides, and procedures) should be available in a package format adaptable to training situations and improvements to the training content and/or methods.
- The process of correction, consolidation, and communication of results and the delivery of certificates should not take a long time, and the results should be provided as soon as possible.

**RECOMMENDATION 15:** *The institutionalization and feasibility of bridging modalities and mechanisms to open new perspectives for post-literacy rest on professional training and the practice of the profession.*

Recommendation directed to the government, stakeholders, and the ANLCA.

## 5.7 Functional Literacy Closure Strategy

The closure strategy for the functional literacy subactivity consists of identifying the actions that pose a risk to the duration and/or sustainability of the Compact, describing the implications of these risks, and proposing measures to mitigate them. The objective is to guarantee attainment of the results and ensure institutionalization of the production and processes developed and tested within the framework of the subactivity by the partner departments.

MSI is responsible for supporting the APP team in implementation of the activity, particularly in the organization of functional literacy subactivities, continuous training, and communication, as well as monitoring the different contracts of the PEAQC Agreements. MSI executes the interventions and makes the payments within the framework of the activity on behalf of the APP through end-August 2013.

This involves ensuring the ministerial departments concerned that the necessary steps and prerequisites in terms of appropriation, mobilization of resources, and institutionalization will be undertaken in order to ensure their sustainability.

The main risks of non-sustainability are:

- The waster of effort by the program to provide literacy training to vulnerable persons and improve their independence, which must be developed over time;
- Loss of confidence and credibility of these program in the future in the eyes of beneficiaries;
- Loss of what was gained through the program and the failure to take advantage of a program rich in experience, pedagogical tools, and a management approach to adult education.

The closure strategy for this subactivity primarily consists of avoiding the risks linked to not completing the program for certain classes of beneficiaries from the third (and final) class (35000 beneficiaries out of the total of 69000), proposing sustainability actions for the PAF, and adopting certification and its institutionalization for the departments concerned.

Personalized support and assistance were provided to the partner entities to enable them to manage the closure phase under optimal conditions and in a manner that respects the timetable for the imperatives associated with the end of the Compact.

Assistance also consisted of verifying the financial reports submitted and their coherence with, on the one hand, the initial budget approved by the APP, and on the other hand, the bank statements submitted by the leaders of the projects. Certain projects were also assisted with the restructuring of their budget in the event of the need for reallocations.

## 5.8 Outline of a Plan of Action for Functional Literacy

As it has been conceived, implemented, adjusted, and consolidated, the PAF developed and implemented by the APP is a functional literacy program that complements and enriches the Moroccan experience in this area by:

- Focusing on the active population in strategic sectors and linking, in a logical and relevant way, the act of becoming literate with the need to respond to the personal and professional needs of the beneficiaries with a view toward improving their incomes;
- Integrating basic literacy and post-literacy along a continuum that includes independence and qualification;
- Adopting a unique and original monitoring and evaluation system guided by clear procedures that allow for the routine collection of information on the progress of each class (quarterly monitoring) and for understanding the conditions under which the program is being implemented (visits).

The program was successfully managed, and facilitated the enrollment of 69000 beneficiaries, of whom approximately 80% completed the courses, which stretched over a long period (18 months). It constitutes a model that can be scaled up to all sectors of economic activity. A plan of action to ensure the sustainability of this experience with functional literacy, in the context of the launch of the ANLCA and a potential Compact II, could include the following elements:

### PROGRAM CONTENT

- 1- Principal objectives of the program
- 2- Identification of stakeholders
- 3- Training mechanism
- 4- Program and duration of training
- 5- Identification of human resources necessary for implementation of the program
- 6- Identification of logistic and financial needs
- 7- Budget estimate for implementation
- 8- Advocacy, communication, and mobilization.

### IMPLEMENTATION CONDITIONS

- 1- Planning of activities
- 2- Mobilization of potential partners
- 3- Preparation of conditions for launch
- 4- Launch of classes
- 5- Monitoring of program progress
- 6- Support for program implementers
- 7- Evaluation by beneficiaries



## Annexes

## Annex 1: List of people spoken to

First and family name	Structure or function
<b>MCC / USAID</b>	
Muneera Salem Murdock	On-site manager of MCC in Morocco
Monique Bidaoui - Nookan	MCC Consultant
Jennifer Gerst	MCC
Patricia Tibbets	USAID
<b>APP</b>	
Aziza Chbani	Director, AFFP
Essaid Azzouzi	Director, Evaluation and Monitoring
Mouhcine. Daoudi	Coordinator, Evaluation and Monitoring
Samiya El Ouazzani	APP in charge of functional literacy activities
<b>PMU</b>	
Ahmed Hakam	PMU Farming
Nezha Nouiri	PMU Crafts
Hassan Mellouki	PMU Fishery
<b>DLCA</b>	
El Habib Nadir	Director of the DLCA
M. Touati	Head of service at the DLCA
M. Nabiri	Head of service at the DLCA
<b>UNESCO</b>	
Mohammed OuldKhattar	Director (acting), UNESCO
P. Maalouf	Dep. of education at UNESCO
Saida Abouid	In charge of literacy activities at UNESCO
M Faribi	UNESCO consultant
<b>MSI</b>	
Khalid Alaoui	Project manager at MSI
Abdellah Khaloub	FL Component Coordinator at MSI
Bouazza Hrida	In charge of evaluation and monitoring at MSI
<b>Ministry Departments</b>	
M. Sibilgha	Director for crafts training
M. Amrani	Director for training in the Fisheries Department
<b>In the field</b>	
Fallouac Hsanaa	Organizer Agadir
EL Khabbazi Zahra	Organizer Agadir
El Achhab Soumia	Organizer Agadir
Bouhach Fatima	Organizer Agadir
Ayoub Nadia	Organizer Rabat
Barakat Fouzia	Organizer Rabat
Sabri Maghnia	Organizer Rabat
Hassoun Rafia	Organizer
El Hazmiri Hassan	Organizer
<b>Implementers in Fez</b>	
Lamoumer Alghali	Manager
Taezite	Tourism delegation
Assikri	Head of AL BADIL association
Al Amer Younsi	Head of association
Al Essbar Bouchra	Head of association

Maghnaoui Abdslm	Head fish vendors' associations
<b>Implementers in Agadir, NGOs</b>	
Htiouch Zohra	Houda Association for development
Limouri Houda	Ennour Association
Sougrati El Ouzi	Ennour Association
Amnjouj Omar	Iqra Association
<b>Implementers in Larache/ Tetouan /Chaouen</b>	
Azmani Nawal	Head of Ecodel (service provider)
Riadi Mustapha	Director of the ITPM - institute for sea fishing technologies (management)
Mechti Thami	Supervisor at ITPM
Kadiri Younes	Supervisor at Ecodel
<b>Managers</b>	
Essaleh Hassan	Trainer
Habibi Abdsmd	Trainer
Aquabouch Fat	Farming manager (Sefrou)
Hissem Fat	Supervisor (Sefrou)
Berregrag Malika	Trainer
Ait El Mekki	Regional Coordinator SIMPA (Marrakech)
Khoujane	Farming Manager (Marrakech)
Kedari Hassan	Crafts Manager (Marrakech)
Essaydi Khalid	Head (Marrakech)
Benchikh Abdellatif	ITPM Larache
Ajban Halima	ITPM Larache
Rhylane Aouatif	Trainer
Kadiri Younes	Supervisor
Douay Otman	Trainer
Mechti Thami	ITPM Supervisor Larache
Hassoun Rafia	Trainer
Azouz Touriab	Trainer
Kassouh Zoulikha	Beneficiary
Talbi Zohrabf	Beneficiary
Soumati Aicha	Beneficiary
Ben YaakoubSfia	Beneficiary
Elkammouri Karima	Trainer
Hbiko Nora Bf	Beneficiary
El Kammouni Khadija	Beneficiary
Dwiche Fatima	Beneficiary
Baghoury Souad	Crafts Supervisor
Ouchra Moha	Farming Manager
<b>Beneficiaries for sea fishing and fish vendors in Agadir</b>	
Naimi Naima	Seaman's wife
Mrs Badarhalima	Worker in a fish factory
Mrs Marouhjmâiâ	Seaman's daughter
Mrs Mizanilatifa	Seaman's wife
Mrs Houayhlatifa	Seaman's daughter
Mrs El Habtifatiha	Seaman's wife
Mrs El Habtikhadija	Seaman's wife
Mrs Tijanifatima	Seaman's wife
Mrs Charkam aicha	Worker
Mrs El oud Fatiha	Seaman's wife
Mrs Lahlissisaid	Seaman's wife

Abou Elfadelhasnaâ	Wife of a worker
AbdelkadeNmiri	Beneficiary in Agadir
Lahcen Aznaâ	Beneficiary in Agadir
Abdelhadi Souiri	Beneficiary in Agadir
Lhassan Dyoussef	Beneficiary in Agadir
Zhor Hannouch	Beneficiary in Agadir
Younes El Aouni	Beneficiary in Agadir
Lahcen Kouriane	Beneficiary in Agadir
Abdenbi Souri	Beneficiary in Agadir
Hassan Morsi	Beneficiary in Agadir
El Bachir Safour	Beneficiary in Agadir
<b>Crafts Beneficiaries in Marrakech</b>	
Mrs Khyarihlma	Artisan (f)
Errihani Fatma	Artisan (f)
Hissi Touria	Artisan (f)
Errkik Souad	Artisan (f)
Boulitama Mohammed	Artisan (m)
Almoadine Norednine	Artisan (m)
Tahan Abdelfettahiss	Artisan (m)
Ezzouzi Mostafaiss	Artisan (m)
Ait Bahou Zakaria	Artisan (m)
Adej Youssef	Artisan (m)
Bounouala Jamila	Accompanying artisan
Guerracha Aicha	Accompanying artisan
<b>Crafts Beneficiaries in Fez</b>	
Habiba Attak	Cooperative member
Attika Benlaabid	Cooperative member
Aïcha Maher	Cooperative member
Hossain Fares	Beneficiary
Annouar Siad	Beneficiary
Mohamed El Jadidi	Al Kholoud Association
Fouad Khalfaoui	Al Kholoud Association
<b>Rural Women Beneficiaries in Sefrou</b>	
Mrs Aichouchikh	Beneficiary
Mrs Tyarat fat	Beneficiary
Mrs Larrosito	Beneficiary
Mrs Ammamernzha	Beneficiary
Mrs Echahhadda	Beneficiary
Mrs Azzouz	Beneficiary
El Kandri Lamia	Beneficiary
Laroussi Amina	Beneficiary
Mrs Abdiwizhor	Beneficiary
<b>Rural Women Beneficiaries in Chaouen(AMTEL) (Farming)</b>	
Toussia Fatima	Farmer's daughter
Halima Chloubi	Farmer's daughter
Aouatif Kharbach	Farmer's daughter
Fadoua Kharbach	Farmer's daughter
Samira Younes	Farmer's daughter
Hanane Elchkoubi	Farmer's daughter
Fouzya Elmhalef	Farmer's daughter

Rabiaa El Chkoubi	Farmer's daughter
Majda Kharbach	Farmer's daughter
Souad Elchikh	Farmer's daughter
Hikmatte El Assri	Farmer's daughter
Amina El Majlouf	Farmer's daughter
Latifa El Bakouri	Farmer's daughter
Bensaber Mahjouba	Farmer's wife
Kenbidi Fatmazohra	Farmer's daughter
Al Bataoui Hafida	Farmer's daughter
Bakkali Hafida	Farmer's wife
<b>Farmer Beneficiaries in Tetouan</b>	
Hassouni Hassan	Farmer
Hassouni Mohsine	Farmer
Baye Hamza	Farmer
El Khattabi Ahmed	Farmer
Ellouak Mohammed	Farmer
Tiliwi Omar	Farmer
Sarhane Abdelhadi	Farmer
Elharaz Said	Farmer
E Chair Soufiane	Farmer
Moustafa El Chair	Farmer
Mohamed El Chair	Farmer
Abdellah El Chair	Farmer
Jamal El Chair	Farmer
Mostafa Ben Abdellah	Farmer
Karim Mehratz	Farmer
Jalal El Chair	Farmer
Harda Ismail	Farmer
Mohamed Eharkat	Farmer
<b>Beneficiaries in Amez Miz</b>	
Ben Dah Immed	Farmer
Ben Med Jamal	Farmer
Lamrari Moulayl Houssine	Farmer
Afhiss Yassine	Farmer
Tahich Kabbour	Farmer
El Ail Abdelhadi	Farmer
Anssiss Med	Farmer
Amtaii Ahmed	Farmer
Akmarah Hamid	Farmer

