

MOROCCO

Basic Education and Gender Equality

January - December 2016



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March 2017

Contents

Abbreviations and Acronyms:	3
Executive Summary	4
Strategic context 2016.....	7
Results in the Outcome Area.....	11
KRA 2: Support national capacity to improve children's access and equity to preschool education.....	11
KRA3: Support national capacity to increase education participation to disabled children through inclusive education development.....	13
KRA1: Support national capacity to improve equity in education through improved school governance and environments	14
KRA 4: Development of adolescent and youth is ensured for better learning and school to work transition.....	17
Financial Analysis.....	20
Future Work Plan	23
Expression of Thanks.....	25

Abbreviations and Acronyms:

MoE: Ministry Of Education

OOSCI: Out of School Children Initiative

AREF: Regional Academy of Education and Training

Executive Summary



Moroccan children still experience disparities both in access and retention and low quality learning outcomes. In 2016, the gross enrolment rate in preschool education was 43% nationwide and only 20% for rural girls, reflecting large and persisting geographical and gender disparities.¹ While the participation to primary school is close to universality with very narrow gaps between boys and girls, the transition to secondary school is still problematic and it is a major barrier to completion of basic education

especially for girls and rural dwellers. Dropout rates in primary and lower secondary are respectively 1.9% and 12% and concern the most vulnerable children, particularly rural girls. High repetition rates (12% at primary level, 17% at secondary level) also reflect the quality problems of the educational services. The quality challenges also are reflected in low learning outcomes as demonstrated by international and national assessments (only 2% of children reached international standards in TIMSS 2015).

Although important progress has been made in terms of access to basic education and provision of education resources; retention and completion still show slow improvement, especially for most vulnerable children. Major causes are identified on the lack of equity based approaches in addressing both school retention and learning achievement. Post basic education opportunities still lack of adaptation to the most vulnerable children and gaps exist in terms of structure and coordination.

Important progress has been made in access to primary education with and gross enrolment rate in 2016 of 98%. Gender disparity for primary education access also improved from 1.14² in 2015 to 1.12³ in 2016. However constraints on integrating the most vulnerable children especially in remote rural areas and disabled ones are still major concern for education system. Persistence of low quality learning still causes more drop out in schools and concerns children from poor economic background as well as rural girls. Gender inequities in access and learning are still a major concern in terms of preschool enrolment and secondary education transition (only 68% of rural girls enrol in secondary education compared to 82% for boys).

Lack of inclusiveness and equity-based planning and action at the school level are major barriers to the improvement of learning outcomes. School-to-work transition needs to be improved through a more differentiated response addressing post-basic education in terms of life skills improvement and a multi-pathway integrated education model.

In a continuity of UNICEF Morocco country programme 2012-2016 and using a systemic approach to reach the most vulnerable children, 2016 was a transitional year, with the launch of new education strategy 2015-2030 and the adoption of new 2017-2021 Morocco UNICEF CPD. Policies and strategies have been re-oriented towards targeting equity and quality, especially at the school level. UNICEF Morocco is using the opportunity of this new context to significantly boost efforts towards access, retention, quality and governance. Education programme is thus fully engage in prioritised areas covering early learning, inclusive education, out of school children and quality of learning including the launch of life skills based education development.

¹ Ministère de l'Éducation (2016) *Recueil statistique de l'éducation 2015/2016*

² Gender disparity index, MoE EMIS 2016

³ Ibid.

Rapid progress was achieved in 2016 on preschool through supporting the Ministry Of Education (MoE) in developing standards and norms, with a strong emphasis on equity. Preschool education is a national priority both at central and decentralised levels. Budget had been made effective since 2016 to enhance decentralised MoE capacities for service extension and quality improvement. Yet, and due to important gaps in preschool supply, particularly in rural areas, government budget is still insufficient to cover all children needs and attain a MoE targeted generalisation in 2030.

With respect to Out-of-School-Children (OOSC), continuous advocacy and support for OOSC campaigns at central and local levels was accompanied by the development of school- and community-based prevention and remediation mechanisms to prevent and detect dropping out using new tools and mechanisms developed with UNICEF technical support in three regions. A quality standards for non-formal schools has been developed and adopted by MoE and was completely rolled out in three regions in 2016. This first phase for implementation of drop-out prevention mechanism and back to school programs within schools and non-formal education centres is already showing results in terms of monitoring improvements among 30,641 OOSC.

The implementation of school based monitoring and action initiative showed results in terms of empowering civil society, including parents and communities, at the local level to address inequities in access. It also provides a more coordinated local response to improve access and retention in 54 primary and secondary schools with more than 8,000 targeted children. Results of implementation show an improvement in access and transition to secondary schools (more than 10% secondary transition in one province). INSAF (MoRES approach) school based monitoring and action initiative has facilitated advocacy for developing school equity dashboard enabling development of national framework for action. This includes development and experimentation of school equity indicators linked to school improvement plans and targeting school accountability. The initiative has enabled leveraging school action plan implementation with more than 3,000 schools adopting school projects, budgeted and funded by MoE decentralised levels.

Another major result is the mainstreaming of a national initiative to fight against school violence which was piloted in Marrakech under MoE ownership. More than 8,000 children had access to violence detection services, mediation and participatory mechanisms for violence detection and awareness. This led to an official MoE national action plan to combat school violence and a change of regulation and school mechanisms for child protection in schools generalised in 2016 to all regional academies of education. A national school-based monitoring system "MARSAD" has been developed and generalised to all primary and lower secondary schools. School anti-violence committees were institutionalised and generalised in 2016 with UNICEF support creating a national systemic training programme for schools comities including prevention and remediation tools.

In order to address the high level of school non-participation among children with disabilities and the lack of adaptive quality education, the MoE and UNICEF supported the Regional Academy of Education and Training of Souss-Massa in developing inclusive education regional strategy pilot programme. The programme, which aims at improving access and learning practices for disabled children through a broad participatory approach, benefited 9200 children in seven provinces including 138 targeted children with disabilities within specialised and ordinary classes. The pilot contributed to putting Inclusive education as a major target of new education reform. A national development action plan for inclusive education has been elaborated with multi-sectoral governance comities. Cross-fertilisation among regions has started in 2016 enabling pilot extension and building capacities of teachers and school boards to improve access and learning for disabled children. UNICEF support was key to ensure endorsement of inclusive education model as an orientation of MoE for schools reform and training programs for teachers and school boards has been integrated in initial and in-service national training program.

