

Country Name	Project for Promoting Education with Equity and Quality (PEEQ)
Kingdom of Morocco	

I. Project Outline

Background	<p>In Morocco, the net enrollment rate in primary education significantly improved from 56% in 1991 to 89% in 2008 (UNESCO). At the same time, however, the retention and dropout rates were still high, and there were still delays in early secondary education, low levels of achievement compared to other countries, and disparities between urban and rural areas (especially in female enrollment rates), which had contributed to social disparities.</p> <p>Recognizing that the conventional centralized administrative model was problematic in terms of efficiency, the decentralization to transfer authorities from the central level to the regional level in education had been promoted by the government of Morocco in order to facilitate decision making by the regional level. since 2009. However, the policy had yet to bring about penetration and improvement in the field, especially in the access and quality of primary and secondary education.</p>												
Objectives of the Project	<p>Through (i) trying out and setting measures to mitigate school disparities in learning achievement, (ii) trying out and setting school management mechanism to promote activities aiming at mitigating disparities, and (iii) developing dissemination plans, the project aims that MENPS* supports initiatives of AREF** to mitigate education disparity, thereby contributing to dissemination of the project (PEEQ) activity to other schools.</p> <p>* Name of the current ministry: Ministry of National Education, Preschool Education and Sports (Ministère de l'Éducation Nationale, du Préscolaire et des Sports). During the project implementation, this Ministry was called MENFPESRS (Ministère de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique).</p> <p>** Regional Education Office (Académies Régionales de l'Éducation et de la Formation - AREF)</p>												
Activities of the project	<p>1. Overall Goal: The PEEQ activity is disseminated to other schools within/beyond targeted Regions (AREFs) in Morocco</p> <p>2. Project Purpose: MENPS supports initiatives of AREF to mitigate educational disparity.</p>												
	<p>1. Project site: Originally, the target regions were 8 (eight) regions. However, due to reorganization of regions, 3 regions (i.e. Casablanca-Settat, Rabat-Salé-Kénitra and Marrakech-Safi) remained to be targeted in this project.</p> <p>2. Main activities: (i) trying out and setting measures to mitigate school disparities in learning achievement, (ii) trying out and setting school management mechanism to promote activities aiming at mitigating disparities, and (iii) developing dissemination plan</p> <p>3. Inputs (to carry out above activities)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Japanese Side</td> <td style="width: 50%;">Morocco Side</td> </tr> <tr> <td>1) Experts: 12 persons</td> <td>1) Staff allocated: 78 persons</td> </tr> <tr> <td>2) Trainees received: 27 persons</td> <td>2) Facilities: Office spaces and furniture, workshop venues</td> </tr> <tr> <td>3) Equipment: Photocopier, projectors, PCs, printers, etc.</td> <td>3) Local expenses: salary for the counterparts, allowances and travel expenses, workshop expenses, etc.</td> </tr> <tr> <td>4) Local expenses: Ordinary expenses (personnel, vehicle related expense, maintenance and repair for the facilities & equipment, consumables, travel expense & allowance, communication, printing, etc.)</td> <td></td> </tr> </table>			Japanese Side	Morocco Side	1) Experts: 12 persons	1) Staff allocated: 78 persons	2) Trainees received: 27 persons	2) Facilities: Office spaces and furniture, workshop venues	3) Equipment: Photocopier, projectors, PCs, printers, etc.	3) Local expenses: salary for the counterparts, allowances and travel expenses, workshop expenses, etc.	4) Local expenses: Ordinary expenses (personnel, vehicle related expense, maintenance and repair for the facilities & equipment, consumables, travel expense & allowance, communication, printing, etc.)	
Japanese Side	Morocco Side												
1) Experts: 12 persons	1) Staff allocated: 78 persons												
2) Trainees received: 27 persons	2) Facilities: Office spaces and furniture, workshop venues												
3) Equipment: Photocopier, projectors, PCs, printers, etc.	3) Local expenses: salary for the counterparts, allowances and travel expenses, workshop expenses, etc.												
4) Local expenses: Ordinary expenses (personnel, vehicle related expense, maintenance and repair for the facilities & equipment, consumables, travel expense & allowance, communication, printing, etc.)													
Project Period	(ex-ante) September 2014-August 2018 (48 months) (actual) September 2014-September 2018 (47 months)	Project Cost	(Ex-ante) 430 million yen, (actual) 486 million yen										
Implementing Agency	Ministère de l'Éducation Nationale, du Préscolaire et des Sports (MENPS) (As of March 2023) (During the implementation, Ministère de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique : MENFPESRS)												
Cooperation Agency in Japan	Koei Research & Consulting Inc.												