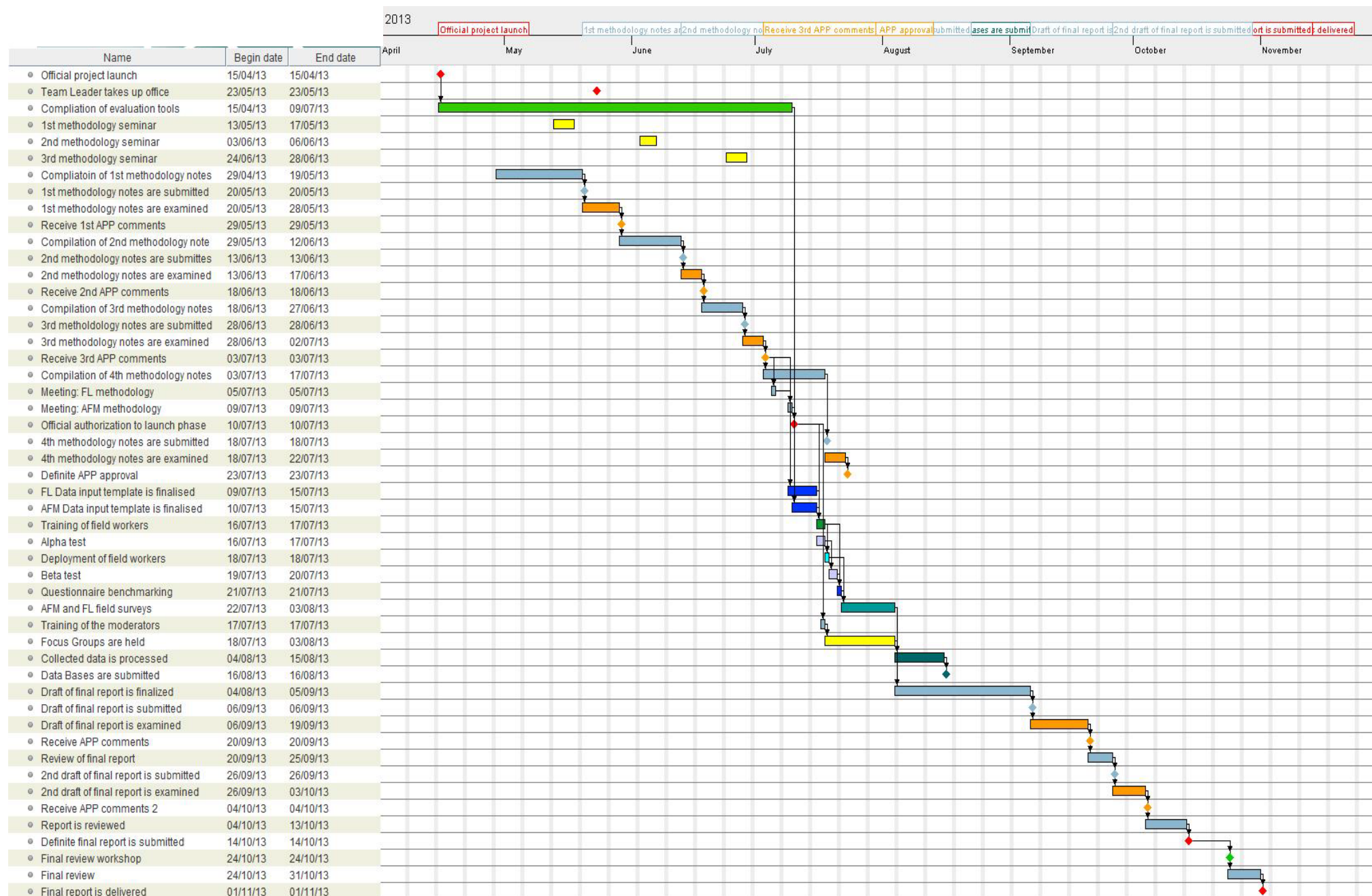
## Annex 2: List of documents consulted

Name of the document	Content
APP_COS_Vdef	Valyans Evaluation: Strategic Orientation Board (03/05/2010)
APP_Benchmark_VDEF	Valyans Evaluation: Benchmark of MCA operations deployed in Georgia and Cape Verde
APP_Diagnosticorganisation_Vdef	Valyans Evaluation: Diagnosis review of the organization and first areas for improvement
APP_Diagnosticprocédures_Vdef	Valyans Evaluation: Diagnosis review on procedures and first areas for improvement
APP_Scénariicibles_Vdef	Valyans Evaluation: Presentation of operational scenarios of the MCA-Morocco operation
Audit organisationnel APP (suite)	Valyans Evaluation: Strategic Orientation Committee (16/04/2010)
Compact V. Anglais	MCC English (31/08/2007)
ME Plan Morocco 8 June 2012 reviewed APP	M&E APP Plan English (06/2012)
MOR-ITT-Q18_13-mars_2013_Consolidé AFM & FLVT	Indicator Tracking Table (25/03/2013)
Contacts 16 EFP Artisanat	Contacts VTE Crafts
Contacts PEAQC VF	Contacts PEAQC Associations
Contacts_23_CFA_Artisanat	Contacts CFA Crafts
Listes des contacts des Associations et Gestionnaires du PAF	Contacts FL implementers
Inscrits Apprentissage	Number registered for VT Apprenticeship
Inscrits Résidentielle	Number registered for VT Internships
Lauréats abandons Résidents et apprentis	DB beneficiaries VT dropout (no contact)
PEAQC les listes bénéficiaires VF	DB beneficiaries PEAQC
Evaluation 'MP' du programme MCA-Maroc du 24 Juin 2011	Mid-term evaluation of the entire compact
Concept for lit and voc tables	Functional Literacy and Vocational Training Evaluation
Literacy and vocational training evaluation	Functional Literacy and Vocational Training Evaluation
Canevas de la note méthodologique PEAQC	Matrix PEAQC method
APP_Benchmark_VDEF	Valyans Evaluation: Benchmark of MCA operations deployed in Georgia and Cape Verde
APP_COS_Vdef	Valyans Evaluation: Strategic Orientation Board (03/05/2010)
Canevas du rapport final global PEAQC	Matrix PEAQC report
Canevas FP de rapport de vérification de conformité technique et de mise en marche	Record of receipt of equipment for FL activities
Canevas FP de rapport de vérification des échantillons	Record of technical conformity of equipment samples delivered to VT centers.
Canevas rapport de visite_Projets PEAQC	Matrix for report on supervision visits for PEAQC projects
Canevas rapport d'évaluation des livrables PEAQC	Matrix for evaluation report on PEAQC deliverables
Canevas_du_rapport_d'atelier_de_formation PEAQC	Matrix for report on PEAQC training
Grille d'évaluation de la gestion projets PEAQC	Matrix PEAQC evaluation
AFM30_Rapport Mensuel canevas	Activities report 01/2013 FLVT
BD Apprentis inscrits 2011	DB beneficiaries VT apprenticeship 2011 (no contact)
BD artisans Formation Continue	DB beneficiaries continuing VT (some contacts)

BD Stagiaires résidentielle 2012	DB beneficiaries internship VT 2012 (half the contacts)
Canevas inscrits en apprentissage	Matrix DB beneficiaries VT apprenticeship
Canevas liste des bénéficiaires PEAQC	Matrix DB PEAQC
Canevas stagiaires résidentielle	Matrix DB internship VT
Fiche Evaluation AF	Matrix for FL evaluation form
Fiche évaluation AFM36	Matrix for evaluation trainers continuing VT
Fiche Evaluation FC Artisans	Matrix for evaluation of continuing VT
Fiche_Visite_Classe_V6	Matrix for visit to FL class
PAF_canevas_de_lancement 8des classes_AGRICULTURE	Matrix FLP, FL Farming
PAF_canevas_de_lancement des classes_ARTISANAT	Matrix PAF FL Crafts
PAF_canevas_de_lancement des classes_PECHE	Matrix PAF FL Fishing
PAF_canevas_de_suivi_trimestriel	Matrix quarterly monitoring FL
Procedures_interne_des_visites_de_classes_15_f ev_12_finale	Internal procedures for FL class visit
Etablissement de la SR de l'AFFP. Secteur agricole. Final	Baseline situation FL Farming
Etablissement de SR Alphabétisation. Secteur Artisanat final	Baseline situation FL Crafts

## **Annex 3: Project Timetable**





## Annex 4: Descriptive Framework of the components

<b>Component 1: Training of literacy workers and supervisors</b>	
<b>Objective</b>	The objective of this component is to improve trainer/supervisor and literacy worker skills for use of the new tools, the adult education methods to be adopted, and the component's monitoring, evaluation, and management process.
<b>Types of interventions</b>	This component consists of tailoring the training to the profile of the literacy workers and supervisors with a view to harmonizing the approach to the content and its modernization with the teaching method and the monitoring and evaluation process.
<b>Total budget</b>	17800 working days of training in 84 groupings
<b>Programmed start/end of the component</b>	Before the launch of the functional literacy operation that began in June 2010 and ended in January 2013.
<b>Geographic scope of the component</b>	National. Representatives from NGOs and training centers from the 14 regions targeted by the project.
<b>Target population (beneficiaries)</b>	2859 literacy workers/trainers, chiefly from NGOs; 422 regional and sectorial supervisors.
<b>Implementing parties</b>	<ul style="list-style-type: none"> <li>- The three Activity Management Units (AMU), with one individual responsible for farming, one for fishing, and one for crafts,</li> <li>- Management Systems International (MSI), a consulting firm, charged with executing and implementing the FLVT activity. MSI is also responsible for collecting, aggregating, and consolidating the monitoring information,</li> <li>- Training centers,</li> <li>- NGOs in charge of literacy activities,</li> <li>- Department of the Fight against Illiteracy (<i>Direction de Lutte contre l'Analphabétisme</i> —DLCA), and</li> <li>- UNESCO</li> </ul> <p>have assumed responsibility for implementing this component. Their specific tasks will be detailed in the evaluation report.</p>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>- APP ;</li> <li>- UNESCO, in close collaboration with the program's institutional partners;</li> <li>- Department of Agriculture, Department of Crafts, Department of Sea Fishing;</li> <li>- DLCA ;</li> <li>- The evaluation report will include a map of stakeholders.</li> </ul>

<b>Component 2: Initial Basic Literacy Training for Target Population</b>	
<b>Objective</b>	Increase beneficiaries' autonomy by improving their skills (reading, writing, arithmetic) and informing them about civil rights.
<b>Types of interventions</b>	<ul style="list-style-type: none"> <li>- Develop suitable instructional materials for the literacy activities cycle</li> <li>- Launch the functional literacy for basic competencies operation among beneficiaries and hold training activities (300 hours)</li> </ul>
<b>Total budget</b>	
<b>Programmed start/end of the component</b>	June 2010 to January 2013, with three graduating classes.
<b>Geographic scope of the component</b>	National, 14 regions.
<b>Target population (beneficiaries)</b>	69000 beneficiaries
<b>Implementing parties</b>	<ul style="list-style-type: none"> <li>- The three Activity Management Units (AMU), with one individual responsible for farming, one for fishing, and one for crafts,</li> <li>- Management Systems International (MSI), a consulting firm, charged with executing and implementing the FLVT activity. MSI is also responsible for collecting, aggregating, and consolidating the monitoring information,</li> <li>- Training centers,</li> <li>- NGOs in charge of literacy activities,</li> <li>- DLCA, and</li> <li>- UNESCO</li> </ul> <p>have assumed responsibility for implementing this component. Their specific tasks will be detailed in the evaluation report.</p>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>- APP ;</li> <li>- UNESCO, in close collaboration with the program's institutional partners;</li> <li>- Department of Agriculture, Department of Crafts, Department of Sea Fishing;</li> <li>- DLCA ;</li> </ul> <p>The evaluation report will include a map of stakeholders.</p>

<b>Component 3: Literacy training for qualification in the categories identified</b>	
<b>Objective</b>	Develop the vocational and life skills of artisans, women, and youth in the three sectors (agriculture, crafts, fishing) through an apprenticeship system, thereby increasing their employability (120 hours).
<b>Types of interventions</b>	<ul style="list-style-type: none"> <li>- Launch the apprenticeship operation, teaching the beneficiaries theory and practice to improve their vocational and life skills;</li> <li>- Organization of training activities.</li> </ul>
<b>Total budget</b>	
<b>Programmed start/end of the component</b>	June 2010 to June 2013.
<b>Geographic scope of the component</b>	National, in 14 regions
<b>Target population (beneficiaries)</b>	69,000 beneficiaries: <ul style="list-style-type: none"> <li>- 30,000 in crafts sector;</li> <li>- 20,000 in sea fishing sector;</li> <li>- 19,000 farmers.</li> </ul>
<b>Implementing parties</b>	<ul style="list-style-type: none"> <li>- The three Activity Management Units (AMU), with one individual responsible for farming, one for fishing, and one for crafts,</li> <li>- Management Systems International (MSI), a consulting firm, charged with executing and implementing the FLVT activity. MSI is also responsible for collecting, aggregating, and consolidating the monitoring information,</li> <li>- Training centers,</li> <li>- NGOs in charge of literacy activities,</li> <li>- DLCA, and</li> <li>- UNESCO</li> </ul> <p>have assumed responsibility for implementing this component. Their specific tasks will be detailed in the evaluation report.</p>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>- APP ;</li> <li>- UNESCO, in close collaboration with the program's institutional partners;</li> <li>- Department of Agriculture, Department of Crafts, Department of Sea Fishing;</li> <li>- DLCA ;</li> </ul> <p>The evaluation report will include a map of stakeholders.</p>

<b>Component 4: Development of a national certification system</b>	
<b>Objective</b>	The objective of this component is to recognize the gains of the beneficiaries, motivate them, and enable them to access other opportunities for qualification.
<b>Types of interventions</b>	It consists of developing of a national certification system (APP- Ministry of National Education partnership) tailored to the profile of the beneficiaries of the functional literacy programs, with a view to accrediting the program and enabling people who have received certification (at least 24 years of age) to pursue more advanced vocational education. Thus, people who have successfully completed the training courses can gauge in real time the importance of their apprenticeship in their family and work life, move stage-by-stage toward different types of vocational training in the sector, and gain access to options for professional advancement.
<b>Total budget</b>	
<b>Programmed start/end of the component</b>	
<b>Geographic scope of the component</b>	National.
<b>Target population (beneficiaries)</b>	Assistance to the 69000 beneficiaries of the FL program.
<b>Implementing parties</b>	<ul style="list-style-type: none"> <li>- APP ;</li> <li>- UNESCO,</li> <li>- Ministerial departments concerned (Agriculture, Crafts, Fishery);</li> <li>- Ministry of National Education - DLCA.</li> </ul> <p>have assumed responsibility for implementing this component. Their specific tasks will be detailed in the evaluation report.</p>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>- APP ;</li> <li>- UNESCO,</li> <li>- Ministerial departments concerned (Agriculture, Crafts, Fishery);</li> <li>- Ministry of National Education - DLCA.</li> </ul> <p>The evaluation report will include a map of stakeholders.</p>

## **Annex 5: Logical Framework of the FL activity**

Intervention level	Evaluation indicators	Source of verification	Assumptions /Risks
<b>GENERAL OBJECTIVE (IMPACT):</b> Boost economic growth and reduce poverty among the low-income populations targeted by the program.	<ul style="list-style-type: none"> <li>- Poverty rate in the three sectors targeted (ex-ante, ex-post variations);</li> <li>- Average annual wages of artisans (targeted for FL) in the three sectors (Men/Women)</li> </ul>	<ul style="list-style-type: none"> <li>- National and sectorial statistics;</li> <li>- Sectorial studies, if available.</li> </ul>	<ul style="list-style-type: none"> <li>- National economic situation.</li> </ul>
<b>EXPECTED RESULTS:</b> 1. Increase beneficiary productivity and employability; 2. Increase the volume and improve the quality and marketing conditions for the beneficiaries' products (from fishing, crafts, farming); 3. Increase beneficiaries' autonomy by improving their skills (reading, writing, arithmetic) and informing them about civil rights; 4. Institutionalize functional literacy activities to ensure perpetuation of the action taken on behalf of the target population.	<ul style="list-style-type: none"> <li>- 10% increase in the income of households benefiting from the program (Men/Women);</li> <li>- Rate of increase or decrease in production volumes after the FL cycle;</li> <li>- Literacy rate in areas where the program was implemented (ex-ante, ex-post variations);</li> <li>- Number of jobs, contracts, or projects obtained by program beneficiaries on completion of FL training;</li> <li>- Number of functional IGA created by the beneficiaries following the socio-occupational capacity-building cycle;</li> <li>- Number of beneficiaries who switched occupation or activity after the functional literacy training;</li> <li>- Degree to which new competencies are used by the beneficiaries;</li> <li>- Degree to which the recommended techniques are adopted by the FL activity;</li> <li>- (<i>Sustainability</i>): Number of FL conventions operational in ministry offices and national institutions involved.</li> </ul>	<ul style="list-style-type: none"> <li>- Annual DLCA reports</li> <li>- Activities reports of NGOs active in FL</li> <li>- Reports of the relevant ministry offices</li> <li>- Mid-term evaluation report</li> <li>- Activities reports of ministry offices</li> <li>- Certification monitoring report</li> <li>- Sectorial studies, reports from targeted communes/regions;</li> <li>- Interviews with managers;</li> <li>- Surveys of beneficiaries;</li> <li>- Case Studies;</li> <li>- Focus Groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriation of the project objectives by the beneficiaries themselves (FL operation meets their priority needs)</li> <li>- Improvement not directly related to program activities</li> <li>- Risks of the goods and services and job markets</li> </ul>