Finally, the interventions on adolescent development continued through a major programmatic shift strengthening the focus on the school-to-work transition via the revision of orientation mechanisms and the launch of life skills development based on multiple entry points encompassing curriculum content, school-based professionalization and the opening up of schools to their environments.

The programme FORSA, focusing on the adolescents and young people transition to active life, includes a major component on the development of a life skills policy covering both formal and non-formal education. In 2016 a national system of counselling has been strengthened through development of tools and modules integrating life skills development and school to work transition. These tools and mechanisms are developed in three regions and already half of them were finalised in 2016 benefiting in the experimentation phase 7,200 children.

Testing of these tools, including child personal projects, points to major improvements in school environments and in the motivation of children for learning and preparation for social inclusion. In addition, entrepreneurship has been integrated as part of school extracurricular programs as a result of piloting a regional program of adolescent capacity building in collaboration with a major NGO which benefited to 3240 adolescents in lower and upper secondary ages. In 2016, more than 25,000 had benefited from life skill and professional orientation programs leverage by MoE as a first phase of national life skills school programs beginning at the final grade of primary school.

Finally, UNICEF is leading nationwide a process, under FORSA program, of post basic education system development via orientation renovation, school to work mechanisms creation as well as reinforcing life skills development within both formal education, non-formal and vocational education sub systems.

Efforts to explore new partnerships (with World Bank, USAID,) and coordinate efforts between donors, including co-organization of education related forums has contributed to canalise major education financial donors toward ECD development with preschool education development as an entry point.

Constraints include the complexity of reforms in a middle-income country, which requires extremely high level expertise, changing government political priorities, the time needed to implement bottom-up approaches and overly ambitious UNDAF indicators (UNICEF co-leads the education outcome group), leading to difficulties in prioritization and reporting.

Education is one of leading component of the overall UNICEF programme of cooperation in terms of strategic relevance, impact and budget. Most of the funding comes from Thematic Funds, which have proven critical in enabling flexibility in a context where new programmes require a multilateral approach and which encompasses several themes (impact, access, retention, governance and quality). Through biannual planning, it has already been agreed that these efforts will be pursued and deepened in 2017, funding permitting.

Strategic context 2016

In continuity of UNICEF Morocco education Country Programme implementation in 2016, focus on main areas preparing new CPD 2017-2021 has been undertaken. Targeting equity and quality for the most vulnerable, areas of system strengthening, access and learning were structured under key area results capitalising on achieved results both in advocacy and modelling. The year 2016 was the first year of implantation of the new Ministry of Education Strategy 2015-2030.

The national education strategy reflected in many parts, long term advocacy efforts made by UNICEF for example in the areas of preschool education, life skills and school based governance sector prioritisation. Important UNICEF internal programmatic review was undertaken through alignment with regional launched frameworks of life skills development and Out Of School initiative follow up allowing strategic orientation of planned interventions in 2016.

Strategies and dialogue have been officially strengthened towards the issue of quality and learning outcomes improvement, especially at the school level. MoE recognizes the importance of measuring quality, monitoring and targeting of quality bottlenecks. New education sector strategy targets a comprehensive response that is applicable to each child formulating an equity orientation in learning and highlighting life skills based education as a strategic way to improve learning and school to work transition. In this context, the launch of RO life skills framework as well as design of the MORES (Monitoring of Results for Equity System) and its adaptation to the educational sector ("INSAF" initiative) proved particularly timely and strategic.

Articulation of education sub sectors and formulation of integrated education approaches including non- formal, pre-school and training systems in MoE priorities is now confirmed, and give opportunity to undertake a further strategic positioning to education programme priority interventions. UNICEF considers that equity approaches are also required in those sectors and develop new partnerships, particularly with NGOs, to ensure that services and rights are maintained.

Adopted one year mandatory preschool education as well as new advance education decentralisation allowing more autonomy to schools and delegating use of resources and decentralised capacity building entities contribution impose a more accelerated approaches on finalising modelling processes and scaling up adopted models based on best practices. Thus UNICEF prioritisation according to sector new targeted areas impose accelerating process of finalising key interventions to tackle supporting new sector strategy planning and implementation. Strong partnerships with NGOs helped positioning key issues such parental education and school to work transition enabling positioning UNICEF education programme as leading life skills based education reform as well as preschool education and inclusive education.

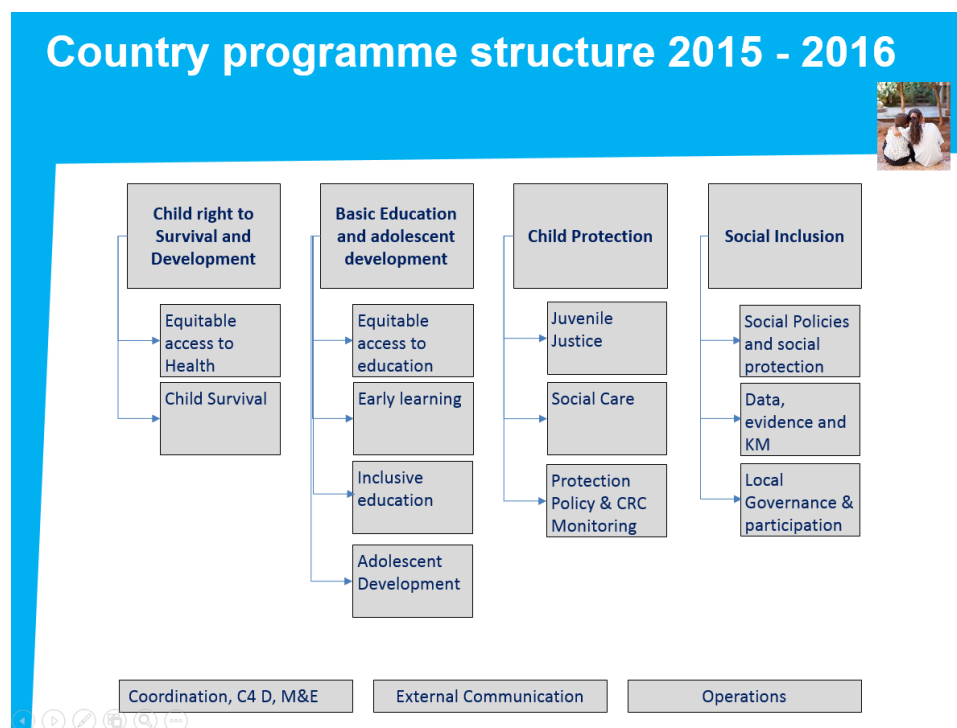
Challenges however remain, as listed by a recent evaluation of the Higher Council of Education⁴, particularly inequities between territories and socio-economical classes. The "silo" approach of the education system still requires efficient participation of other sectors (municipalities, health, social services...). Teacher provision and training is still needed particularly for extension of secondary education services. A clear coherent ECD policy is still a are of constrains since preschool education is beginning to be structured under new national norms and standards and a reshape of MoE leadership in service provision but sectoral coordination for early ages development is still at stake. Quality of education and learning outcomes is undermined by poor school facilities and environment in remote rural areas, due to multi-level classes increase and lack of community and municipalities' ownership and participation in education services. Dropout rates remains high (10% at secondary level), and schools environments mainly in poor areas do not offer optimal conditions. Girls' education, especially at secondary level, remains a