II. Result of the Evaluation

<Constraints on Evaluation>

Prior to the ex-post evaluation of the project, a site visit was conducted in March 2022 to one of the pilot schools of the project (school PAM in Sidi Slimane/AREF Rabat-Salé-Kenitra). This site visit was good enough to give us an idea on the sustainability and effectiveness of the project. Therefore, we judged not necessary conducting other site visits to other PEEQ schools. Still, some other site visits to non-PEEQ schools were conducted by JICA MO.

1 Relevance/Coherence

[Relevance]

<Consistency with the Development Policy of Morocco at the Time of Ex-Ante Evaluation >

The project was consistent with the development policy of Morocco at the time of ex-ante evaluation. Morocco implemented the Programme d'Urgence (PU) since 2009 to improve the access (eliminating the gap between regions) and quality of education. Subsequently, in March 2013, a new education sector development policy, the "Mid-Term Action Plan 2013-2016" (Plan d'Action à Moyen Terme: PAMT) followed the PU and priority measures. PAMT placed the improvement of access to education and the enhancement of education quality as priorities, and it presented concrete actions to improve the enrollment rate of girls in rural areas by correcting inequalities as a measure to improve access, and to improve the examination and evaluation system to take appropriate measures to improve academic achievement.

<Consistency with the Development Needs of Morocco at the Time of Ex-Ante Evaluation >

The project was consistent with the development needs of Morocco at the time of ex-ante evaluation. Access to and quality of primary and secondary education needed to be improved.

<Appropriateness of Project Design/Approach>

The project design/approach was highly appropriate in terms of equality of benefits from the intervention (Consideration for vulnerable and equality). The approaches adopted by the project were relevant as they aim to reduce disparities in terms of learning outcomes. Since its planning stage, the project directly targeted the learner at the level of the target school. The school basins were selected on the basis of a sampling which was based on a combination of indicators relating to academic performance and the schooling of children by prioritizing the most vulnerable basins in terms of schooling indicators.

As for the general project design/approach, no problem attributed to the project design/approach was confirmed.

<Evaluation Result>

In light of the above, the relevance of the project is ③¹.

[Coherence]

<Consistency with Japan's ODA Policy at the Time of Ex-Ante Evaluation>

The project was consistent with the Japan's ODA policy to Morocco at the time of ex-post evaluation. "Reduction of regional and social disparities" was one of the priority areas for assistance. Specifically, social development, particularly in the areas of education and health, is being promoted in regions where development is lagging, such as rural areas and water resources.

<Collaboration/Coordination with other JICA's interventions>

The collaboration/coordination between the project and "Basic Education Sector Support Project" (a hybrid type of ODA loan that combines an education sector program loan and construction of secondary school buildings) of JICA was planned at the time of ex-ante evaluation and was implemented. However, since the secondary schools constructed with the ODA loan were not the target schools of this project, no specific synergetic effect was observed.

Meanwhile, the establishment of a "school project" system was set as one of the trigger actions for the program loan, and since it was necessary to show examples of concrete activities using the created system, this project was designed to create examples of various educational activities as the school project PEEQ axis and support was provided. Thus, it is recognized that there was a complementary effect between this project and the Basic Education Sector Support Project.

<Cooperation with other institutions/ Coordination with international framework>

Any cooperation/coordination with other development partners was not clearly planned at the time of ex-ante evaluation. Nonetheless, before and during the implementation of the project, broad consultations were held with the various development partners involved in the context of improving the quality of learning and lessons to avoid duplication and overlapping, thus creating complementarities in the programmatic responses.

<Evaluation Result>

In light of the above, the coherence of the project is ③.

[Evaluation Result of Relevance/Coherence]

In the light above, the relevance/coherence of the project is ③.