<p><b>RESULTS (Outputs):</b></p> <ul style="list-style-type: none"> <li>- Family life, social, and work skills improved;</li> <li>- Professional qualifications of farmers upgraded;</li> <li>- Greater access by farmers and their families to job opportunities and the creation of IGA;</li> <li>- Greater employability of artisan fisherman and their families on larger boats;</li> <li>- Greater capacity among artisans and their families to adapt to the market;</li> <li>- Appropriation of new technologies in the work environment;</li> <li>- Trainers /supervisors and functional literacy workers trained in the new adult education methods to be adopted;</li> <li>- Adoption of a monitoring, evaluation, and management process for the operation;</li> <li>- Training sessions held under good conditions with a minimal dropout rate.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of FL beneficiaries who have obtained an FL certificate (MCC–MEN) – 69,000 individuals. Breakdown by gender age/sector/activity;</li> <li>- Number of literacy workers and NGOs trained in the new teaching aids;</li> <li>- Number of beneficiaries trained (% artisans, farmers, fishermen) compared with the number initially planned;</li> <li>- Rate of training session postponement or cancellation;</li> <li>- Beneficiary absenteeism or dropout rate;</li> <li>- Number of training sessions held in a year;</li> <li>- Rate of participation by women and girls in FL training sessions;</li> <li>- % of beneficiaries able to read, write, and do arithmetic at the end of the FL program;</li> <li>- Degree of satisfaction among beneficiaries.</li> </ul>	<ul style="list-style-type: none"> <li>- Annual activities reports;</li> <li>- Other sources of evidence in the project;</li> <li>- Certificate produced;</li> <li>- Course attendance lists;</li> <li>- Trainer evaluation reports;</li> <li>- Mid-term FL evaluation report;</li> <li>- Interviews with managers;</li> <li>- Surveys of beneficiaries;</li> <li>- Case studies;</li> <li>- Focus Groups;</li> <li>- Field visits, direct observation.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective involvement of all stakeholders;</li> <li>- Performance of literacy workers and NGOs;</li> <li>- Poor harvests and/or weather conditions;</li> <li>- Favorable fishing conditions.</li> </ul>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Prepare appropriate teaching materials for each of the three sectors;</li> <li>2. Identify and mobilize trainers (NGOs and training centers in the three sectors);</li> <li>3. Train literacy workers;</li> <li>4. Develop and implement a communication strategy to raise awareness and mobilize potential beneficiaries;</li> <li>5. Equip the literacy training venues to ensure ideal conditions for learning;</li> <li>6. Launch the functional literacy operation among the beneficiaries and organize the training sessions: <ul style="list-style-type: none"> <li>• <b>Components:</b> <ol style="list-style-type: none"> <li>6.1 Strengthen the basic skills of the target population « Literacy for Autonomy » (300 hours);</li> <li>6.2 Develop the socio-professional skills of the target population « Literacy for Qualification » (120 hours).</li> </ol> </li> </ul> </li> <li>7. Develop and implement a national certification system for</li> </ol>	<ul style="list-style-type: none"> <li>• Production of sufficient quantities of specific, high-quality teaching materials;</li> <li>• Degree of trainer/beneficiary/civil society involvement in developing the FL program;</li> <li>• Cooperation agreements signed with trainers from the sector;</li> <li>• Number and qualifications of managers mobilized;</li> <li>• Clarity in the trainers' explanations;</li> <li>• Cost-benefit and means-results analyses;</li> <li>• Number of literacy workers and NGOs trained to use the new teaching aids;</li> <li>• Organization of training for trainers;</li> <li>• Development and use of communications tools (leaflets, flyers, brochures, articles about the program, banners, institutional films and documentaries to raise awareness, radio messages...);</li> <li>• Timetable for completion of activities;</li> <li>• Development of programs for training cycles;</li> <li>• Availability of suitable venues for literacy training;</li> <li>• Procurement of teaching materials and small equipment for classrooms;</li> <li>• Organization of the FL activities expected by the different implementing parties;</li> <li>• National certification system developed</li> </ul>	<ul style="list-style-type: none"> <li>- Project prefeasibility study;</li> <li>- Documentation of FL activity;</li> <li>- Audit and monitoring reports;</li> <li>- Mid-term evaluation report;</li> <li>- Assessment of functional literacy activities in Morocco–DLCA;</li> <li>- Activities reports of other stakeholders (donors, national institutions, NGOs...);</li> <li>- Monitoring documents (task matrix, timetable, training evaluation reports);</li> <li>- Teaching aids used;</li> <li>- Films and leaflets produced;</li> <li>- Direct observation;</li> <li>- Training reports and monitoring forms;</li> <li>- Surveys of beneficiaries;</li> <li>- Focus Groups;</li> <li>- Interviews.</li> </ul>	<ul style="list-style-type: none"> <li>- Tailoring of training periods to training objectives;</li> <li>- Losses incurred during the FL courses.</li> </ul>
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<p>beneficiaries of the functional literacy programs.</p>	<p>and implemented;</p> <ul style="list-style-type: none"> <li>• Internal coherence of the activity, complementarity among subactivities, tailoring of means to objectives;</li> <li>• Complementarity and coherence with other MCA-Morocco projects and the sectorial policies of the institutions involved or other donors.</li> </ul> <p><b>At the institutional level</b></p> <ul style="list-style-type: none"> <li>- Partnership with UNESCO;</li> <li>- Partnership with DLCA;</li> <li>- Partnership with the ministry departments involved (Agriculture, Crafts, Fishing);</li> <li>- Coherent, integrated intervention of APP and the three ministry departments involved.</li> </ul> <p><b>At the input level</b></p> <ul style="list-style-type: none"> <li>- Use of the anticipated human resources;</li> <li>- Use of the project budget.</li> </ul>		
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## Annex 6: Survey Questionnaires

### A FL Beneficiary Questionnaire

First, I would like to know how you heard about the literacy opportunity: on the radio, through friends...

- What happened then? Did you apply to be selected, did you attend an information meeting?
  - Were the training objectives clearly explained to you?
  - Were the explanations you received correct in terms of corresponding to the course you eventually took part in?
- Why did you decide to participate and at what point (after the classes had already started?)
  - In order to learn how to read, write and do arithmetic?
  - In order to make everyday life easier?
  - In order to gain better working opportunities (were you already working at the time)?
  - In order to earn more money through a better job?
- Tell me a bit about the literacy activities: in general, were you fairly satisfied or dissatisfied with the way the training was conducted?
  - Why? And if dissatisfied, what could be improved?
  - Does anybody have an opinion, for instance on :
    - Content and content progression;
    - Practical exercises, exercises at home;
    - The literacy workers' abilities;
    - Condition of materials, logistics;
    - Atmosphere;
    - Duration / time (including the gender dimension)
    - Schedule.
  - What are the two most important things you learned during the training:
  - Reading, writing, doing arithmetic;
  - Technical skills;
  - Life skills (rights and responsibilities);
  - The certificate (what is its value?).
  - other

Women are much more motivated to take part in FL activities. What do you think of that and if it is true, why do you think it's the case?

There appears to be a high level of turnover amongst the literacy workers. According to you, how can this be explained?

According to you, how can the phenomenon of drop-outs be explained, even if it seems under control?

- Were there any changes in your life after taking part in the course (personal experiences, real-life examples, negative changes...)?
  - At professional level ;
  - At family level ;

- At social level (behavioral changes, neighborhood, local life, relationships...).  
If yes, which?

Were there any negative changes to your life after you participated in the training? What were they? What could be done to improve them?

- Lessons to be learned:
  - Imagine MCC were to organize another series of FL activities. They ask you to suggest possible improvements for your future colleagues.
- Please discuss the following :
  - Schedule;
  - Duration;
  - Smooth running;
  - Content, qualification of the literacy workers...;
  - Support measures;
  - Sustainability...

## B FL Literacy workers questionnaire

First, I would like to know how you heard about the opportunity of working in this area of training: on the radio, on the internet, through friends, you were contacted...

- What happened then? Did you apply to be selected, did you attend an information meeting?
  - Were the training objectives clearly explained to you, as well as your tasks and what kind of support you could expect?
  - Were the explanations you received correct in terms of corresponding to the course you eventually took part in as a literacy worker?
- Why did you decide to participate and at what point?
  - You were looking for a new job?
  - You had previous work experience in the same area?
  - The activity was well paid?
  - To enhance your CV?

If you have already worked as a literacy worker on other programs/projects, how would you compare this project to your previous experiences?

What are its strengths and weaknesses?

- Think about how the training went. Which three aspects would you say worked really well and why?
  - Content and content progression;
  - Practical exercises and exercises at home;
  - Condition of materials, logistics;
  - Didactical material;
  - Atmosphere;
  - Duration / time (including the gender dimension
  - Pedagogical evaluation?

Women are much more motivated to take part in FL activities. What do you think of that and if it is true, why do you think it's the case?

There appears to be a high level of turnover amongst the literacy workers. According to you, how can this be explained?

According to you, how can the phenomenon of drop-outs be explained?

- And what were the three aspects that really did not work and why?

What were the changes brought about to a greater or lesser extent (new opportunities...) by (i) the training you received and (ii) the experience you gained?

- With regard to your personal experience and also in general, did the program achieve its objectives vis-à-vis the participants?
  - Transmitting basic skills (reading, writing, arithmetic) ;
  - Transmitting technical skills ;
  - Transmitting life skills (rights and responsibilities) ,
  - The certificate (what is its value?).

How would you rate the supervision, monitoring and reporting activities?

In what way was the Information System used?

In your opinion, how reliable was it and what was its added value?

- Perspectives :

○ Do you intend to continue with this professional activity and why (not)?

- Lessons to be learned:

- Imagine MCC were to organize another series of FL activities. They ask you to suggest possible improvements...

- Please discuss the following :

- Schedule;

- Duration;

- Smooth running;

- Content, criteria for selecting the beneficiaries...;

- Support measures;

- Sustainability...

## C FL Implementers questionnaire

- What is your specific area of intervention/your specialization (Literacy activities, local development, human rights, infrastructure...)?
- First, I would like to know how you participated in the program's design
  - Were you consulted on the content, the pedagogical approach and the tools to be used?
  - (If yes) Did the literacy workers also take part in this process, and in what way?
  - (If yes) What about the beneficiaries (in what way)?
- I would like to hear your opinion on the selection procedures for literacy workers and participants: in general, are you fairly satisfied or dissatisfied? Why?
  - By whom were they selected?
  - On the basis of which criteria?
  - What constraints arose during selection (budgetary, social...)?
- Think about how the training went. Which three aspects would you say worked really well and why?
  - Content and content progression;
  - Practical exercises and exercises at home;
  - Condition of materials, logistics;
  - Didactical material;
  - Atmosphere;
  - Duration / time (including the gender dimension)
  - Pedagogical evaluation?
- And what were the three aspects that really did not work (difficulties encountered) and why?
- With regard to your personal experience and also in general, did the program achieve its objectives vis-à-vis the participants?
  - Transmitting basic skills (reading, writing, arithmetic) ;
  - Transmitting technical skills ;
  - Transmitting life skills (rights and responsibilities) ,
  - The certificate (what is its value?).
- If you have already implemented other programs/projects in the field of literacy activities, how would you rate this project in comparison to your previous experiences (in terms of requirements and thoroughness....)?
- Strengths and weaknesses;
- What did your NGO gain from this experience with MCA-Morocco?
- There appears to be a high level of turnover amongst the literacy workers. According to you, how can this be explained?
- According to you, how can the phenomenon of drop-outs be explained, even if it seems under control?

- How would you rate the supervision, monitoring and reporting activities?
  - In what way was the Information System used?
  - How reliable was it and what was its added value?
  - What do you think about the organization of the exams?
  - What do you think about the certification (organization...)?
  - Your professional perspectives:
    - What does this activity add to your previous professionalism?
    - What do you think you can gain from it?
  - Lessons to be learned:
    - Imagine MCC were to organize another series of FL activities. They ask you to suggest possible improvements...
- Timetable;
- Duration
- Smooth Running
- Content, selection criteria for NGOs, literacy workers, beneficiaries...
- Support measures
- Sustainability...



## **Annex 7: Focus Group Reports**

Summary of Focus Groups –FL				
Target Group	No. of FGs	Set-up of FGs	Sector/ place	Topics
A- FL Beneficiaries	10	8 participants on average	4Crafts : Fez (1M and 1F) – Marrakech (1M and 1F), 3Fishery : Agadir (1M and 1F) – Larache, 3Farming: Larache (1H et 1F) – Marrakech.	-The implementation process of the FL cycle (Identifying needs, planning the cycle, implementing the cycle); -The level of interest in the FL cycle; -Participants’ use of the skills acquired during the FL cycle in their professional and private lives.
B- FL Literacy Workers	2	8 participants (5 NGO +3 public sector)	Agadir, Larache and Rabat	-Mobilization of the literacy workers (information and recruitment process); -Rating of the FL cycle, the MCA Morocco program by the literacy workers; -Rating of the literacy sessions in terms of their smooth running, content and duration; -Sustainability of the obtained results; -Recommendations.
C- FL Implementers	4	8 participants : (Sector and technical units + NGOs)	For the field workers in Agadir, Marrakech, Fez and Larache.	-Intervention in the design and implementation process of the FL cycle; -View on the implementation of the FL cycle (success factors and factors which hampered the implementation); -Rating compared with other similar programs; -Lessons to be learned.
D- FL Stakeholders	2	10 participants : (DCLA + 2 MSI +3 technical units -UNESCO + 3 NGOs)	Rabat various final workshop organized by the APP, Ministries, DLCA and	-Intervention in the design and implementation process of the FL cycle; -Success factors and factors which hampered the

			UNESCO	implementation; -Rating compared with other similar programs; -Lessons to be learned.
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### *Focus Group Reports:*

<b>FG associated actors Larache</b>	
<b>Evaluation of the sub-activity : AF</b>	
Name of the Focus Group: Field implementers	
FG date, location : 07/18/2013 (AM), ITPM, Larache	
Moderator and observer: KHARBACHI Mostafa, FIRDAWCY Larbi	
Number of participants and division by gender: 17 participants, 13 of them women	
<b>Questions dealt with</b>	
1 [What is your specific area of intervention/your specialization (Literacy activities, local development, human rights, infrastructure...)?]:	Experience gained in the area of crafts and with the artisans of the region, and previous work carried out in the area of FL prior to the arrival of this program.
2 [First, I would like to know if and how you participated in the program's design]:	The literacy program's objectives were presented to the Association. But this and other Associations were not involved in the design of these objectives nor in the design of the tools, nor in the organization beforehand, in spite of their experience in the field ; which, in the beginning, impacted on the implementation of the activities at the local level.
3 [I would like to hear your opinion on the selection procedures for literacy workers and participants: in general, are you fairly satisfied or dissatisfied? Why?]	The trainers were selected on the basis of their experience and their knowledge in the field, which made the entire intervention and the training sessions easier. The group of literacy workers was well appreciated by the beneficiaries.
4 [Think about how the training went. Which three aspects would you say worked really well and why?]	<ul style="list-style-type: none"> <li>- The endowment of didactical and pedagogical material was well appreciated by the beneficiaries and by those involved in the training activity.</li> <li>- The atmosphere during the training sessions was favorable to learning and everything took place "without conflict or mishap".</li> </ul>
5 [And what were the three aspects that really did not work (difficulties encountered) and why?]:	<p>Here, several aspects were mentioned by the participants :</p> <ul style="list-style-type: none"> <li>- The times of the training sessions sometimes coincided with times of farming activities;</li> <li>- Difficulties were encountered in the area of arithmetic and in applying the skills learned due to time constraints;</li> <li>- The sheer quantitative volume of manuals, the poor quality of the illustrations and the low relevance of the topics as well as a lack of playful activities or activities to create a certain dynamics within the classroom.</li> </ul>
6 [With regard to your personal experience and also in general, did the program achieve its objectives vis-à-vis the participants?]:	The participants consider that the training sessions achieved their goals in that they

met certain expectations and created new expectations. The sessions acted as a stimulant for the beneficiaries, enhancing their need to learn and their determination to develop their skills further.

In spite of the difficulties mentioned in connection to the arithmetic training, the basic skills (reading and writing) were definitely reached; according to the participants.

The skills that were acquired were put to operative use in social and family relations during tasks pertaining to everyday life: beneficiaries became fairly autonomous in moving around, searching for information, and in certain administrative aspects.

As for life skills (rights and obligations), awareness was raised among the beneficiaries. Furthermore, they now feel that they should be consulted when decisions affecting their rights are being taken (“jsta /<sup>\*</sup> roumaana fa manaamlou u<sup>\*</sup> ay haja!” “Consult us on what we want to do or on anything!”)

The certificate was unanimously welcomed. Furthermore, according to the associated actors present; the numbers speak for themselves: Crafts: 65%, Fishery: 90%, Farming: 50%.

J: *Y* in the international phonetic alphabet for French (API)

*f*: *ch* in the international phonetic alphabet for French (API)

u: *Ou* in the international phonetic alphabet for French (API)

7 [If you have already been involved in other programs/projects in the field of literacy activities, how would you rate this project in comparison to your previous experiences (in terms of requirements and thoroughness....)?]:

The pace and the duration of the program were not sufficient. The level of requirements and the program's ambitions were very high compared to the length, the level and the availability of the beneficiaries.

8 [Lessons to be learned: ?]

- When putting together the training schedule, the periods of the beneficiaries' professional activity should be taken into account, since these periods remain their source of income, after all;
- Plan for a longer duration of the literacy program so that the hours are sufficient for the participants to reach the goals in an efficient and effective way;
- Think about ways of motivating the beneficiaries, such as compensating their revenues when they participate in training sessions, in order to achieve smoother running of the training activities and to optimize the beneficiaries' availability;
- Make sure the NGOs participate, bearing in mind their experience and their knowledge of the field, of developing objectives, pedagogical and didactical tools and of implementation;
- Think about support measures and means that would improve the employability of the beneficiaries during and after the training sessions;
- In terms of the sustainability of the program's achievements, there should be support for creating cooperatives, which would be an important lever for the sustainability of such programs.