⁴ La mise en œuvre de la Charte Nationale d'Education et de Formation 2000-2013 : Acquis, déficits et défis (http://www.csefrs.ma/RubriquesTypesPJ_CSE.aspx?id=41&type=4)

challenge, since schools are poorly equipped with transportation, accommodation, washrooms and sanitary installation, and in some areas, girls are still required to support domestic tasks.

Although the consequences of these changes still must be fully assessed at the local and some sectorial levels, these changes have offered positive opportunities to UNICEF Morocco.

The figure below illustrates the design of the UNICEF Morocco new programme following MTR Process. Changes in outputs are the major shift for education program since and positioning early learning and inclusive education at output level allowed positioning equity for early age education and disabilities as priorities in preparation for new CPD 2017-2021. Thus, positioning those key equity areas allowed opportunity to go on a full oriented approach as preschool education, inclusive education as well as life skills development.



Education programme is an integral part of the UNDAF, whose first priority is to support Education, with the following goals, outcomes and outputs: Outcome 1: Constraints and inequities in access and retention, quality and governance of basic education and formation are reduced, particularly for vulnerable groups throughout the learning and training process.

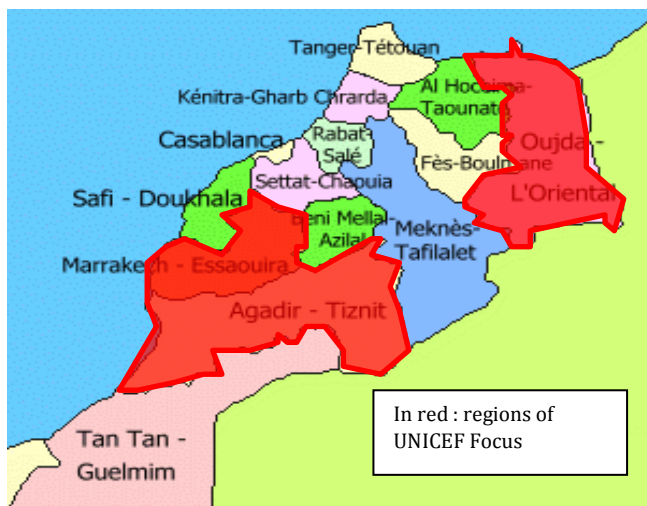
For the education sector, this been translated into the following outputs :

- Output 1: Access and retention : the socio-economic and educational constraints limiting access and retention to basic quality education of vulnerable population are reduced.
- Output 2: Pedagogy. Curricula, teaching practices and materials are improved.



- Output 3: Non-Formal Education (NFE) and literacy : The capacity of key players in the ENF and Literacy management, program improvement and integration of beneficiaries are strengthened.
- Output 4: School Management : The capacity of key actors in the field of development and implementation of the "school project" and promotion of the opening of the school towards its environment is enhanced.
- Output 5: Monitoring and Evaluation. The monitoring and evaluation of the education and training sector (including Information System) is reinforced so as to make available information on children and young people, especially the most vulnerable.

UNICEF Morocco, which co-leads the Education UNDAF Outcome group with the Ministry of Education, is involved in and contributes to all outputs above. Gender, youth and culture are cross-cutting thematic areas that are included under every outcome in the UNDAF (as are HIV and migration issues). UNICEF leads also the Youth Thematic group.



As stretch in education cooperation funds, including UNDAF, for major prioritised areas as preschool and inclusive education are still a constrain, thematic funds are of substantial support and well adapted to UNICEF Morocco's specific combination of strategic vision, integrated approach (access, retention, quality, governance) and technical piloting programmes.

The programmes supported by thematic funding are geographically focused on three areas: Souss Massa Draa, Marrakech and Oriental Region. Girls in rural areas are more specifically targeted, since they represent the highest proportion of for

drop out, especially during the transition from primary to secondary school.

More vulnerable children, including children out of school, children in non-formal education, children in rural areas, children with disabilities, and vulnerable youth, benefit from specific projects or programmatic focus.

Most interventions include specific partnerships, because in a low middle-income country such as Morocco, UNICEF can contribute, through its expertise and mandate, to existing efforts and advocate for additional support by leveraging the involvement of new actors.

The main partners of the education programme are:

In the Ministry of Education, division of cooperation, division of planning and statistics, division of schools, division of curricula, division of exams and evaluation, division of training, division of non-formal education and preschool education division. Regional "academies" such as AREF Oriental, AREF Souss-Massa and AREF Marrakech-Safi are also key partners;

Observatories and advisory councils such as "Higher Council of Education", "Conseil Economique et Social" are also instrumental in monitoring the situation of education in the country. "Parastatal entities" also include the "Entraide Nationale" a key partner at field level, especially dealing with most vulnerable populations and providing services to rural girls (boarding schools), to young children (ECD centres) and children with disabilities.

Links with other ministries such as Ministry of Youth and Sports, Ministry of Interior, Ministry of Social Development are being reinforced through office overall program and models are being experimented in the "Oriental Region"

Partnership with NGOs, such as Handicap International (for children with disabilities), Zakoura Foundation for Education and INJAZ al Maghreb, Carrefour Associatif are key, as are relations with National Committees to ensure some additional, although often project-targeted, funding ; French Committee for UNICEF (for our cooperation with Claire Fontaine).

UNICEF education programme is highly involved in a functioning collaboration with both bilateral and multilateral donors and is supporting the Ministry's efforts in setting up a global coordination group, under the responsibility of the General Secretary of the Ministry.

Results in the Outcome Area

KRA 2: Support national capacity to improve children's access and equity to preschool education

In 2016, UNICEF continued advocacy and technical support for a national policy and budgetary improvement to support generalisation of preschool services through a large participatory process to build a national strategy for preschool development under the lead of MoE.

Advocacy for preschool education lead by UNICEF contributed to the adoption development of preschool education as a main priority of the Moroccan Government's new education strategy for 2015-2030 which was launched by the Higher Council of Education in May 2015 and endorsed by MoE education policy in March 2016.

Following recommendations of national assessment of preschool sector under the lead of Ministry of Education and involving all national sub-sectors providing evidence based evaluation of preschool provision situation and a focusing on quality and equity determinants, lunch of national strategy building for preschool education sector has been supported through norms and standards building as well as a financial model framework. Both norms, standards and costing models had been developed with technical support of UNICEF and are being integrated in wide national reform of preschool education covering full aspects of governance, capacity building, and finance.)

High level advocacy for early learning in an ECD framework has been implemented in 2016 through the organisation of a south-south conference for ECD development with strong emphasis on early learning and parenting. The conference held in September 2016 gathered representatives from the governments of 10 countries and 150 participants, including governments official delegations from Morocco, Tunisia, Jordan, Cote d'Ivoire, Senegal, Burkina Faso, Mali and Mauritania. The conference allowed the sharing best international and invited countries' practices and on ECD new developments. With participation of high level experts, the conference allowed to identify effective ways to develop policies and funding, and in particular integrated multi-sectoral approaches support to meet the challenge of sustainable development goals. The south-south conference resulted on a declaration adopted by all invited governments and endorsed by government of Morocco with effective mechanism of recommendations follow-up and materialised in a multi-government comity and including early year's development in Morocco sectoral south-south cooperation with MENA and WCA countries.

Moreover, national preschool strategy has been finalised with UNICEF support. The strategy includes the development of norms and financing models through a broad participatory approach. A national committee including all preschool stakeholders and main service providers had been established under the leadership of MoE to guide national initiative to improve regulation and expansion of preschool services. A national curriculum framework had been finalised with UNICEF support in 2016 and has been tested in three regions. The capacity of teachers on the use of the new curriculum has been developed through training modules. Costing models have been developed with an equity perspective leading to a first-phase budget allocation (US\$4.5 million) for preschool education targeting strengthening decentralised MoE structures for a progressive expansion of preschool services and develop local partnerships for better equity targeting.

Parenting education development has been launched with a major NGO in partnership with MoE. A national framework has been developed with the support of UNICEF technical expertise covering a wide range of diverse specific local needs. Partnership with NGOs has made it possible to strengthen the capacity of civil society, which plays a key role in supporting service extension for the most vulnerable, specifically in rural areas. In 2016, UNICEF support resulted in the

leveraging of funds for 82 preschool units targeted for preschool parental education development covering 6235 preschool aged children.

Progress achieved

UNICEF in Morocco leads the intervention in ECD and more especially in preschool development that resulted in a large consensus among all national institutional stakeholders under ministry of education lead to engage in a systemic development process of preschool sector. UNICEF supported creating concrete evidence through a national assessment study that led to build situation analysis of preschool sector both in terms of developed models and major bottlenecks related to quality and equity access and preschool achievement.

Advocacy for child friendly based approach made by UNICEF has reached levels of ministry awareness about a more inclusive and child friendly approach to develop preschool contents and it shown especially by a large debate being launched about traditional preschool system shown by the assessment cited above as girl discrimination and lacking of child friendly based standards. UNICEF facilitated the reached agreement with all service providers to align content and norms to new MoE standards ensuring child rights based approach of service delivery as a result of an adopted universal rights based content for preschool education under UNICEF support and the finalisation of a national referential both for standards and monitoring.

In terms of norms and standards building process, UNICEF supported the creation of national comity of experts dedicated to official preschool curriculum standards and supported its work through technical advice and benchmarks to feed the curriculum building process. A national framework of curriculum building has been produced targeting the launch of national official curriculum standards by May 2016. 600 children benefited from experimentation of new content development and parental education mainstream. In addition, at decentralised levels, UNICEF has continued supporting building capacity through “resources centres” that have been created in the three regions targeted by UNICEF education program.

Training programs of existing preschool units continued in 2016 targeting the most vulnerable children especially in rural areas. In addition, local development country program component has helped to orient development of communal preschool units in rural areas through assisting authorities targeting vulnerable children areas and build a participatory process at local levels for opening new preschool centres.

At decentralised levels, UNICEF has continued supporting building capacity through “resources centres” that have been created in the three regions targeted by UNICEF education program. Training programs of existing preschool units began at the end of 2016 targeting the most vulnerable children especially in rural areas.

In addition, capitalising on social inclusion country program component support to orient development of district preschool units in rural areas through assisting authorities targeting vulnerable children areas and build a participatory process at local levels for opening new preschool centres, Education component has launched a process of decentralised preschool education strategy development based on an integrated approach involving local governments cross-sectoral coordination, planning and mainstream and common funding to extend services at local level based on equity prioritised areas.

Preschool education development support was key to ensure UNICEF positioning on south-South cooperation launch process to build regional network of ECD development. Agreement has been reached to engage first south-south international conference in 2016 under the lead of Morocco’s MoE and targeting exchange of expertise and experiences as well as strengthen commitments and fundraising for early age education.

KRA3: Support national capacity to increase education participation to disabled children through inclusive education development

Disabled children remain an equity focus of education program in 2016 both for access, completion and quality education. To tackle high levels of out of school disabled children and lack of adaptive quality education among children in Morocco. UNICEF and Ministry of Education (MoE) supported the regional academy of education of Souss-Massa-Daraa to implement a pilot program on inclusive education regional strategy building and implementation aiming to improve access and learning practices for disabled children as part of a larger initiative to feed a national program to ensure access and quality learning for disabled children.

The pilot (flagged “we live together we learn together”) uses a wide mobilisation participatory strategy for the promotion of local and regional institutional mechanisms to improve mobilisation of stockholders and education actors, improve access and learning practices for disabled children and ensure a continuum of services targeting the most vulnerable to ensure improvement of education access and quality in public schools.

The program allowed a significant impact on advocacy and mobilisation processes on ensuring the continuity of multi services local committees to improve inclusive education and an improvement of schools inclusiveness regarding learning practices and perceptions.