<b>Positive points</b>
<ul style="list-style-type: none"> <li>- The dynamics created by the projects and the expected results in terms of its sustainability;</li> <li>- New demands by the beneficiaries that the program raised;</li> <li>- The beneficiaries' support for another similar program;</li> <li>- The fairly high levels of autonomy and self-confidence that the beneficiaries gained through the training sessions;</li> <li>- The consolidation of the experiences gained by the actors associated with the program;</li> <li>- The large scope of diverse sectors which were affected by the program.</li> </ul>
<b>Negative points</b>
<ul style="list-style-type: none"> <li>- The schedule of training activities overlapped with the beneficiaries professional activities;</li> <li>- The means of motivating and stimulating support by the implementing parties and the beneficiaries' availability;</li> <li>- The density of support surrounding the training sessions and the relevance of the training topics;</li> <li>- The absence of playful activities in order to make the content more accessible and in order to create a dynamic within the training group;</li> <li>- Delay in the payment for trainers which had an impact on their motivation and their involvement;</li> <li>- Coordination with other stakeholder associations (several interlocutors from the service-providing company) ;</li> <li>- The perspective of making the program more sustainable.</li> </ul>
<b>Points of contention</b>
Nothing to report
<b>Recommendations</b>
<ul style="list-style-type: none"> <li>- Conduct a prior diagnosis on a representative sample of beneficiaries and on associated actors in order to design and put in place better pedagogical engineering and also in order to determine the objectives, the level of the audience, the length, the schedule, and the pedagogic and didactical means, as well as the profiles of the implementing parties;</li> <li>- When putting together the training schedule, consider the periods of professional activity of the beneficiaries, since after all, these remain their source of income;</li> <li>- Conduct a media and awareness raising campaign, as well as a popularization of the objectives and aims of the program involving all actors;</li> <li>- Involve the associated actors more in this type of program, both downstream and upstream, since they have proven experience in the field and knowledge of the target</li> </ul>

populations;

- Examine the program's implementation modalities regarding the target group together with the associated actors;
- Think about a means of motivating and achieving a sense of responsibility among the beneficiaries in order to avoid wasted efforts and in order to ensure the beneficiaries make themselves more available;
- Put in place program contracts with the beneficiaries and/or links to other programs or qualifications aiming at improved employability or the development of an own economic activity for the beneficiary;
- Think about ways of making the program sustainable within other government structures, associations or cooperatives, in order to make sure that the achieved results are not lost.

FG Beneficiaries AMTEL
Evaluation of the sub-activity: functional literacy
Name of Focus Group : functional literacy
Date FG, location: 07/19/2013 in AMTEL
Moderator and observer: KHARBACHI Mostafa and FIRDAWSSY Larbi
Number of participants and division by gender: 12 girls
<b>Questions dealt with</b>
<p>1 [First, I would like to know how you heard about the literacy opportunity: on the radio, through friends...]:</p> <p>The beneficiaries heard about the literacy training opportunity from one of the program's literacy workers.</p>
<p>2 [What happened then? Did you apply to be selected, did you attend an information meeting? (a)Were the training objectives clearly explained to you? (b)Were the explanations you received correct in terms of corresponding to the course you eventually took part in?]:</p> <p>(a) The literacy worker went from door to door in order to raise awareness among parents and beneficiaries on the point of literacy training and on the opportunity to sign up to a training program. The objectives were clear, namely to learn how to read, write and do arithmetic... by attending classes.</p> <p>(b) The beneficiaries felt that the goals and objectives explained to them when awareness was being raised corresponded to the activities during the literacy course.</p>
<p>3. [Why did you decide to participate and at what point (after the classes had already started?) (a) In order to learn how to read, write and do arithmetic? (b) In order to make everyday life easier? (c) In order to gain better working opportunities (were you already working at the time)? (d) In order to earn more money through a better job?] :</p> <p>(a) For those with no prior education; the training course taught them how to read, write and do arithmetic, skills that were recognized through an exam which all participants took;</p> <p>(b) According to the participants; the training sessions did indeed help them in their everyday life. The beneficiaries describe this as an increase in autonomy, for instance when traveling outside of their village (reading street signs without help from third parties), taking the bus, calculating their money...;</p> <p>(c) None of the beneficiaries were working before the program, the functional literacy program stimulated and encouraged them to work. That is why they started to learn embroidery, in the hopes of (d) living off that work and having a better life.</p>
<p>4 [Tell me a bit about the literacy activities: in general, were you fairly satisfied or dissatisfied with the way the training was conducted?]:</p> <p>The beneficiaries were satisfied with the program that they participated in. They considered the training course to be beneficial to them on all levels, and the trainers were considered to be of the level required to fulfil their tasks. The training took place two days a week and the fact that the schedule was re-negotiated to 12pm to 2pm (instead of 10am to 12pm) meant that the beneficiaries could go about their daily tasks and be available for the training course. According to the participants; the atmosphere during the course was friendly and one of the highlights was an excursion to Chefchaouen at the end of the year.</p>



In terms of the support and didactical material, these were made available to the beneficiaries. However, the beneficiaries had difficulties in accessing and understanding Volume 2 of the training module.

In terms of the conditions and the environment in which the training course took place, the beneficiaries complained about the room which was not suitable, especially in winter; when water leaked in and it was constantly cold.

5 [What are the two most important things you learned during the training?]:

The most important things that the beneficiaries felt they had learned were doing arithmetic and writing, and the aspects related to their rights and obligations, for example learning about their right to be consulted on decisions that affect them (yastachrouni fi chi hajakatkassnibaghinyeadlouha (consult me on things that affect me), as well as the signing of important administrative documents and the certificate at the end of the training course, which could open up work opportunities.

6 [Were there any changes in your life after taking part in the course (personal experiences, real-life examples, negative changes...)?]:

Firstly, the families' encouragement was a strong boost for the beneficiaries. The literacy training activities were well perceived by the families. On a social level, 6 girls got married and other girls became integrated into the group throughout the training sessions.

No negative aspects were mentioned during the participants' reflections on the topic of the literacy activities.

7 [Lessons to be learned: Imagine MCC were to organize another series of FL activities. They ask you to suggest possible improvements for future beneficiaries.]:

First of all, it should be noted that all beneficiary participants wish to continue their learning and that they greatly appreciated the literacy training experience. In terms of improvements, the beneficiaries suggested to:

- Change the schedule (from 12pm to 2pm) so that it is in line with their daily commitments;
- Make certain manuals more accessible in terms of understanding, specifically Volume 2;
- Conduct the training in an environment suited for learning (training room);
- Expand the training courses to more technical areas (sewing, embroidery...);
- Include French language courses.

#### **Positive points**

- The training course taught young girls to read, write and do arithmetic ;
- Increased literacy rates led to a certain degree of autonomy among young people in everyday life (traveling ; conducting transactions...) as well as encouraged them to work;
- The certificate gave young women the hope of having a paid job someday.

#### **Negative points**

- The framework and the environment of the training sessions (inadequate rooms, no seats for small children, lack of facilities...);
- Difficulties experienced by the beneficiaries in terms of accessibility of the content of Volume 2 of the manuals;

- Dropping out of the training course because of marriage;
<b>Points of contention</b>
Nothing to report

<b>FG Boukhaled Beneficiaries</b>	
Evaluation of the sub-activity: Functional literacy	
Name of the Group: Functional literacy	
Date FG, location: 07/19/2013 (AM) Douar Boukhallad	
Moderator and observer: KHARBACHI Mostafa et FIRDAWSSY Larbi	
Number of participants and division by gender: 13 participants (M)	
<b>Questions dealt with</b>	
1 [First, I would like to know how you heard about the literacy opportunity: on the radio, through friends...]:	The participants heard about the literacy program through a Women's Association.
2 [What happened then? Did you apply to be selected, did you attend an information meeting? (a)Were the training objectives clearly explained to you? (b)Were the explanations you received correct in terms of corresponding to the course you eventually took part in?]:	<ul style="list-style-type: none"> <li>- The participants expressed their willingness to participate in the program and were briefed on the objectives of the program.</li> <li>- According to the participants, the set program objectives were respected and realized.</li> </ul>
3 [Why did you decide to participate and at what point (after the classes had already started?) (a) In order to learn how to read, write and do arithmetic? (b) In order to make everyday life easier? (c) In order to gain better working opportunities (were you already working at the time)? (d) In order to earn more money through a better job?]:	<ul style="list-style-type: none"> <li>(a) According to all of the participants, the training sessions allowed the beneficiaries to learn how to read, write and do arithmetic;</li> <li>(b) The sessions also helped them in everyday life: traveling, administrative processes....;</li> <li>(c) The participants were already working and each one of them continued to carry out their usual professional activities;</li> <li>(d) The participants did not link their training to the possibility of earning more money through a better job.</li> </ul>
4 [Tell me a bit about the literacy activities: in general, were you fairly satisfied or dissatisfied with the way the training was conducted?]:	<ul style="list-style-type: none"> <li>- All participants were satisfied, both with the content of the training sessions and with the way in which they were carried out: <ul style="list-style-type: none"> <li>o The diversity of the content was appreciated;</li> <li>o The sessions' continuity was guaranteed through exercises at home;</li> <li>o The schedule which was agreed on, from 7pm to 10pm, allowed other professional and family obligations to be met;</li> <li>o The friendly and brotherly atmosphere experienced during the sessions;</li> <li>o The classroom was appropriate for the number of beneficiaries and for the training sessions' requirements (a real classroom in a school) ;</li> <li>o The availability of the literacy worker.</li> </ul> </li> </ul>

<p>5 [What are the two most important things you learned during the training?]:</p> <ul style="list-style-type: none"> <li>- Reading and writing;</li> <li>- Technical skills: planting (agriculture), technical treatment linked to beekeeping and olives...;</li> <li>- The rights and obligations towards oneself and others. The example of cleanliness was mentioned among obligations;</li> <li>- The certificate as a means of gaining recognition.</li> </ul>
<p>6 [Were there any changes in your life after taking part in the course (personal experiences, real-life examples, negative changes...)?]:</p> <ul style="list-style-type: none"> <li>- On a professional level , reading, writing and doing arithmetic are means of inclusion and development;</li> <li>- On the family level, changes were felt in terms of behavior and attitudes within the family;</li> <li>- On a social level, there was the feeling of being respected and valued.</li> </ul>
<p>7 [Lessons to be learned: Imagine MCC were to organize another series of FL activities. They ask you to suggest possible improvements for future beneficiaries.]:</p> <ul style="list-style-type: none"> <li>- Spreading the training program over 3 years in order to ensure the program's longevity and to enhance the learning experience;</li> <li>- Integrate the program into cooperative projects ;</li> <li>- Develop associations' support in order to make this type of program sustainable</li> </ul>
<b>Positive points</b>
<ul style="list-style-type: none"> <li>- Learning to read and write;</li> <li>- The conditions under which the sessions were carried out (schedule, room, trainer...);</li> <li>- Social recognition gained due to the training sessions;</li> <li>- Popularizing technical aspects.</li> </ul>
<b>Negative points</b>
The overall length of the training sessions (too short)
<b>Points of contention</b>
Nothing to report
<b>Recommendations</b>
<ul style="list-style-type: none"> <li>- Spread the training project over 3 years in order to ensure the program's longevity and to enhance the learning experience;</li> <li>- Integrate the program into cooperative projects ;</li> <li>- Develop associations' support in order to make this type of program sustainable.</li> </ul>

FG Beneficiaries Fez	
Evaluation of the sub-activity: functional literacy	
Name of Focus Group: FL beneficiaries	
Date FG, Location: 07/31/2013 (12pm) Chamber of Crafts, Fez	
Moderator: El Haddad Mustapha	
Number of participants and division by gender: 7 participants, 3 of them women	
Criteria for selecting the group : mono-artisans, associations, cooperatives	
<b>Elements dealt with</b>	
<p><b>1: Hearing about the literacy opportunity...:</b></p> <ul style="list-style-type: none"> <li>- I already participated in a literacy program and one of the literacy workers (El Ghali) asked us to fill out a form and submit other things (identity photos, copy of our national identity card, experience in the crafts sector...). Then we were called to Al Batha to take part in this training course;</li> <li>- I was informed by one of the trainers (Bouchra) about the possibility of benefitting from this training course in Sidi Boujida (Abdellah Guennoun school);</li> <li>- One of the trainers told us that an American organization was financing a big project on functional literacy and was going to give support and loans (no interest) to artisans, as well as diplomas and recognition after the training course issued by the ministry (equivalent to the 9th level), would support the artisans in creating SMEs, support new ideas...</li> <li>- Many promises were made;</li> <li>- Through colleagues who informed us that there was an American organization which was going to finance an important project to develop the crafts sector.</li> </ul>	
<p><b>2: Why did you decide to participate?</b></p> <ul style="list-style-type: none"> <li>a. Read the Quran, develop creativity and innovate in my profession, benefit from the "world of knowledge"</li> <li>b. In order to have a diploma and a recognition that would open up new horizons</li> <li>c. In order to move forward, benefit from support and during the project, develop my profession further and earn more money</li> </ul>	
<p><b>3: Tell me about the literacy activities:</b></p> <ul style="list-style-type: none"> <li>a. Are you satisfied with the way in which the training was carried out or not? <ul style="list-style-type: none"> <li>- Satisfied: Only at an estimated level of 50%. <i>"I am not very satisfied, since they are saying that many things were achieved when that's actually not true!"</i>.</li> <li>- Yes, overall I was satisfied and I hope that all the promises made to me beforehand and which have not yet been kept will be carried out.</li> <li>- I am satisfied; especially since we were paid (250 dh).</li> <li>- Yes, we are satisfied but we ask to be supported in the same way our colleagues in El Batha were (alluding to the 250 dh).</li> <li>- We are partially satisfied since we only started very late (4 months after the start of the training course). It was very difficult for us to follow, particularly in the beginning.</li> </ul> </li> <li>b. Your opinion on the content, practical exercises, literacy workers' ability, conditions...? <ul style="list-style-type: none"> <li>(i) Content and progress: <ul style="list-style-type: none"> <li>- The program books and the school supplies were only handed out at the end of the program, we were not able to benefit from them sufficiently.</li> <li>- For the women's group, the books and supplies were distributed at the beginning.</li> <li>- The book bags distributed on the first delivery were of bad quality.</li> </ul> </li> </ul> </li> </ul>	

(ii) Trainers' ability :

- Almost all of the trainers are good and competent. Trainer Mouhcine is excellent.

(iii) Material and logistical condition:

- The learning conditions at the youth house were very mediocre.
- The conditions in one of the primary schools in a working-class area (WC, toilets left much to be desired).
- Classrooms were often switched, there was no set classroom.
- In the Fez Medina (Abdelaziz ben Driss cultural and social complex), the material conditions were good.

(iv) Atmosphere:

- Very good atmosphere.
- We were as one family, in spite the fact that our interests were often very different (support, financial help, recognition, training...).

(v) Schedule, length:

- Schedule was suitable (from 2pm to 5pm), and was determined by mutual agreement.
- But certain participants did not respect the set schedule. They would arrive very late and disturbed the smooth running of the course.
- For us, the schedule was 7pm to 9pm and this was suitable (we came to a mutual agreement in order to take into account the evening prayer times).
- For the women's group, the schedule agreed on was 3pm to 5pm or 6pm to 8pm, which was also suitable.
- Sometimes there were surprises and we would come (this concerns only the men) and they would tell us that for some reason or another there was no training session that day (strike, national holiday or other). We should have been told beforehand since as artisans we have no time to loose.

c. The most important things learned:

- Reading and doing arithmetic
- Engaging in friendly dialogue with others
- Getting to know what school means (discovering school)
- Learning about my rights and responsibilities
- Becoming more self-confident
- Getting to know other colleagues who later became friends
- Reading telephone numbers, bus numbers...
- Becoming more open to the world
- Learning how to behave towards by children, my husband, my neighbors
- Reading the Quran
- Obtaining a certificate and the diploma: We took exams and we have not yet received the certificates. We have been told that once we receive the certificates, they will allow us to move from level 9 up to level 6, but this is not certain and for us it's quite confusing.