Advocacy, mobilisation and capacity building enabled strengthening awareness around inclusive education, thereby improving social perception, teaching practices and inclusion principles in schools while prolonging years of schooling of disabled children. Adaptation of primary curriculum for disabled children and building training system for inclusion allowed more in-depth action in 2016 through an official endorsement of developed model and launch of extension training programs for teachers in one other region (Academy of education and training- Oriental). The positive results and lessons learned from the piloted model by UNICEF Morocco in partnership with Handicap International allowed strengthening advocacy for inclusive education and achieve a full prioritised area in new sector strategy tackling inclusive education development including engaging on secondary education development and completion for disabled children. This pilot was shared in an international seminar with other countries (Tunisia and Algeria)

Progress achieved

Inclusive education development has shown at the school level a major change operated both in capacity building as well as mobilisation for inclusiveness. Hence more than 9800 children are provided with new approaches of learning and benefit from regular assessments to integrate regular classes since 2016, period of piloting developed model.

The result of pilot implementation had ensure an important increase of children with disabilities in schools that reached in the targeted districts 31.7%. Furthermore, a substantial change has been showed in families and parents behaviour that claim education access for their disabled children and contribute to education process even for those of low socioeconomic behaviour.

The local governments included for the first time a specific budgetary line to support inclusive education development that resulted, at the first phase, in providing specialised transport to school for disabled children (benefiting more than 300 children). Better coordination with health services is reflected as well in an articulated process between medical support and education process is beginning to rise (almost half of schools targeted and half of the total disabled children in school over the region)

New pedagogical methods were implemented to adapt curriculum content and teaching methods to six major disabilities and had been validated and adopted by Ministry of Education. The result of the first phase of implementation in targeted schools show already a better learning process

for disabled children as well as a better pedagogical differentiation that benefit all the 9800 children in classes.

The scaling up process has already begun with the involvement of key Ministry of Education central departments covering introduction of inclusiveness inputs in education national planning, schools management committees, teachers training and individualised monitoring of children education. Thus, the national monitoring system of learning outcomes has included for the first time all children with disabilities as well as the education planning system that includes already school access planning oriented toward inclusiveness. Leveraging effect through civil society partnership allowed mobilising funds within bilateral cooperation and allowed the launch of extension of build model to two more regions.

Furthermore, UNICEF began in 2016 piloting secondary inclusive education modelling phase with first assessment results in one region including a large participatory process of consultation including an important children participation component.

The Launch of secondary inclusive education modelling has enabled in 2016 finalising a comprehensive action plan toward a full basic education cycle inclusive education planning and benefited the pilot region from more capacity building helping build stronger regional cross-sectoral strategy for inclusive education.

Two important studies have been completed (the analysis of the schooling situation of children with disabilities and the analysis of legislation in support to the education of children with disabilities). The results of these studies have been used to develop action plan for implementation of inclusive education in the region.

KRA1: Support national capacity to improve equity in education through improved school governance and environments

In terms of addressing equity in access and learning, four main areas were tackled including supporting improvement of school governance for equity, capacity building for non-formal school to reach out of school children, ensure more protective school environment for children at school level and curriculum reform of development.

Capitalizing on equity capacity building program within MoE and MENARO support, an anchorage of INSAF initiative (MoRES approach) has been achieved at the local and regional level through a development of a new implementation process being carried out as a school based systemic approach to improve equity education for the most vulnerable children. INSAF implementation also led to strengthen the national monitoring system for children and a better equity based education planning. Field implementation already shows improvement in access and retention particularly in terms of secondary transition and a strong empowerment of civil society and parents in addressing inequity bottlenecks at the local level.

A national MoE policy to improve schools environments has been launched by MoE with UNICEF support implementing a national action plan to fight against children violence in schools led by a major pilot conducted with MoE in Marrakech. Improvement of monitoring of violence and development of child friendly environments are the major assets being implemented at the school level through the introduction of institutional mechanisms to prevent and fight against children violence. Specific mainstream of the pilot is ongoing in 10 schools of Marrakech region benefited to more than 8,700 children both in primary and secondary schools.

As a major result contribution in this area, national quality standards for non-formal education system has been generalized to 30% of OOSC children through a process of national wide generalization for 95,700 children benefiting from second chance schools. A new model of new generation of second schools has been finalised as a demonstrative pilot in two regions aiming

improving back to school mechanisms for the most vulnerable children and provide new learning opportunities through strengthening school to work transition component. Also a national wide program to prevent drop out has been finalized and is being implemented for generalization in three regions.

UNICEF has intervene in out of school field through capacity building of non-formal education and developing innovative methods to address drop out and drop out risk bottlenecks within schools in 6 provinces of three regions. Quality gap has been targeted through developing a national quality norms framework for non-formal education centres. Pilots has been conducted at the field level to develop tools and approaches addressing children out of school or at risk of drop out.

In addition, a follow up to the Out of School initiative has been reinforced through advocacy to implement OOSCI report recommendation and supporting ministry of education in developing advocacy for out of school children via direct support to lunch national communication strategy targeting all education stakeholders for more awareness on out of school issue.

Gender specific interventions were conducted both in terms of advocacy and capacity building especially at the local level and through INSAF initiative to highlight gender gaps both in access and equity learning and plan specific action for girl's access and retention.

Finally, UNICEF has supported the MoE in the pedagogical reform at the primary level. This reform mainly concerns the conception of the pedagogy of the classes at the multiple levels at the level of the primary schools in the rural.

Progress achieved

Equity in access and learning is addressed through strengthening school equity-based planning and action, combating school violence, addressing out-of-school children and strengthening monitoring and action for learning.

A national strategy has been elaborated to combat violence in schools, including regional action plans with a major focus on monitoring child protection in schools and school-based capacity development through a finalised national pedagogical and mobilisation mechanism. The developed system has enabled generalizing school protection structures with a training system for violence prevention and remediation. A tool kit for schools violence prevention shared in a national seminar in Marrakech by the General Secretary of MoF (flagged : "Une année scolaire sans violence"), has been institutionalized including a school based violence monitoring system and capacity building modules for teachers and school administrators. Result show a strong impact on violence reduction between 2015 and 2016 since the program had been implemented in Marrakech region lowering numbers of violence detection from 17000 to less than 400 in 14 month's implementation. Furthermore, multi-sectoral regional comities including health, justice and national security had been made effective in 2016 and contribute to develop and implement protection regional action plans with major achievements in 2016 enabling effective coordination between police and head of schools through direct hot line to protect school environment. Within school a system of rights charts had been implemented with children participation and an anonym system of violence denunciation linked to school protection structures had been made effective in 10 schools.