**4: Are women more motivated than men? :**

(i) Response from the male group:

- No, that's not true!
- They were better at sticking to the schedule, but men were better at grasping and at understanding.
- In our case (mixed school) the men were more punctual than the women

(ii) Response from the female group:

- Women benefit more from the training course since they review the lessons at home with their children while the men are at work.
- Women are much more committed.

**5: How can the phenomenon of dropout be explained?:**

- Some participants were not motivated by the training course per se but were more interested in the financial aspects and in the promises made. When they realize that the promises are not being kept, they drop out.
- Some of the people who dropped out were still allowed to take the exam, which is an aberration.
- Those who drop out simply aren't motivated.

**6: Were there any positive changes to your life after you participated in the training?:**

- a. At professional level:
  - Yes, certainly. We were able to be more diverse in our products and our new creations
  - Honing of talent
  - Being more organized and better time management
  - Not many changes, I would like to go further
  - «Stand up» to the administration
- b. At family level:
  - We did not have as much time (as before) to visit family and neighbors.
- c. At social level:
  - Better behavior towards others, towards clients
  - Better public speaking skills
  - Many improvements : better behavior towards clients, colleagues and family
  - More self-assurance and self-confidence
  - There is still a long way to go, we have not yet reached the end of the tunnel.

**7: Were there any negative changes to your life after you participated in the training? :**

- Disappointment, since many of the promises that were made were not kept (specifically the recognition and the diploma).
- Frustration: The help and support were not equal for all beneficiaries, the distribution of school supplies and books only took place at the end of the program, the diplomas and attestations have not yet been handed out.
- People who had dropped out of the program were allowed to participate in the exam.
- There was not enough time to visit friends and family.

**8: Lessons to be learned? :**

- Make sure that the promises that were made are kept
- Ensure that the financial incentive is evenly distributed among the training beneficiaries
- Encourage those who are committed and punish those who are absent or lacking
- Plan for some visits and excursions on topics related to our profession
- Plan for encounters with participants from other groups, in Fez or elsewhere
- Also plan competitions between the beneficiaries and the different groups...
- Training beneficiaries are often elderly people who have difficulties in reading the board. They would like support in order to buy reading glasses
- Give more clarifications and explanations at the beginning of the program : the value of the diploma and the attestations, who will issue the attestation (national ministry for education, crafts ministry , MCC/APP...), prospects and opportunities that it offers
- Avoid inscribing children who are under 16 years of age
- Distribute the supplies and books at the start of the program and not at the end
- Plan for the future introduction of French language classes and classes on IT skills
- Plan and organize exhibitions at national and international level

<b>Positive points</b>
<ul style="list-style-type: none"> <li>- Learning to speak well in public</li> <li>- Better behavior towards clients, colleagues and family</li> <li>- More self-assurance and self-confidence</li> <li>- Diversification of products and new creations</li> <li>- Honing talent</li> <li>- Becoming more organized and better at managing time</li> <li>- Not many changes, I would like to go further</li> <li>- Knowing how to act in front of administrative bodies</li> <li>- Behaving well towards others, towards clients</li> <li>- Receiving an attestation and a diploma</li> </ul>
<b>Negative points</b>
<ul style="list-style-type: none"> <li>- Many promises were not kept</li> <li>- Not enough explanation of the program and its advantages at the start of the project</li> <li>- Quality of the training was mediocre</li> <li>- Lack of commitment from some participants</li> <li>- Certain people dropped out of the course</li> <li>- Some of the participants who dropped out of the course were invited to sit the exam, which is aberrant</li> </ul>
<b>Points of contention</b>
<ul style="list-style-type: none"> <li>- Quality of the training session: some participants felt that the quality of the training sessions, the organization, the running of the courses and the trainers were generally good whereas other participants felt that the organization and the running of the courses left to be desired.</li> <li>- Equivalence of the attestations: Some said that it was equivalent to level 6, others said level 9, and others felt that it wasn't worth anything</li> </ul>
<b>Recommendations</b>
<ul style="list-style-type: none"> <li>- Promises made beforehand should be kept and honored</li> <li>- Financial incentives should be distributed more evenly among the training beneficiaries</li> <li>- Those who are committed should be encouraged whereas those who are absent or lacking should be punished</li> <li>- Visits and excursions on topics related to our profession should be planned</li> <li>- Encounters with participants from other groups, in Fez or elsewhere, should be planned</li> <li>- Competitions between the beneficiaries and the different groups should also be planned...</li> <li>- Training beneficiaries are often elderly people who have difficulties in reading the board. They would like support in order to buy reading glasses</li> <li>- More clarifications and explanations should be given at the beginning of the program: the value of the diploma and the attestations, who will issue the attestation (national ministry for education, crafts ministry , MCC/APP...), prospects and opportunities that it offers</li> <li>- Inscribing children who are under 16 years of age should be avoided</li> <li>- The supplies and books should be distributed at the start of the program and not at the end</li> <li>- For future training sessions a 2<sup>nd</sup> level should be planned that foresees the introduction of French language classes and classes on IT skills</li> <li>- Exhibitions at national and international level should also be organized as encouragement for the beneficiaries</li> </ul>



## FG Woman artisans –Agadir

### Proceedings and conclusions

Participants: 12 people

Start and end of the session: 2.30pm to 4pm

- Session was opened by the supervisor Larbi Firdaoussy
- Debate was opened by the moderator Maâti Affane

### Evaluation elements

- Information about the training course was disseminated by the association. The information then spread through word of mouth;
- The association brought all women who had signed up together in order to explain the process and the aims of the program to them;
- That is how we reached the joint decision to participate;
- Everything was very clear from the beginning and those in charge kept all their promises. In fact, everything went exactly as planned;

#### Aims of the training session

- The decision to take part in a literacy training course had been present in the minds of all women for a long time, but we needed something serious and not too far from our houses. And when the opportunity presented itself we did not hesitate;
- The first aim was to shake off our ignorance: reading, writing, and doing arithmetic. You can imagine all the joy and change that that can bring about in a woman's life;
- We have not yet measured all the benefits that it brings us, but already we know that we are useful in our surroundings : to our children by supporting them, to our husbands by helping them in their work and all around us by saying sensible things, talking about women's rights;
- Even if most of the women here don't work in the factories, they earn money or contribute to earning money by sewing or by repairing their husbands' nets

#### About the literacy activities

- We are generally satisfied, even though we feel that our thirst has not been quenched. Yes, we want more training sessions;
- We were lucky to have group leaders who were patient and generous and who knew how to lead us through the difficulties of the program every step of the way;
- They explained things to us, repeated things, gave examples and made us do exercises in order to reinforce what we had learned;
- The only hitch was that we often had to change locations. Otherwise, we had plenty of studying to be getting on with;

- Everything took place in a very friendly atmosphere, since the women were allowed to bring their children with them;
- The schedule suited us, we chose it ourselves;
- Of course, there were women who were absent due to health issues, but that did not stop them from coming back as soon as they could and to take up their studies again with great commitment. The women really wanted it;
- What we learned is an asset which honors us and makes our lives easier. Just knowing how to dial a telephone number is an immense benefit; and that's not even mentioning how to write our names, our addresses or read the Quran;
- This training session opened our minds to the things in life, before, we often had to go to the spice shop simply in order to weigh our flour for a cake;
- Now that we are literate, we want our certificate in order for our skills to be valued by society.

#### Change

- If women did not have all the household chores to attend to, they would happily come back to school. They have become aware, in their adult lives, that without education they will continue to be viewed as animals by men. Listen, ever since I learned how to do arithmetic, I know my husband's income and I keep track of household expenses.
- This training course brought nothing but good things. It opened our eyes to life and armed us with our rights and obligations. It allowed me to understand the troubles my husband goes through when he's working on sea and on land (reference to repairing the nets). Now, since I have started helping him, he has more time for us.
- Now, we know how to behave towards the people around us. We respect others and their private space, whereas before I would just push open my neighbor's door without thinking about what she might be doing in her own home.
- Thanks to what we have learned, our children have learned about good manners towards others. Good day and Thank you were not common in our everyday language. They know how to cross the road and how to avoid household accidents;
- If there are any negative things, it's the fact that women who express their rights are not accepted by their employer, if they have a job or simply that they have husbands who refuse to listen to their wives' opinion. Anyway, these are hurdles that we will have to overcome intelligently.

#### The future

- We thank all those who participated in this program. We express our gratitude and request:
  - To extend the time of the training courses or to at least add a phase II containing a French language course. We would like to be able to read the newspaper fluently;
  - To ensure that the training courses take place under good conditions and without improvisation;
  - To support the associations so that they can continue to supervise us.

## FG Implementers Agadir

### Proceedings and conclusions

Participants: 4 people (see list)

Start and end of the session: 11.30am to 2.30pm

- Session was opened by the supervisor Larbi Firdaoussy
- Debate was opened by the moderator Maâti Affane

### Evaluation elements

#### Recruitment

- Nobody took part in the program design, not us and not the literacy workers. Once they had been selected as implementers, the consultants from the consulting office presented us with the project in its finished form;
- First, the implementers put forward a proposal of 60dh/ p.person/ p. month, but due to budgetary constraints we finally agreed on a sum of 1000dh/pp for the entire cycle.
- As for the literacy workers, they were recruited according to the criteria of professionalism in the sphere of literacy activities even if, due to geographical constraints and because there are hardly any people practicing in this sphere, we were forced to take educated people whom we then provided with a rigorous training session which enabled them to be operational.

#### Training operation

- If we were to assess the program in its entirety, we would say:
  - Content and progress
- All in all there was coherence
- The content touched on the professional aspect of the beneficiaries
- The content was not balanced. Some sessions took more time than was necessary whereas arithmetic should have been awarded more importance
- Some lessons should not have taken place, such as the course on change
  - Practical exercises
- The exercises covered practically everything that had been covered in the courses
- The exercises were hierarchical, from the most simple to the most complicated
- The photos were not very clear and the text was dense
- It would have been better to ask questions at the end of each lesson
  - Conditions of materials and logistics
- The materials aspect was very satisfactory
- The ministry of the interior gave us strong support in terms of organization

- We had great difficulties with the localities
- The institutional stakeholders in the sector were not very accommodating
  - Didactical material
- Everything was available
- The only problem was the chalk, due to allergies
  - Atmosphere
- The atmosphere was good since the population was very aware of this sort of initiative
- The relationship between the partners was generally good
- Sometimes communication was difficult due to the large number of interlocutors
  - Schedule
- The schedule was determined together with the beneficiaries
  - Pedagogical evaluation
- The evaluation took into account each difficulty and respected the individual progress and diversity
- Artisans are a difficult group to manage, there were many absentees and some dropouts
- 18 months were not enough time to cover the entire program
- The pre-program studies should have been more detailed. Certain aspects should have been looked at more closely (logistics, participants, finances, pedagogical support, content...)
- It can be said that the program reached its objectives by about 75% in terms of people entering, staying and succeeding.
- The transfer of technical skills allowed the beneficiaries to compare the knowledge they had acquired with many other globally recognized practices. They came out of it transformed.
- Book 3 was very rich in life knowledge. It is a manual that should be made available to the entire population.
- The certificate meant a lot to the beneficiaries. However, they wanted to know what else they could do with it, other than use it as a negotiating tool with their employers, which they already knew.
- We are ambitious in this sphere and starting from today we need to get in touch with international institutions. We are faced with a population that is keen to learn and that is for the better. It will allow us to be more convincing when dealing with providers of funds. The women proved to us that they are studious and committed, and we will do all we can to meet their needs.
- If the exercise were to be repeated, one should:

- Include us in the project design
- Include sessions on development
- Extent the cycle to two years

## FG Farming beneficiaries - Amezmiz

### Proceedings and conclusions

Participants: 9 people (see list)

Start and end of the session: 12pm to 2pm

- Session was opened by the supervisor Larbi Firdawssy
- Debate was opened by the moderator Maâti Affane

### Evaluation elements

- To tell you the truth, someone heard it on TV. And then the news spread. Amzmiz is a very small village and everyone knows everything very quickly. The literacy worker, however, was contacted by the agricultural center;
- We passed a test which selected only those who were illiterate, because among the farmers there are people who went to school and who still have a good level of education;
- After that, there were meetings to raise awareness and to explain the program's objectives. Even though nobody contacted us beforehand to ask for our opinion on the program, the fact of the matter is that, globally, the objectives were reached;
- We took part in the training because the president of our association, who is also the literacy worker, spoke highly of the training sessions and of all the benefits that we would gain from it;
- It was quite obvious that learning to read, write and do arithmetic were the goals, but over time, we discovered knowledge that will help us in our professions and in our relationships with others (for instance learning how to better use insecticides);
- We do not know if any of us thought about the financial impact this training course would have, but it is certainly the case that the benefits are being felt over time;
- We are so pleased that we are asking for more. Learning is fascinating;
- The literacy worker is the son of the community. He had all the necessary patience to ensure the training progressed in bounds and leaps whilst not leaving anyone behind. In any case, we did not feel any obstacles in our learning. He himself said that he was adapting the content to our culture;
- The atmosphere was good and the schedule was adapted to the seasons and to our workload. And even when people were absent, it did not become a general problem, and usually the lost time could be made up for thanks to our friend the president-literacy worker;
- Thanks to the training sessions we gained, first and foremost our autonomy. We can read and write, measure and even treat plants.
- The certificate has a moral value for us as farmers. Each of us farms his own land and we help each other out and this training gives our actions value thanks to new

skills and know-how;

- Women have reasons to be more motivated because they have children whom they help with the school work; and of course there's the telephone which they are fond of and which they of course want to be able to use;
- Our literacy worker supported us from the very start and you can't really say that there were any dropouts, since those who were disengaged were so from the very start. We are proud to have among us one blind man who has never missed a single class;
- At a professional level, we use the new techniques such as: safety and insecticide;
- We help our children to learn about the Quran and even our relationships with each other have improved because we abandoned certain behaviors that did not show us from our best side (such as aggressive behavior);
- We would suggest that classes stop in mid-May and that they are spread out over 2 years;
- That the content be the same but that there be more civic education;
- In winter; there should be 3 hours of classes instead of 2;
- We want more technical and practical training and the sustainability of the program;
- We are waiting for the certificate to reward our efforts.

## FG Literacy workers -Agadir

### Proceedings

Participants: 4 people (see list)

Start and end of the session: 4pm to 5.30pm

- Session was opened by the supervisor Larbi Firdawssy
- Debate was opened by the moderator Maâti Affane

### Evaluation elements

#### Recruitment

- Everyone received information in a different way. Some heard about it on TV, some through an acquaintance, and others again heard it through the president of the association. It must be said that the majority of us are women who have already worked in the field of literacy training;
- One of us has created her own employment. She contacted the fishermen, explained the goal of the training, brought them together and presented this group which was to be trained to the president of the association.
- It was the association's president's decision to recruit them. She then presented them to the people in the consulting firm who explained everything about the program: objectives, pedagogical support, evaluation system, and the system of remuneration.
- Everything went according to plan except for the payment, which was received extremely late. And if the president herself hadn't dug into the funds of the association to pay the trainers, they would probably have interrupted the project (6 months delayed payment)
- We were not pushed by the compensation, 750dh/ per class/ per month is certainly no fortune. What pushed us was the enthusiasm to continue working in an area where we felt useful. We bring light to the spirit of these people and that's enough for us (as one of them said).