Results at upstream level were achieved through institutionalisation of school comities for protection "cellules d'écoute" by ministry of education and have been generalised to all primary schools in 2016. Monitoring violence against children was ensured nationwide through developed mechanisms of Monitoring "MARSAD" at school level allowing feeding back developed national plan of child school protection and ensuring standardised basis of implementation of protection strategies within MoE.

Out-of-school children have had been addressed implementing a national system of drop-out prevention enabling both training and mobilization of teachers and local NGOs. Three regions had benefited from out of school tracking and prevention system with an impact at national level shown by lower dropout rates (from 2.3% in 2015 to 1.9% in 2016). The national school-based mechanism has been finalised and endorsed in school projects in three regions to tackle the risk of dropping out and reintegrate school drop outs as well as strengthening bridges between non-formal and formal education. Quality norms for non-formal education have been endorsed by a MoE certification system, ensuring better learning and monitoring of non-formal education in three regions.

School based action and monitoring mainstreamed under “INSAF” MENARO framework had been extended in 2 districts covering more than 54 schools benefiting more than 6000 children. UNICEF support had enabled in 2016 local assessment of results and impact showing major trends of community and schools mobilization enabling improving secondary transition in one province raising secondary school enrollment of 13% and retention of 10%. Moreover, learning indicators had been introduced for the first time as outcomes to school action plans under national EMIS system feeding schools with learning outcome indicators and linking action to quality of learning improvement. A framework of school equity dashboard had been developed based on implemented piloted models with an emphasis is building and strengthening the equity-based monitoring of results and learning achievements as well as the development of a system of equity-based schools and MoE decentralized accountability under new MoE decentralization strategy.

At a more upstream level, developing a multisector coordinated approach at the field level was key to enable launch of building capacity on monitoring equity at school level as a national system based on INSAF experience and experimentation result. A first framework of equity indicators feeding national system of monitoring and evaluation was developed with the contribution of pilot INSAF teams and three MoE divisions under the lead of Evaluation National Instance.

In addition gender mainstreaming in education program, specific actions have been undertaken to advocate for gender sensitivity and education policy by specific use of INSAF analysis results within ministry of education especially in terms of secondary access to rural and most vulnerable girls and highlighting early girls marriage as an important bottleneck in some rural areas for girls education. Advocacy made at the central level ensured an integration of gender dimension as a major determinant in new Ministry of education strategy through an equity focus.

The city in Marrakech was the first area to develop and implement fight against violence approaches in ten primary and secondary schools showing a substantial decrease violence cases from 17125 in 2014 to less than 320 reported cases in 2016. Major achievement in 2016 was adoption of a systemic school based action plans for violence prevention and Marrakech helped the Launch of a national day of free from violence schools launched by Ministry of Education Secretary general in November 2016.

Children protection within schools is now embedded into MoE national policy and mechanisms are generalized to all primary and secondary schools through official protection committees with dedicated tools and guidelines. This includes a national monitoring system accessible to all schools to report and manage protection action and also raise community awareness for children protection.

In terms of school child protection, the main result has been shown through a national seminar on school violence that led to launch an official ministry of education's road map for violence reduction. Capacity building system for prevention and remediation was completed and shared at decentralised level to support school committees integrating specific violence reduction actions in the school plans and mobilised extra scholar actors for more action toward violence against children. A major piloting in Marrakech, covering 10 primary and lower secondary schools, helped raise awareness at the local and national level about violence reduction importance. As a result, violence reported cases drop out of about a half in 2015 and participation of children on monitoring violence was generalised in all pilot school through child adapted tools.



Regarding the pedagogical reform, the project supported by UNICEF targeted 6004 children in rural areas. Capacity building on the modules of the new pedagogical model targeted 254 teachers, in the 3 targeted regions, 81 primary school directors and 48 pedagogical inspectors.

This pedagogical model is now institutionalized by the Ministry of Education and has been shared among all the stakeholders in a national workshop lead by the Ministry of Education in December 2016.

KRA 4: Development of adolescent and youth is ensured for better learning and school to work transition

Quality learning improvement and monitoring enhancement were part of UNICEF education program interventions during 2016 as a continuity of implementation of an individualised system of monitoring of learning outcomes results. A competency based child monitoring system was developed to ensure continuous assessment and intervention involving a pilot within two regions and benefiting at the development phase more than 1654 children in primary schools. The finalisation and validation phase has been carried out in February 2016 and has been endorsed by evaluation department within Ministry of education and are now integrated in MoE EMIS system as quality monitoring tool including at school level.

UNICEF finalised in 2016 of a comprehensive approach to adapt national teaching framework to multilevel classes which was generalised to all decentralised levels through a training program in three regions benefiting 6004 children in two regions.

FORSA program mainstreaming for Life Skills based education development continued in 2016, covering Life skills based education programs targeting the most vulnerable children and adolescents. This includes entrepreneurship programs, personal life projects in formal schools and second chance school for out of school children. Piloted models had been finalized and embedded in MoE programmes reaching, in 2016, 25000 adolescents and children

Implementation of FORSA at the field level in partnership with ministry of education and a major NGO continued in one region benefiting adolescents and youth for a better life skills development and capacity building of 12 secondary schools to ensure more open education approach for social inclusion for the most vulnerable.

Life Skills Based Education development was ensured through the finalisation of the first module of child based personal project with UNICEF support and benefited 1600 children in rural areas in 2016. Multiple partnerships has been developed both with major national NGOs and government department to ensure the development of a comprehensive model of post basic

education articulations and a systemic coordination via dedicated newly created structures mainstreamed through a national counselling system.

Furthermore, a new model of school of second chance has been finalised via a major piloting model in Fes to tackle the reintegration of out of school children under a more comprehensive model providing both back to school mechanisms, vocational training and preparation to social and professional inclusion for adolescents and youth.

Progress achieved

Progress has been made in terms of quality learning monitoring within ministry of education. UNICEF advocacy for quality determinant integration within information system has led to the integration of real time learning assessment within ministry new information system. Experimentation process was launched in February 2016 as a first step to its generalisation.

A national programme has been developed in partnership with MoE to develop national program improving introduction of life skills and citizenship based education and school-to-work transition mechanisms. A steering committee was established with UNICEF support bringing the main education stakeholders together under the leadership of the vocational training department of MoE. The first phase resulted in the finalisation of a set of child and adolescents based tools for life skills development in both primary and lower secondary education. These have been experimented and implemented in three decentralised regions targeting more than 25000 children.