#### Training operation

- The program was presented to us and we were not consulted or asked to suggest improvements at any point;
- The contents were not perfect. We had to correct it, if not even modify it, in order to avoid repetitions;
- Those who were learning felt that it was difficult to follow. We have enough experience to do our best but, when it comes to arithmetic, it was tough, even though the men followed better than the women;
- The training location was a problem. Especially since we had to move location in order to have more room. But, overall, thanks to the work of the association and the



personal efforts made, we managed to find a solution (one of the literacy workers was able to obtain a suitable locality from the commune, through her uncle who is a commune president);

- As far as we are concerned, there was pedagogical material available but we always had to adapt it to the objective conditions of the location;
- The schedule was selected by the beneficiaries. The course did not take into account the personal problems women face and which led them to temporarily abandon the course for one reason or another before returning once their problem was resolved. It was up to us to help them catch up the missing lessons.
- We conducted pedagogical evaluations every week and for certain skills every two weeks;
- The exam scheduled for 30<sup>th</sup> April did not take place on schedule;
- The program should have been taken a bit more seriously;
- The book is incomplete, one needs experience in order to make up for the shortcomings;
- The program is very vast and therefore requires a lot of time. Even the books are a bit too dense. 120 hours are not enough in order to seriously cover the entire program;
- The content, in and of itself, was very good, rich and educational. It depends on each trainer how they manage to convey it to the beneficiaries. Did we succeed? We can say yes, to 75%. The 25 that remain need more time. Now it's up to the beneficiaries to say what they appreciated and to give their opinion.
- The results of the evaluation are not known and everyone is impatiently waiting for this certificate;
- Yes, we wish to continue this job which fills us with deep satisfaction.
- If MCC decided to continue the program, they should:
  - Ensure that the program takes the trainers' remarks into account in order to achieve improvements;
  - Ensure that the salaries are motivating and are paid on time;
  - Ensure that the institutional employees in each region are involved in providing suitable training locations.

## FG Crafts Beneficiaries Marrakech

### Proceedings and conclusions

Participants : 8 people (see list)

Start and end of the session: 2pm to 3.30pm

- Session was opened by the supervisor Larbi Firdawssy
- Debate was opened by the moderator Maâti Affane

### Evaluation elements

- Information on the training sessions were distributed via the chambers of commerce and the chambers of crafts, through the association and the artisans;
- We conducted an exam where only complete beginners were accepted;
- During a meeting with the president of the association present here today, everything concerning the program and its objectives was explained to us. It can be said that everything went according to plan;
- We all had our own aims. But everyone wanted to learn how to read and write;
- All things taken into account, we reached our objective. We know how to read signs, water and electricity bills, not to mention our savings when we buy chopped wood. Because we can do arithmetic, we can calculate more precisely and there is less waste;
- The content was not easy for people like us, but thanks to the efforts made by the group, we were able to overcome these difficulties;
- We were given daily practical exercises which we did at home;
- In the beginning, the locality was not very practical, but when we were given a new one things became better;
- An atmosphere of artisans with many anecdotes and a schedule chosen by the group;
- Writing, reading and doing arithmetic are vital. In second place, there are the life skills. As for technical skills, there are very few things that a Moroccan artisan can't do;
- The certificate will make us stand out. But what happens after the certificate?
- If the women are more motivated than the men, it's because the men have many other commitments that take up all their time. They are fathers, employers and keep the household afloat whereas women, once they have finished their household chores all they do is watch the television or chat;
- We kept the same trainer and apart from a few absences which were justified nobody dropped out;
- The changes to our lives have been vast:
  - Professionally, we manage our work better;
  - In our families, we communicate better;

- In our social lives, we are able to hold a discussion
- No negative aspects. The length was suitable and we are prepared to participate in a second program.

## FG Organizers Rabat

### Proceedings and conclusions

Participants: 3 people (see list)

Start and end of the session: 11.30am to 1pm

- |  |                  |
|--|------------------|
| - Session was opened by the supervisor | Larbi Firdaoussy |
| - Debate was opened by the moderator   | Maâti Affane     |

### Evaluation elements

- The president of the association informed us about the training project. We have been working in the volunteer sector for a long time and specifically in the field of literacy activities;
- When we were recruited, the main factor was our experience. We were informed about the program by Khadija Raouf from Mohammedia who is a national figure in the volunteer sector;
- We have been involved in several programs, specifically the program by the ministry for national education. So we are quite familiar with the area of literacy training, but new experiences are always enriching. The program was rich and enriching for us;
- The program as well as the pure literacy activities taught them techniques for their professions. They enjoyed the rights and obligations part as they learned so many new things. The right to work was particularly popular - let us not forget that they are employed;
- Progress took place at the learners' rhythm; no problems for reading and writing, book 1 was accessible for everyone but book 2 was dense and compact.
- In arithmetic on the other hand, the women found it very hard to follow;
- The atmosphere was friendly and the schedule were chosen and accepted by everyone;
- The life skills acted as a sort of catalyst in order to become aware and for many women to start talking about creating their own business;
- The technical skills are necessary but should be done by document type and by profession whereas in our case, they were general;
- Yes, we are professional literacy workers and intend to remain so, but not at the pathetically low hourly wages of 30dh an hour as was the case during these training sessions, which was furthermore paid with a six month delay;
- Book 2 should be revised. And there should be more religious education and some literacy training in French as well;
- If one were to compare this program to the ones by the ministry of national

education he ministry of culture, one can say that they are complimentary. The asset of this one is that it touches on professional and civic education whereas the others stand out more in terms of writing and exercises;

- Our beneficiaries are waiting for their certificates. They are quite proud of them;
- While waiting for another project we are going to take care of our children.

## FG Mobile Merchant beneficiaries

### Proceedings and conclusions

Participants : 12 people (see list)

Start and end of the session: 11.30am to 1pm

- Session was opened by the supervisor Larbi Firdawssy
- Debate was opened by the moderator Maâti Affane

### Evaluation elements

#### Statement by the mobile merchants

-news about the training session spread through word of mouth based on information that had been given by one of the trainers (organizers)

-the decision to participate was taken by the group based on the explanations given by the trainer;

-the classes were in line with the information given during the information session;

-There were several opinions on the aim of the training sessions: some wanted to learn to read, write and do arithmetic, others wanted to develop new skills for their professions, and finally, some saw it as an opportunity to shake off their ignorance;

-Even if it cannot yet be truly felt in our everyday lives, simply being able to read the names of administrative bodies and to do arithmetic properly is an invaluable asset in and of itself

-Knowledge of the job strengthened our professionalism which gave us a greater value on the labor market (for those who go out to sea). For the fish merchants, the newly acquired knowledge allowed them to buy fresh fish, to conserve it well and to then to increase its value;

-The new techniques are already starting to bear fruits in terms of the revenue “we throw less fish away”.

About the literacy activities

-There were not many dropouts (3 out of 30);

-The classes were accessible, as were the exercises;

-The literacy worker knew how to combine theory and practice so that everybody could follow without problems “she spends a lot of time explaining to make sure we understand”;

-The schedule was suitable because it had been decided on by the beneficiaries;

- The working atmosphere was good because everyone was interested in the classes;
- The benefit of the training sessions was multiple in the sense that we can read the Quran, read what is written on TV, process the fish in the right way, help and watch our children, not to mention the civic benefits.
- The certificate will allow us to have access to the port, to negotiate our salaries legitimately “now I know how to do many things: repair the nets, process the fish and even rescue people at sea”. It will also change the way in which people view us, it will change the way our wives and our clients view us.
- We would like the program to continue in order to build on what we have learned, “do some French courses”.
- If possible, we would like to purchase some tricycles in order to better make a living in a cooperative framework or other.
- We are grateful to everyone; particularly to our organizer.

Comments:

It's a focus group which brought together beneficiaries of different ages and different appearances, some had beards, and others were easy-going. They all had one thing in common: a thirst for knowledge.

This impression that we gained, shows that the population is interested in this sort of project. Ignorance was clouding the minds, but everyone has seen a glimpse of light and is asking for more brightness. Indeed, the fish merchants, once they had gotten a taste for the joys of learning, became hungrier for knowledge. They are demanding other programs and are even prepared to create a “cooperative” space where they can organize their profession and continue to study.

## **Annex 8: Semi-Structured Interview reports**



Summary SSI –FL			
Target group	Number of people interviewed	Set-up / place	Topics
A- FL Beneficiaries	20 (in groups of 5)	Among the FG participants	<ul style="list-style-type: none"> <li>-The validity of the FLVT intervention logic in terms of fighting poverty;</li> <li>-Coherence of the FL cycle with the needs and expectations of the beneficiaries;</li> <li>-Dimension of beneficiary participation in the program's design;</li> <li>-The level of use and application of the skills and information acquired during training in the participants' daily lives;</li> <li>-Suggestions for improvement.</li> </ul>
B- FL Service Providers	18	<ul style="list-style-type: none"> <li>- 12 literacy workers (M and F) Public Sector and NGOs</li> <li>Fishery: Agadir ;</li> <li>Crafts: Marrakech and Fez ;</li> <li>Farming: Larache, Fez, Marrakech.</li> <li>-6 supervisors (one per sector : public and NGO)</li> </ul>	<ul style="list-style-type: none"> <li>-Literacy workers' and NGO performance;</li> <li>-Sustainability of the FL activity.</li> <li>-The extent to which the set goals were achieved;</li> <li>-Impact on the functioning of training institutes and partner NGOs, in particular their organization, their working methods as well as their role in implementing the FL programs;</li> <li>-Alternatives which could have led to the same or better results.</li> </ul>
C- Managers and Stakeholders	11	<ul style="list-style-type: none"> <li>3 APP FL and SE: Ms CHBANI, Mr AZZOUZI, Mr DAOUDI</li> <li>2 MCC: The representative Ms Muneera Salem Murdok, Ms Bidaoui</li> <li>USAID: Ms TIBBETS</li> <li>2 MSI: Mr ALAOUI, Mr HRIDA</li> </ul>	<ul style="list-style-type: none"> <li>-Internal coherence of the activity in terms of the complementarity between the sub-activities and the match between the means that were mobilized and the goals that were set;</li> <li>-Complementarity with other projects finances within the MCA Morocco framework and the relevant sectoral policies;</li> <li>-The level to which the set goals were reached;</li> </ul>

		DCLA: Mr NADIR UNESCO: Ms ABOUID	-Alternatives which could have led to the same or better results; -Design of the certification system and its results; -Sustainability of the FL activity.
D- AMU Representatives in charge	3	Mr HAKAM (farming); Mr MELLOUKI (fishery); Mr CHOUIKH (crafts). Rabat: Ministries for Agriculture, Fisheries and Crafts.	-Involvement in the implementation of the FL cycle (constraints and strong points); -Impact on the organization and the functioning of the relevant departments, as well as on their role in the implementation of the FL programs; -Viability of the FL program within the relevant departments; -Commitment to ensuring the sustainability of the FL activities.

## Head of SSI

### 1. Can you briefly describe your tasks and responsibilities during this project?

Institutional responsibility, supporting the implementation from the design of the tools (manuals, references, production workshops which were offered, Information System, Support System), being present in the field with the teams of the MSI Convention signed with the ministry and the APP

High levels of disparity

The topic of the certificate is important, the sectors need to become involved in giving the certificate a value (integrating the laureates): this was welcomed by the fisheries department, the crafts department has shown good intentions, the farming department not so much.

### 2. What is your overall impression of the way the project was organized?

There were too many parties involved (we were treading on each other's toes) UNESCO, MSI... it's as if there was no pilot flying the plane; MSI was involved for some tasks, UNESCO for others, the sectors for others again; there were some particular moments of uncertainty in the management, the dividing line, the monitoring and the evaluation.

Battle between UNESCO and MSI in the monitoring and evaluation

Everything has to be done in line with national strategies

MSI: designed a system that was very expensive. Other system were then used in parallel and there was no arbitration through APP which led to tension

APP should fulfill its role as arbitrator

For a total of 70 000 beneficiaries, there was a disproportionate army of people and too much money. Questions arise as to the cost-efficiency ratio

I did not appreciate the involvement of the NGOs: FL activities can take place in agricultural centers (CTs) and other such establishments without using NGOs (and thereby buying the service from outside the sectors)

There is internal capacity within agriculture

Trained teams and tools were provided

The organization had many weaknesses in management, steering and coordination, including a lack of leadership from APP

The APP and MSI teams were not developed enough vis-à-vis the sectors in order to involve them even at the level of the steering committee

### 3. Can you describe your horizontal and vertical links with the various project actors?

- APP: institutional responsibility without financial counterpart

- MCC: meeting of the technical and financial partners, component was added as an afterthought

Began to work with a consultant on the project identification without asking our opinion; we were simply called when things had to be implemented and the hourly volume had to be revised

- AMU/sectors: no general relationship with the sectors: an old-standing relationship with the fishermen (their program mentioned here), and farming is one of our public partners. AMU Farming trained 5,000 people per year according to convention 98, the DLCA paid the employees' time off, but this was never very satisfying as it was very makeshift
- Since crafts was added later, they moved faster
- MSI: no relationship
- Training operation by the ministries
- DLCA \Transfer agency, contacts, distribution, staff

Board: the sectors are members but who is following it from a ministerial level?

- UNESCO: strategic partner since 2005, technical partner

UNESCO label: the work on the LIFE initiative in 2005(Morocco was eligible) gave visibility to the literacy sector and gave it increased dynamics

UNESCO gives the sector credibility

The EU contributed 25 to 30% of the literacy budget

- Service providers: need to be better connected to the sectors instead of having a choice of facility which has a detrimental effect on the sectors
- NGOs: in this area, the NGOs have a potential which has yet not been unlocked to its full; quantitative leap thanks to the NGOs, in the Habous; one thousand NGOs conducting literacy activities in their local area means that illiterates can be directly found; media campaigns are not enough, there needs to be more face to face

750 000, 50% of which by the NGOs and subsidies made up the main part of the budget

There needs to be a classification system for NGO partners; most of these NGOs have the capacity to conduct these typed of projects

There are territorial considerations, low-level trainers were accepted who had good connections with the heads of unit

An external inspection system for visits

4. What is your impression of the level of cooperation/collaboration with the people in charge at MCC/as well as APP/PMU/the Ministries and other partners? Please explain.

There was a procedural lack: the responsibilities matrix for the participants (MSI, UNESCO without oversight)

5. What is your impression of the project implementation process? Please explain.

A community trainer going to the bank!

NGOs demanded a lot of paperwork

Monitoring by our external services, NGOs subsidized by our delegates

6. Have you noticed any improvement in the organization and working procedures since the organization's audit in 2010? What impact did it have on your work on this project?

The local communities and the professional organizations should be involved more

7. What is your personal impression of the project in terms of:

- Coherence
- Effectiveness
- Efficiency
- Impact
- Sustainability

8. Considering your experience, to what extent do you feel the project reached its goals? Could you please explain in detail?

Yes for quantitative objectives but unfortunately the main expectation, namely the involvement of the sectors, did not work.

9. Name three strengths of this project

Experimental approach

The right tools

The teams which were formed

10. Name three weaknesses of this project

The monitoring committee from the convention never came together

11. Tell me about the main difficulties encountered during your tasks/responsibilities within this project. How did you overcome them?

12. What were the main actions taken (planned and carried out) in order to include the gender dimension in this project?

13. Could it have been done better?

14. If this project had to be redone, what would you recommend?

Take the opportunity to get the Board of Directors of the new ANLCA agency to adopt decisions on the institutional responsibility of the sectors with a budget and involve the local communities in the sectoral plans (Plan Maroc Vert, Halieutis, Industries...)

15. If it was to be extended, what would you recommend?

### Summary of SSI Supervisors

- 1 What are your previous experiences in the area of FL?  
 At the department of fisheries, since 2000  
 Responsible for vocational training and then regional director of the VT study center of the MV association  
 Literacy association 98-2005  
 With the ministry for national education on a partnership agreement  
 None  
 Not affected
- 2 To what extent were you involved in the design phase for the objectives of these functional literacy activities?  
 Since the working group convention meeting in Agadir the training course was established through dialogue (the maritime inscription is a training course leading to a qualification)  
 Signing of the APP-MSI convention Agriculture and Crafts 2009 we were involved in the beginning to determine the objectives of levels 1,2 and 3; manager training courses  
 Consulted by the people in charge of the AMUs, the DPA and the regions informed
- 3 If you were, what problems did you encounter during design and how did you overcome them?  
 The development of support was carried out for functional literacy activities  
 The number of hours (500h: 300 initial hours and 180 complementary hours) are difficult to achieve in 18 months of training, disagreement with UNESCO on the loss of closed classes (25%)  
 The fishermen were moved to the south, why couldn't it continue there?
- 4 Were other stakeholders also involved in the design (target populations, local communities...)? In what way and what was the result?  
 Cooperatives of sea fishermen, Provincial committee on literacy activities
- 5 How would you rate the design of the objectives of the projects activities vis-à-vis the needs of the target groups?  
 Objectives tailored to the needs of the groups (sea fishermen, women workers, fishermen's wives, not many girls and no boys)
- 6 Did the design of the training allow the expected goals to be reached in the following areas:
  - Teaching people how to read, write and do arithmetic; yes +90%(UNESCO evaluation)
  - Allow people to get to know the job; yes
  - Teach people about new techniques; classes but no practice
  - Allowing people to apply the new techniques to a professional activity; Professional techniques on site, new techniques were shown and we will know in two years whether they are actually used
  - Improving the participants' income; foolish, the certification is not finished; it's about supply and demand: increase of 100% during Ramadan
  - Teaching participants about their rights and responsibilities as citizens and workers; yes, that works
- 7 How would you rate the quality of the manual?

It was very makeshift, no added value for the format or the aesthetics; there should be an approach by each skill

8 How would you rate the practical qualities of the program (exercises, examples, case studies...)? Only in class, one should go out every weekend and do a small activity on quality, preservation and resources

9 How would you rate the quality of the following:

- Training rooms (tables, chairs, ventilation, noise, light, toilets...);  
In our centers and 20% in the school classrooms
- Reception;
- Teaching equipment; well provided

10 What action was undertaken to ensure consistency in the training method between different literacy workers?

Some of them came from the department; others (unemployed, trainers with experience in the non-formal education sector) but after 200 hours they take the “concours” (professional exam) and leave, so their classes disappear

11 How would you rate the economic conditions which the project offered the literacy workers / training institutes? (*For training institutes*): did they allow you to recruit the literacy workers you were looking for?

1200 DH, the trainers and supervisors (1000 DH) from the department were reluctant  
Sustainability was jeopardized

12 What action was undertaken to ensure that the classes were well put together in order to foster an atmosphere of collaboration between and with the participants?

We looked for local heads and leaders in the areas in order to ensure homogeneity in the classes

13 Are you able to tell me how you judge the complementarity between this FL and the PEAQCs (explain)?

PEAQCs were given to the NGOs rather than to the establishments and then the NGOs called upon the establishments; ECODEL has borne fruits since its arrival in the sector

14 How would you rate the level of cooperation/collaboration/partnership with the APP?  
Can you please explain? Not with APP. With MSI there was a positive coordination meeting, they knew the sector and the jerrlhbel (tensions)

15 What was the success rate in the courses which you gave / coordinated? And what were your expectations? How can you explain possible divergences?

Rate above 90% those who were not certified did not come, the delay in certification was more than three months which impacted on the results, 90% re-sits

16 To what extent do you think that this training has improved the participants' employability (for those under 24 year of age)? Do you have any detailed information on this?

For the fishery inscription maritime, the parents were already part of the profession

17 To what extent do you think that this training will improve the participants' income (for those over 24 years of age)? Do you have any detailed information on this?

Not for another two years; will they apply the new techniques in order to achieve added value?

18 What are the limitations of and what measures were put in place for ensuring the

participation of women and girls in this activity?

Literacy activities plus training in repairing nets with in view of creating a cooperative for net repairs – the idea is circulating, rules with the ODECO

19 How would you rate the delegated project management formula? What would you recommend for improving this formula?

MSI needs a better formula to reproduce management subtlety; administration was complicated

20 If you were asked to generally assess the FL scheme, would you be fairly satisfied or fairly dissatisfied? Why? What elements favored or hampered its success?

Fairly satisfied with what we achieved, there is an undeniable success, enthusiasm by the fishermen; waste, long hours, random class authorization with changing directors

21 How would you rate the capability strengthening measures which were carried out for the FL and PEACQ beneficiaries, particularly the literacy workers, in terms of good environmental practices and health and safety at work?

The trainers' capacities were improved

22 How were they implemented? What were their effects?

We trained the trainers, it changed attitudes and behaviors amongst the learners

With growing interest, their product changed

23 What measures are needed to ensure that the benefits for the FL participants are maintained? What measures have already been undertaken in this direction and by whom?

In two weeks, meeting of the coordinators on maintaining the effects (khannateiibadallah module 50 DH+ snack)

24 How does this program fit in with other relevant experiences in this field?

It's a flagship program, literacy activities have decreased since the year 2000, ranging from 1200 beneficiaries to 40. The APP program re-invigorated the activity

25 Imagine MCC wanted to finance another Functional Literacy project; they asked for your advice; what would you tell them to do differently?

Broaden it to the Moroccan population in all sectors, without discrimination

The Agency is looking for the number 300,000... since independence, if this number was curate our illiteracy rate would be 10%, but it's actually 40%

SIMPA can manage these numbers

The department has gone back to its old numbers

Halieutis is planning training sessions and professional licenses in aquaculture

Why not also include FL in Halieutis?



## SSI MSI

1. Can you briefly describe your tasks and responsibilities during this project?

Specific tasks described in the contract; principle APP councilor since 2010

Class visits,

2. What is your overall impression of the way the project was organized?

A significant problem was the monitoring and evaluation, it was a black spot. In August 2010 we proposed a proper monitoring system

SIMPA contract with UNESCO (DLCA)

In order to fulfill its managerial role, MSI put an original monitoring system in place containing hours taught, evaluation test results, data for each class, correction of results

Organization almost perfect, conventions with the NGOs should be more specific

APP wants to go into detail on the management (evidence provided by APP)

Delay in elaborating the guides and manuals which were renewed in April 2010 and May 2011, people were in a hurry but were stuck because the certification and not yet been completed (PAF I delays were long)

Training for 200 people meant that the program was very large and that the management task for MSI was enormous, requiring huge amounts of organization (inviting people, paying the per diems on time)

Upkeep of the data base: a simple system for the NGOs to follow their literacy workers; table was legible (the NGO can inspect and monitor)

MSI has seven data bases on seven programs and conducts class visits in order to verify the information

The monthly follow-up became a quarterly follow-up with one team in Rabat and two in Er-Rachidia and Oujda for 20 NGOs each

Three MU monitoring committee members with APP

SIMPA for personal data of the FL beneficiaries, the literacy trainers, the supervisors, the sites, the NGOs, implementers and classes. However, there was no progress or utilization monitoring (SIMPA produced no result and an EU grant had to be re-typed)

Module1: collecting start-up data

i. 2: no monitoring in place

MSI scanned the start-up lists for certification, a meeting on fraud, all classes belonging to a manager were given to the local DLCA representative in order to be checked

3. Can you describe your horizontal and vertical links with the various project actors?

a. APP: professional link of client-service provider; MSI as the right hand of APP in everyday work, no details and calls to order

b. MCC: 2 annual reviews (risk matrix, durability measures and closure)

- c. AMU/sectors: MSI was waiting for a note on governance (taharroub)
    - i. 30% of the program linked to the manager
    - ii. 70% of NGO lists that need verification (farming, crafts, fishery, minutes of the monitoring committee chaired by the manager ; convention with APP, MSI pays after agreement with APP which reimburses
  - d. MSI
  - e. Ministerial training operation
  - f. DLCA link with Mr. Khaloub, the national agency for the fight against illiteracy helped spread the system
  - g. UNESCO:
  - h. Service providers
  - i. NGOs: 119 NGOs reacted (proof during the day) response rate for monitoring was 100%
    - i. 172 conventions were formulated which acted as a teaching and management framework for the NGOs
4. What is your impression of the level of cooperation/collaboration with the people in charge at MCC/as well as APP/PMU/the Ministries and other partners? Please explain.
- Degree of cooperation: APP had a database, missions and governance  
 For the managers, crafts was the most dynamic, followed by fishery and finally farming  
 Many people intervening with the NGOs
5. What is your impression of the project implementation process? Please explain.
- Excellent. They are possible but not realistic for training large numbers of people
6. Have you: noticed any improvement in the organization and working procedures since the organization's audit in 2010? What impact did it have on your work on this project?
- The financial and monitoring procedures have been changed
7. What is your personal impression of the project in terms of:
- a. Relevance: yes
  - b. Coherence: there needs to be one single entity; the agency depends on the government
  - c. Effectiveness: MSI agency,
  - d. Efficiency: MU in the ministries
  - e. Impact: important

f. Sustainability: in some months, not sure, people will forget

8. Considering your experience, to what extent do you feel the project reached its goals?  
Could you please explain in detail?

Indicators in the ITT (indicator tracking table) logical framework; no references to measure the impact or to rate the progress  
MCC is working on the cost-effectiveness of the projects

9. Name three strengths of this project

American project with procedures and a rigorous monitoring process  
The MSI monitoring system  
Creating a need in the field  
NGOs and ministerial units have been strengthened

10. Name three weaknesses of this project

It was run at several speeds; various interlocutors  
Laborious governance (delays in the execution, haste, panels)  
Project time management compared to the activity: 18 months is too much, we have changed it to 16

11. Tell me about the main difficulties encountered during your tasks/responsibilities within this project. How did you overcome them?

Collecting data in order to have time; the implementers were not aware of its importance  
Not very profitable for the consulting firm

12. What were the main actions taken (planned and carried out) in order to include the gender dimension in this project?

See the indicators, see the manual

13. Could it have been done better?

More developed monitoring

14. If this project had to be redone, what would you recommend?

Take people from the literacy activities and add 150 hours plus 30 hours for certification for more beneficiaries

15. If it was to be extended, what would you recommend?

**People in charge of AMUs / Ahmed HAKAM (farming)**

**1. Can you briefly describe your tasks and responsibilities during this project?**

The mission I was tasked with in the designation letter signed by the Secretary General of MAPM was national coordinator of the Functional Literacy Program (PAF) and the program for increased access to qualifications and skills (PEAQC).

My tasks are many and varied. They consist mainly of:

- Ensuring the coordination between the central, regional and local structures of MAMP and APP for all the activities of both programs mentioned above: organizing meetings, workshops, training sessions, preparing the teaching materials...
- Representing MAPM and taking part in decision-making within the steering committees of the two programs.
- Contributing to the preparation of the Terms of Reference and to the evaluation of the proposals from the various studies carried out within the PAF and the PEAQC.
- Contributing to the preparation of partnership conventions and the evaluation of the NGOs proposals for carrying out the PAF and PEAQC.
- Supervising the implementation, monitoring and evaluation of the PAF in rural areas, together with the supervisors and the managers: nomination of the beneficiaries, nomination and training of the literacy workers, putting together the literacy classes, choosing the training venues...
- Carrying out support visits on site in all rural zones covered by the PAF.

**2. What is your overall impression of the way the project was organized? (program)**

**Strengths**

- The FL program in the farming sector created a strong demand and the rural population was keen to sign up. APP agreed to open 14 classes more in rural areas than was foreseen in the initial program.
- The PAF was carried out as an experiment with 20,522 people enrolled, 66% of them were rural women, who all benefitted from technical support and national and international know-how at a very high level.
- The design of the literacy manuals for the learners, the literacy workers, the supervisors, the managers, the trainers and the certifiers.
- Contribution of the MAPM staff (DEFR, DRA, CT, CMV) turned out to be very positive, especially in designing the literacy materials, in training the literacy workers, and in putting together groups of beneficiaries.
- The PAF contained an intensive training program for literacy workers, supervisors, managers, trainers and certifiers.
- In the farming sector, this training allowed people who were motivated to gain a very important skill.

**Constraints**

- Mobilizing the relevant field staff from the agricultural centers (CTs) and the CMVs

in order to ensure the literacy training turned out to be very difficult due to the limited local resources and because of the regular tasks they are responsible for.

- On this topic, let us remember that since January 2013, the CTs and CMVs have changed their names and have become Centers for Agricultural Counsel under the National Office of Agricultural Counsel (ONCA).
- The outreach facilities that are closest to the rural population are all located in urban areas, far from the communities where the beneficiaries live.
- Carrying out the PAF required a lot of additional effort in order to use the classrooms in rural primary schools, rooms in the local administrative buildings, beneficiaries' homes...
- Often these venues needed to be renovated and equipped: paint, electricity, chairs, tables, teaching boards...
- The seasonal character of agricultural work. During certain periods throughout the year, depending on the regions and the areas, men and women have a lot of spare time and can attend literacy classes for almost entire days at a time.
- During other periods, the farmers' time is completely taken up by their agricultural work.
- For fairly long periods of time, the men will go to the cities in order to find additional resources outside of agriculture: in trade, construction, the transport sector...
- All this means that the literacy workers have to be fairly flexible and need to adapt to the availability of the learners.

### **3. Can you describe your horizontal and vertical links with the various project actors?**

- **APP**

- Regular and organized links within the framework of the monitoring committee under the leadership of Ms Chbani, head of the FLVT/APP activity. The committee came together on the first Monday of each month in order to discuss the program's progress, analyze the situation and decide which path to follow in order to solve the various problems which had been highlighted. Our exchanges also continued during different PAF activities with the managers, supervisors and trainers in Rabat or during support visits on site.

- **MCC**

- Very few direct links, only when the people in charge from MCC, USA came for coordinating trips.

- **PMU/Ministry**

- I am part of the Functional Literacy Activity Management Unit. PMU/MAPM concerns the project management unit for the arboriculture fruit-tree project and I send bimonthly reports to them describing the PAF progress.

- **MSI**

- Links with MSI are identical to those with APP in the context of the

monitoring committee.

- **UNESCO**

- Links with UNESCO were quite strong, bearing in mind the importance of training for trainers (literacy workers (m/f)), of designing the literacy manuals, of SIMPA and of the certification.

- **Ministerial training operation**

- The MAPM training scheme was not used much. In the beginning, the Center of agricultural improvement in Mehdiya was used for training all literacy workers of the first intake.
- On this subject, it should be mentioned that the MAPM does not have trainers to train functional literacy workers, even though this activity contains more and more professional content materials in order to make it more attractive and more useful for the beneficiaries.
- The network of agricultural professional training establishments can be a very important platform for training the trainers and at the same time for strengthening the link between these institutions and the rural agricultural areas.

- **Service providers**

- Links between the AMU and the various service providers was fairly well coordinated by MSI and there are no particular problems to be highlighted in this area.

- **NGOs**

- At the beginning of the PAF in the area of farming, it was not foreseen that NGOs would play a role. It was only upon the second intake, once it became clear that the CT and CMV staff only had very limited availability to carry out the PAF, and I myself modestly made the suggestion, that the MAPM wrote a letter to the APP in order to launch the call for show of interest from NGOs to participate in the PAF. The involvement of NGOs was very positive although it did take a lot of laborious oversight monitoring, specifically by MSI.

**4. At what point did you join the project and in order to reach which goals? Did you have all the information which was necessary to fulfill your responsibilities? Did your project manager support you? Did you have the means to carry out your activities? If not, what were you lacking?**

- I joined the program at the very beginning as a member of the AMU.
- The necessary information was well managed by APP and exchanges between the different implementing parties took place without any problems.
- The MAPM's contribution through DEFR, the DRAs, DPAs, ORMVAs was carried out in a sufficiently efficient manner. However, it should be highlighted that it was difficult to mobilize the field staff (supervisors and managers).
- The necessary means for the AMU's activities were granted by APP: training sessions, workshops, the production and distribution of teaching materials. The

field visits were carried out using vehicles provided by the MAPM park.

**5. What is your impression of the level of cooperation/collaboration/partnership with APP? Please explain.**

This is an important question for the PAF.

APP adopted a novel approach based on direct links with the implementing parties: AMUs, supervisors, managers, literacy workers, NGOs.

- After their official nomination by the sector, these implementing parties personally commit to carrying out the activities and submitting monitoring reports, paying out the compensation money etc. in a written “mission statement” to APP.
- The central and regional MAPM structures were only involved when they were requested to be so by the DEFR in order to mobilize the necessary people to ensure the performance monitoring in the context of the monitoring committees, specifically for the NGO programs.
- On the one hand, this process meant that the reporting process became shorter and that the PAF could progress quickly. On the other hand, it meant that the people in charge at regional and local level did not feel like they were being sufficiently involved.
- Finally, operative resources, specifically fuel which was needed for many trips between classes in rural areas, were not made available by APP.