First, and targeting school to work transition, a programme of personal projects, including life skills competencies improvement and child participation among children and adolescents in primary and lower secondary was finalised and benefited 6520 children in two decentralised regions in 2016. The finalised tools have been embedded in the national MoE counselling system along with a training program enveloped with UNICEF support, benefiting in the 2016 experimentation phase more than 38 teachers 16 councillors, has also been experimented and finalised and programed to be generalised to all lower secondary school in 2017 and embedded in MoE teachers training system. The first results show more that enhanced children life skills capacities, that children display attitude change, with greater interest in learning and improved relations between children and teachers.

Furthermore, and supporting developing a national multi-pathway education system (both academic and professional), national early preparation for school to work transition in primary schools, developed with UNICEF support, had been leverage by MoE in 2016 in 157 primary school 669 teachers and 19000 children. Benefiting from professional pathway discovery curriculum.

Entrepreneurship programme was developed and mainstreamed in a pilot region benefiting 4250 adolescents in lower secondary age. The programme is mainstream in partnership with a major NGO and decentralised MoE and resulted in system change by creating an official structure for life skills development including MoE pedagogical experts and counsellors. Tools and system of governance, including local, regional and national comities were developed tackling coordination between councillors, head of schools and teachers and cussed in including in school based improvement plans entrepreneurship programs with a decentralised monitoring results system.

Second-chance school model has been developed with a strong emphasis on life skills based education and been finalised in 2016 targeting for out of school children. The pilot benefited 142

adolescents in the experimentation phase and more than 16 teachers and 12 administrators of non-formal education. The model was embedded in MoE national action plan for 2017 aiming extension to 12 second chance schools in 6 regions. Results of implementation show that children benefit from a larger scope of life skills competencies targeting improving their socio-professional insertion. Moreover, the developed model improve private sector partnership with second chance school impacting relevance of learning and vocational training and enhancing professional insertion of beneficiary adolescents.

Curriculum improvement has led to a complete first phase of adaptation of primary pedagogical approaches to disabled children and also a framework review of secondary curriculum in terms of children rights and gender sensitivity. Adaptive teaching approaches for multilevel classes were finalised for primary curriculum resulting of a first impact improvement of learning in pilot classes and a proved positive capacity building of rural teachers. Results shown by experimentation have led to an endorsement by Ministry of education through initial training program of primary teachers in 2015.

UNICEF continued during 2016 development of articulations between non formal, formal and vocational training systems through the development of initiatives aiming to strengthen children orientation processes. Restructured under FORSA program, orientation mechanisms development had been launched and ensured finalisation of a first module of orientation for the most vulnerable children life skills based and its being generalised progressively through a capacity building national program for school councillors.

Manuals and children based tools have been developed concerning both personal child project at the end of primary school and a secondary school "portfolio" child based. This has resulted in a more comprehensive approach to orient children through basic education system taking account of children need and desires as well as their individual capacities to continue in general or vocational education.

Financial Analysis

Education and gender has been designed as a flagship programme for the new country programme cycle 2012-2016, with the following planned amounts:

Major efforts had been made concretising a donation from Canadian Government to cover adolescent and youth development as a whole specific program where education components are key. Hence, the global thematic funds and country-specific thematic funds are still instrumental in 2016 to the launch of UNICEF Morocco's programmes for children in major areas such as preschool education development, quality education improvement and inclusive education.

Following new CPD reorientation of education program and mainstream of biannual action plan 2015-2016, the rhythm of engaging budget has been accelerated in 2016 as all areas of intervention were fully engaged:

1. Preschool education development and national strategy building, was adopted as a process and important steps have been achieved in terms of national norms and costing model
2. Inclusive education advocacy and piloting has reached levels of final regional strategy and used in a large process of advocacy at national level to build a national comprehensive policy for inclusive education
3. Equity in education through fight against violence in school national initiative, curriculum reform and strengthening of monitoring of learning were planned and implemented.
4. Several studies (on inclusive education, preschool education,) were completed and launched at the end of the year.

Table 1 –OA5 Planned budget

Fund Category	All Programme Accounts
Year	2016
Business Area Hierarchy	Morocco - 2910
Prorated Outcome Area	05 Education

Row Labels	Output Planned
All Programme Accounts	939,750
Other Resources - Regular	707,950
05-03 Learning and child-friendly schools	400,000
05-05 Education # General	240,000
Unknown	67,950
Regular Resources	231,800
Unknown	231,800
Grand Total	939,750

Table 2 –Country level thematic contributions to OA5 received in 2016

Not available

Table 3 –Expenditures in the OA5

Fund Category	All Programme Accounts
Year	2016
Business Area Hierarchy	Morocco - 2910
Prorated Outcome Area	05 Education

Row Labels	Expense
All Programme Accounts	1,700,101
Other Resources - Regular	1,373,275
05-01 Early learning	268,512
05-02 Equity # focus on girls# and inclusive education	998,306
05-03 Learning and child-friendly schools	85,505
05-05 Education # General	20,952
Regular Resources	326,826
05-01 Early learning	95,380
05-02 Equity # focus on girls# and inclusive education	229,393
05-05 Education # General	2,052
Grand Total	1,700,101

Government of Canada funds helped cover all fourth output budget needs in 2016 and reallocate thematic funds for areas of funds stretches as preschool education and school governance.

Table 4 –Thematic expenses by programme area

Fund Category	All Programme Accounts
Year	2016
Business Area Hierarchy	Morocco - 2910
Prorated Outcome Area	05 Education
Donor Class Level2	Thematic

	Expense
Other Resources - Regular	772,638
05-01 Early learning	268,512
05-02 Equity # focus on girls# and inclusive education	418,621
05-03 Learning and child-friendly schools	85,505
Grand Total	772,638

Thematic funds were instrumental in 2016 to develop equity education targets including finalisation of curriculum reform for preschool education and inclusive education as well as fight against school violence. These areas were budgeted and implemented through Early learning and equity focus global areas and covered the most important part of expenses of education program.