**6. Did you receive training on the monitoring processes? If yes, did that allow you to develop specific skills? Which ones? Do you have any monitoring indicators for these projects? Did you undertake field trips? Did you write activity reports; to whom and how frequently? Did you receive any feedback?**

The monitoring process was an important part of the PAF management.

**For technical monitoring**, several tools were used.

- The comprehensive quarterly performance reports on the PAF which were written and confirmed by the managers.
- Surprise visits carried out on a sample of literacy classes. These visits were followed by a detailed report and were studied on a case by case basis during the monitoring committee meetings.
- Field visits carried out by the AMU together with the MAPM’s external services. These visits were followed by a visit report.
- Quarterly summary reports written by MSI and confirmed by the AMU.
- Bimonthly reports written by the agricultural AMU and transferred to the PMU (MCA arboriculture project).
- Training the managers on the PAF monitoring evaluation on the use of SIMPA: information and management system for the literacy program (*système d’information et de management du programme d’alphabétisation*).

**For financial monitoring**, the activity was entirely carried out by MSI.

Generally, it can be concluded that the monitoring system worked well and that information flowed well.

**7. What is your impression of the way the project functioned at your level? Please explain.**

I think that my answer to this question is already contained in my answer to question no.

**8. What is your personal impression of the project in terms of:**

Impression	Very strong	Strong	Medium	Weak	Very weak
• Relevance	*				
• Coherence		*			
• Effectiveness		*			
• Efficiency		*			
• Impact		*			
• Sustainability				*	

**9. Considering your experience, to what extent do you feel the project reached its goals? Could you please explain in detail?**

My initial training as an agronomist and my modest experience in agricultural extension and rural organizing at a national and international level meant that the task was fairly easy for me.

In terms of the PAF's objectives, it can be said that they were generally reached, taking into account that it was an experimental program it managed to mobilize significant funds (on average 1000 DH per beneficiary) and it targeted a fairly limited population: 20,522 beneficiaries in rural areas is not very representative of the total illiterate population.

Carrying out the PAF was also the opportunity to show that it's an activity that requires specific skills and sufficient resources, that it can overcome taboos, give self-confidence to the learners and ensure the necessary diligence and support throughout the entire program.

**10.Name three strengths of this project**

See response to question 2.

**11.Name three weaknesses of the project**

See response to question 2.

**12. Tell me about the main difficulties encountered during your tasks/responsibilities within this project. How did you overcome them?**

The difficulties encountered were mainly the same difficulties one encounters whenever one is trying to start up a new program. In the beginning it is difficult to gain the support both of the local and provincial people in charge (to nominate the supervisors, managers and literacy workers) and of the beneficiaries and to encourage them to sign up for the



PAF.

In the rural areas, finding classrooms that are big enough is a major challenge which required a lot of attention.

**13. What were the main actions taken (planned and carried out) in order to include the gender dimension in this project?**

To be honest, there was no specific tool in order to promote the gender dimension.

Based on national experiences in the field of literacy activities, we knew that rural women have more time than men. Men often move to the cities during the year in order to find additional sources of income. Therefore it was actually the literacy training of men that was more problematic and the PAF gender perspective is actually inversed.

**14. Could it have been done better?**

With the same starting conditions, it is difficult to see how better results could have been obtained.

**15. If this project had to be redone, what would you recommend?**

- Give the PAF to a body that is more long-standing and more specialized than APP, such as the ANLCA.
- Create adequate coordinating structures and sufficient resources at the central and external levels of MAPM
- Involve the NGOs more, pensioners, military officials, etc.

**16. If it was to be extended, what would you recommend?**

- Activate the ANLCA which would replace APP and DLCA.
- Set short, medium and long term objectives for functional literacy.
- Divide the PAF by sector and region.
- Capitalize on the results achieved by the PAF/MCA: training the trainers, teaching material, SIMPA, certification, etc.
- Capitalize on the various studies carried out within the PAF framework.

## **People in charge of AMUs**

1. Can you briefly describe your tasks and responsibilities during this project?  
National FL coordinator (female)
2. What is your overall impression of the way the project was organized?  
Good organization overall, especially since various implementing parties were involved
3. Can you describe your horizontal and vertical links with the various project actors?
  - APP :
    - Contribution to the smooth running of the program together with APP
    - Mobilized external human resources to implement the program
  - MCC :
    - Attended some monitoring meetings together with MCC representatives
  - PMU/Ministry:
    - MSI:
      - Worked together with MSI to carry out the activities it was tasked with,
      - Mobilized external human resources to implement the program
  - UNESCO:
    - Worked together with UNESCO to carry out the activities it was tasked with,
    - Mobilized external human resources to implement the program
  - Ministerial training operation :
    - Head of the DFPFCA service at the Ministry
  - Service providers :
  - NGOs:
    - No direct contact with the NGOs, I attended some monitoring committee meetings concerning the NGOs and problems relating to their situation
4. At what point did you join the project and in order to reach which goals? Did you have all the information which was necessary to fulfill your responsibilities? Did your project manager support you? Did you have the means to carry out your activities? If not, what were you lacking?

I took over after the death of the late El Ghazi in July 2012 in order to maintain the involvement of the central administration in the program

No official nomination like in other AMUs, lack of means for carrying out my tasks, no compensation, lack of material resources (laptop, telephone...).

5. What is your impression of the level of cooperation/collaboration/partnership with the APP? Please explain?

Collaboration had some high and some low points but usually no decision was taken without a compromise being found between all parties involved

6. Did you receive training on the monitoring processes? If yes, did that allow you to develop specific skills? Which ones? Do you have any monitoring indicators for these projects? Did you undertake field trips? Did you write activity reports; to whom and how frequently? Did you receive any feedback?

Never received such training, lack of monitoring indicators in the project, never any class visits (due to lack of: travel fees, travel cost reimbursement), no activity reports.

7. What is your impression of the way the project functioned at your level? Please explain.

The operative procedures which had been put in place ensured that the project was implemented and monitored at every stage

8. What is your impression of the project in terms of:

- Relevance
- Coherence
- Effectiveness
- Efficiency
- Impact
- Sustainability

The program is relevant, coherent and had a positive impact on the artisans within the sector

9. Considering your experience, to what extent did you feel the project reached its goals? Could you please explain in detail?

The budget granted for this activity enabled the set objectives to be reached

It can be said that the quantitative goals were reached but in terms of quality the program would need to be improved and modified, in the case of a Compact 2

10. Name three strengths of the project

Adequate teaching support (training and certification)

Trained and qualified human resources

Detailed data base

11. Name three weaknesses of this project

Resource payment procedures

Monitoring of classroom progress

Management and implementation of the certification

12. Tell me about the main difficulties encountered during your tasks/responsibilities within this project. How did you overcome them?

Lack of compensation, had to carry out dual responsibilities, (service tasks and FL)

13. What were the main actions taken (planned and carried out) in order to include the gender dimension in this project?

14. Could it have been done better?

Simply new experiences gained in the sector through experimentation will improve things

15. If the project had to be redone, what would you recommend?

That the program be taken over by the Ministry

16. If it was to be extended, what would you recommend?

Necessary budget, implementation coordination with DLCA and the NGOs

## **Annex 9: Results of the beneficiary survey – FL tabulation plan**

FL program beneficiary profiles:

Table (Graph) 1: Profiles of the people who followed the FL cycle

Evaluation topics \ Variables	Gender (M/F)		Age		Professional sector			Professional situation <sup>22</sup>			
	M	F	<24	>24	Fishery	Crafts	Farming	Employed	Self-employed	Looking for work	Other
FL beneficiary profile	38.4	61.6	19.4	80.6	24.6%	42.8%	31%	43.4%	39.4%	8.8%	14.4%

Profile and location of the participants who benefitted from other FL cycles:

	Gender		Professional sector			Location			
	M	F	Fishery	Crafts	Farming	Agadir	Fez	Marrakech	Tangiers/Tetouan
Participants who benefitted from other FL cycles	18.2%	25%	18.7%	21%	28.4%	14%	17.6%	31%	17.8%

Table (Graph) 2: Representation of the profiles of the people who received the FL cycle certification

Evaluation topics \ Variables	Gender (M/F)		Age		Professional sector			Professional situation			
	M	F	<24	>24	Fishery	Crafts	Farming	Employed	Self-employed	Looking for work	Other
Obtained certification	51.6%	55.5%	60.8%	52.4%	90.2%	29.9%	57.4%	49.3%	46.7%	84.1%	72.2%
Took the exams	87.5%	98.1%	97.9%	93.1	95.9%	95.8%	89.7%	94.9%	92.9%	97.7%	94.4%
Followed the entire FL cycle	91.7%	96.1%	96.9%	93.8%	91.1%	97.2%	92.9%	93.1%	94.4%	97.7%	97.2%

Relevance of the FL cycle:

The satisfaction results of the FL cycle beneficiaries with the alphabet book and professional part is dealt with in chapter 4 of the evaluation document.

<sup>22</sup> Employed; looking for work; self-employed

Table (Graph) 3: Satisfaction rate among the FL cycle beneficiaries

Evaluation topics \ Variables	Gender (M/F)		Age		Professional sector			Professional situation <sup>23</sup> .			
	M	F	<24	>24	Fishery	Crafts	Farming	Employed	Self-employed	Looking for work	Other
Extent to which the FL cycle met the needs and expectations of the participants	91.7%	95.8%	40.2%	93.5%	89.4%	97.7%	93.5%	94.9%	95.4%	84.1%	95.8%
Importance of the certification in improving the professional situation.	82.3%	92.2%	92.4%	87.4%	79.6%	96.7%	93.3%	91.2%	88.9%	72.7%	88.9%

Efficiency of the FL cycle:

Table (Graph) 4: Participants’ rating of the FL cycle logistics

Evaluation topics \ Variables	Gender (M/F)		Age		Professional sector			Location			
	M	F	<24	>24	Fishery	Crafts	Farming	Agadir	Marrakech	Fez	Tangiers/Tetouan
Training timetable (hours) was convenient	95.3%	92.2%	97.9%	92.3%	88.6%	93.9%	96.1%	87%	94.1%	100%	93.8%
Training schedule (calendar) was convenient	90.1%	93.8%	94.8%	91.8%	89.4%	98.1%	86.5%	89%	98%	98.5%	82.9%
Condition of the training rooms (good or very good).	98.4%	93.5%	96.9%	95%	87%	98.1%	98.7%	83%	100%	100%	95.3%
Time it took in order to get to the training venue was convenient	93.2%	93.8%	95.9%	93.1%	86.2%	98.1%	93.5%	82%	99.5%	100%	89.9%

Table (Graph) 5: Presentation of the beneficiaries’ expectations from the FL cycle

Variables	Genre (H/F)	Age	Professional sector	Professional situation <sup>24</sup> .
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<sup>23</sup> Employed; looking for work; self-employed

<sup>24</sup> Employed; looking for work; self-employed

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Evaluation topics	H	F	<24	>24	Fishery	Crafts	Farming	Employed	Self-employed	Looking for work	Other
Increase in autonomy	85.4%	66.2%	86.6%	70.5%	75.6%	69.2%	78.7%	82%	68%	70.5%	68.1%
Improved participation in civic life	27.6%	48.1%	28.9%	42.9%	40.7%	42.5%	36.1%	32.7%	47.7%	61.4%	29.2%
Improved living conditions (family)	16.1%	26.6%	18.6%	23.6%	37.4%	13.6%	22.6%	18.4%	19.8%	20.5%	45.8%
Learning new techniques	29.2%	42.2%	20.6%	41.2%	21.1%	44.4%	40.6%	42.9%	41.6%	22.7%	16.7%
Changing jobs or specialization	53.6%	64%	70.1%	57.6%	42.3%	71%	58.7%	64.1%	53.3%	77.3%	55.6%
Increase in income	27.6%	21.4%	21.6%	24.3%	27.6%	17.3%	29.7%	21.7%	28.4%	15.9%	23.6%
Improving life skills	28.6%	37.7%	25.8%	36.2%	16.3%	42.1%	38.1%	36.9%	35%	25%	23.6%

Average distance between the training venue and the home: less than half an hour.

Table (Graph) 6: Participants’ rating of the teaching methods and teaching supports

Variables	Gender (M/F)		Age		Professional sector		
	M	F	<24	>24	Fishery	Crafts	Farming
Training manuals were accessible	90.6%	89.9%	97.9%	88.3%	73.2%	97.2%	93.5%
Practical exercises were appropriate	92.7%	90.9%	96.9%	90.3%	75.6%	98.1%	95.5%
Explanations were clear and language was appropriate	96.4%	95.8%	97.9%	95.5%	87.8%	99.5%	97.4%
Teaching methods were appropriate	95.8%	95.4%	98%	95%	87%	99.5%	96.8%
Length of the FL sessions was insufficient	60.9%	60.1%	61.9%	60%	59.3%	61.2%	59.4%
Length of the FL cycle was short	80.2%	95.1%	93.7%	98.3%	100%	93.9%	72.5%

Effectiveness of the FL cycle:

*(For those under 24 years old)*



Table (Graph) 7: The FL cycle’s contribution to employability

Variables Evaluation topics	Gender		Professional sector		
	M	F	Fishery	Crafts	Farming
Improved employability after the FL training	13%	6.8%	4.1%	14.5%	6.4%

Table (Graph) 8: Detailed presentation of the improvement in employability that was recorded among the FL cycle beneficiaries

Variables Evaluation topics	Gender (M/F)		Professional sector			Location			
	M	F	Fishery	Crafts	Farming	Agadir	Marrakech	Fez	Tangiers/Tetouan
Found a new job	0.5%	2.9%	4.1%	2.3%	0%	5%	0%	5.9%	0.8%
Professional change for the better (+ stability, + income)	9.4%	2.6%	5.6%	8%	1.2%	7%	4%	13.3%	1.6%
Diversification of production activities	12.5%	5.8%	5.7%	13.6%	3.8%	4%	9.4%	16.2%	6.3%
Developing skills that are in demand on the market	4.7%	4.5%	5.7%	6.5%	1.3%	7%	0%	16.2%	3.9%
Job loss	0%	0.6%	1.6%	0%	0%	2%	0%	0%	0%

Table (Graph) 9: Added value of the FL cycle on the income of the beneficiaries (For those over 24 years old)

Variables Evaluation topics	Gender (M/F)		Professional sector			Location			
	M	F	Fishery	Crafts	Farming	Agadir	Marrakech	Fez	Tangiers/Tetouan
Creation of own project	32.3%	41.9%	23.6%	46.7%	39.4%	29%	67%	14.7%	12.4%
Use of new technologies which improved income	31.3%	34.7%	20.3%	39.7%	36.8%	23%	53.7%	22.1%	15.5%

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Production with a much higher value added quality	15.6 %	14.3%	-	-	-	15%	19.2%	5.9%	12.4%
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First effects of the FL cycle:

Table 10: Degree to which the acquired professional competences were used

Variables Evaluation topics	Gender (M/F)		Professional sector			Location			
	M	F	Fishing	Crafts	Farmin g.	Agadir	Marrakech	Fez	Tangiers/Tetouan
Use of the difficult new techniques	4.7%	12.3%	20.3%	3.7%	9%	19%	3.9%	11.8%	9.3%
Techniques which were taught are not appropriate	16.7 %	23.1%	13%	6.1%	46.5%	16%	35.5%	20.6%	0.8%
Lack of mastery of the new techniques which were taught	16.1 %	10.1%	22.8%	4.2%	16.1%	19%	1.5%	8.8%	26.4%
Frequent use of the new techniques	67.7 %	78.9%	59.3%	84.6%	72.3%	69%	96.1%	61.8%	51.9%

Table 11: Degree to which the FL beneficiaries experienced ownership of the skills

Variables Evaluation topics	Gender (M/F)		Professional sector			Location			
	M	F	Fishing	Crafts	Farmin g.	Agadir	Marrakech	Fez	Tangiers/Tetouan
Positive impact on the improvement of productivity	73.4 %	83.4%	61.8%	93.5%	74.8%	67%	99%	82.4%	57.4%