Table 5 –Expenses by Specific intervention code

Fund Category	All Programme Accounts
Year	2016
Business Area Hierarchy	Morocco - 2910
Prorated Outcome Area	05 Education

Specific Intervention	Expense
05-01-01 National policies on early learning and school readiness	19,639
05-01-03 Institutional pre-schools	330,730
05-02-01 Out of School Children Initiative (OOSCI)	437,785
05-02-02 Non-formal education (including adult literacy)	362,530
05-02-06 Education for children with disabilities	190,292
05-02-07 Violence in schools including gender-based violence	71,144
05-03-02 Child Friendly Schools # Education	41,290
05-03-05 Curriculum reform or development	44,214
05-05-01 Education -Systems	17,494
08-02-08 Monitoring # General	105,967
08-09-06 Other # non-classifiable cross-sectoral activities	56,664
08-09-07 Public Advocacy	17,385
10-07-12 Management and Operations support at CO	4,967
Grand Total	1,700,101

Future Work Plan

Equity in access for Out of school children will remain major priority for education program. UNICEF will continue support of INSAF implementation through supporting scaling up process of developed models through embedding equity monitoring in national education monitoring system school based. Support will be ensured to embed INSAF as a model for school governance improvement strengthening participation and community reporting processes. Development of School equity Dashboard will begin in 2017 ensuring a more systemic approach for school based monitoring and action from an equity perspective and simplification of school tools will be a target through MoE School based EMIs system.

In addition, UNICEF will continue advocacy for Out of School children both by raising awareness national initiatives and technical support to develop ways to address efficiently drop out barriers within education system. Developed models will be supported to be scaled up through civil society partnership and capacity building of MoE. A systemic approach will be mainstream in terms of advocacy in 2017 based on strengthened monitoring of Out of School children and profiling of the different population of OOSC children for targeted advocacy campaigns both at national and local levels.

The created school protection systems will be used as an entry point to a more holistic approach to improve school environments bridging supported improvement on pedagogical approaches and decentralisation interventions to strengthen integrated responses to school dropout. A cross sectoral approach with UNICEF protection program will be mainstreamed aiming to develop a comprehensive response through a sectoral programming. This includes streaming capacities of NGOs for independent monitoring, police, justice and social care systems will be fed by specific programs to raise awareness for violence against children and ensure articulated tools and action within social sectors around schools children protection targets.

More precisely, the TF will be used to reinforce the intervention of UNICEF in developing alternative care to protect children without family protection. The main areas that are going to be addressed are:

- Social attitudes that favour or do not challenge actual social care institutions norms and standards. Advocacy and communications activities will be conducted to alter such attitudes, especially among policy makers, administrators, civil servants and social workers;
- Support to families who are in need of support in order to care for their own children. Based on evidence to be gathered about the structural causes of separation, instruments will be identified to prevent child abandonment/relinquishment and to encourage the return of children to their own families;
- Promotion of alternatives to institutionalisation such as Kafala, foster care and community care modelled on family;
- Development of the social work profession and the capacities of social workers, whose role is vital UNICEF will engage in advocacy and policy dialogue, provide technical expertise and/or facilitate international or south-south cooperation, and contribute to capacity development;

Standardisation of alternative care for more alignment with the international norms and to ensure that children in residential institution are protected from violence and maltreatment and they have access to appropriate education and health services.

In 2017, and under new CPD, UNICEF will support the implementation the national strategy of preschool education through more substantial interventions within ministry of education and

national education stakeholders. The results of technical support and advocacy creating national norms and standards as well as a costing model for preschool system will be consolidated under the finalisation of a national voucher for preschool education and an initiation of a legislative and financial reform to ensure moving toward to an extension of services as well as norming existing services. Finlay, pilot was initiated in two regions to develop decentralised strategy of preschool education extension ensuring cross-sectoral integrated approach aiming to develop governance model to national preschool education development targeting improving access and demand side mobilisation supported by community based model developed with strong civil society partnership.

UNICEF is also supporting an ongoing process of national strategic framework of inclusive education building based on pilot results. As a first result, a multisectoral convention has been signed between education, social protection and health departments to provide basis to a national coordinated strategy for inclusive education. The pool of expertise created at decentralised level for inclusive education development is used to disseminate the expertise and competencies on other regions via a partnership programs with three regions.

The main targeted objectives in the next two years is to support building a national response to inclusive education that will be a key component of the national strategy of handicap that begun to be mainstreamed in 2016 and ensure coordinated system capacitation to provide a continuum of services for children with disabilities beyond basic education. Ensure completing modelling with development of inclusive secondary education and supporting scaling up to reach more disabled children will be areas of UNICEF support to ensure coherence in terms of social inclusion response and output.

UNICEF will continue both supporting quality learning improvement and governance capacity building. Finalisation of the curriculum renovation and teaching methods for the most vulnerable including disabled children will be effective at the end of 2016 to begun generalisation for all children via a dissemination process supported by a wide process of capacity building of education actors and integration within training centres both at central and regional levels.

UNICEF will continue supporting strengthening learning quality monitoring and action as well as capacity building on monitoring learning outcomes both in terms of information system improvement and evidence creation.

Life Skills and Citizenship based education development will also be strengthened into 2017 under Forsa program. Finalisation of integrated secondary education counselling system will be achieved in 2017 integrating life skills based approaches' and bridging formal, non-formal and vocational education sub-stems.

Extension of second chance schools within three regions, under a national action plan for second chance schooling, will be supported ensuring embedding second chance schooling approaches within decentralised level and strengthening national overall model and dissemination structures.

A National Life skills and citizenship framework will be developed in 2017 targeting a curriculum based approach with schools, covering teaching methods and approaches as well as school based activities. This will be linked to the developed counselling system to constitute a national comprehensive response for Life skills and citizenship based education mainstreaming within education system.

Expression of Thanks

UNICEF Morocco's efforts to support education continue to go to scale, despite recent political changes and the transition to a new country programme. The flexibility made possible by thematic funds has been instrumental in this success.

UNICEF Morocco is active in education in areas that will impact the life of a child or adolescent (pre-school, primary school, secondary school, adolescent development), and more importantly that have launched cross-sectoral activities on determinants to results (access, quality, governance) that will have an impact on other areas and beneficiaries.

We therefore take this opportunity to express our gratitude to donors who have decided to target Morocco as a country-specific recipient of Thematic funds, namely United Kingdom National Committee and 'Agència Catalana de Cooperació', and invite their representative to visit Morocco to see first-hand the changes made possible by this funding. We also thank our Government and civil society partners in-country for their commitment and partnership, which enable the achievement of results for children in the education sector.

Title of Report/Project:

UNICEF Office:

Donor Partner:

Date:

Report Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Behzad Noubary, Deputy Representative –Morocco Country Office

Email: bnoubary@unicef.org

SCORING: 5 indicates “highest level of satisfaction” while

0 indicates “complete dissatisfaction”

1.To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

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