2 Effectiveness/Impact

<Status of Achievement of the Project Purpose at the Time of Project Completion>

At the time of project completion, the Project Purpose was partially achieved. A note from the MENFPERS, which gave instructions on the dissemination of the PEEQ model (an educational model for assessment and proficiency of basic academic skills in elementary mathematics education) in national scale was agreed to be the framework prepared under the indicator 1. The Ministerial note was issued and adopted on August 28, 2018. Among the interventions under the project, the model to be disseminated was limited to "the educational model for assessment and proficiency of basic academic skills in elementary mathematics education".

Though the Project Purpose was achieved, the effectiveness of the project was deemed fair in terms of whether regional-level plans were adequately developed to ensure the effectiveness of the central-level framework.

<Continuation Status of Project Effects at the Time of Ex-Post Evaluation>

By the time of the ex-post evaluation, the project effects have been continued and further developed.

The training and guidance were provided on the basis of the generalization plans by AREF (All AREF in the country) and MENPS in the sense that the integration of the PEEQ approach into the revised primary school curricula has led to training of inspectors and teachers within the framework of the priority project No. 8 of MENPS. The in-service training of primary school inspectors and teachers on the pedagogical approach of the PEEQ has constituted a decisive component in the process of dissemination and generalization.

In a perspective of capitalization and consolidation of achievements, the design of Massive Open Online Courses (MOOC) using the video clips on the use of number cards developed under the project and the training module related to the pedagogy of error and the PEEQ approach was planned by the Distance learning Division of the National Center for Evaluation, Examinations, and Examination Guidance (Centre National des Innovations Pédagogiques et de l'Expérimentation: CNIPE). The design work for this MOOC has not yet started.

As for regional-level plans, they were developed in conformity with the set frameworks.

¹ ④ : very high, ③ : high, ② : moderately low, ① : low

<Status of Achievement of the Overall Goal at the Time of Ex-Post Evaluation>

At the time of ex-post evaluation, the Overall Goal has been achieved as planned. 100% of all primary schools (entire country) adopted the PEEQ model, as MENPS revised the curriculum for all grade of primary school which has intention to disseminate the PEEQ activity.

<Other Impacts at the Time of Ex-Post Evaluation>

No negative impacts on the natural environment have been observed.

Other positive impact has been observed. The project introduced the supplemental teaching materials to repeat exercise, which was not recommended in the old curriculum, however, MENPS acknowledged the effectiveness of utilization of supplemental materials, and they mentioned of the effectiveness of supplemental materials in the revised curriculum. MENPS has worked with a Japanese private company to establish the supplemental materials which meet Moroccan curriculum.

One more positive impact is noted during the direct school observation. Besides the classroom observation conducted in March 2022 in one of the pilot schools (AREF RSK/Sidi Slimane), two classroom observations were conducted in April & November 2022 in one of the non-pilot schools targeted by PEEQ 1. Those visited schools were located in Meknes & Rabat city. The practice of PEEQ model has been observed in those schools, which showed not only the interest by the students to the PEEQ approach, but also highlighted the ownership by the teachers during the practice of the PEEQ approach. Overall, the very fact that the curriculum has been revised to reflect the PEEQ model and a dedicated priority project (project n° 8) has been set to promote the development of the pedagogical model is an achievement in itself and an assurance of the sustainability and rollout of the PEEQ approach.

<Evaluation Result>

In light of the above, the effectiveness/impact of the project is ③.

Achievement of Project Purpose and Overall Goal

Aim	Indicators	Results	Source																					
(Project Purpose) MENFPERS supports initiatives of AREF to mitigate educational disparity	Indicator 1 Framework of MENFPERS's support for AREF is prepared	<p>Status of the Achievement (Status of the Continuation): partially achieved (continued and further developed)</p> <p>(Project Completion)</p> <p>The project director of the Morocco side and the Japanese team agreed “framework” means a note from MENFPERS, which gives instructions on the dissemination of the PEEQ model (an educational model for assessment and proficiency of basic academic skills in elementary mathematics education) * on a national scale. The note was issued on August 28, 2018.</p> <p>However, the effectiveness of this project was fair in terms of whether regional-level plans were adequately developed to ensure the effectiveness of the central-level framework, a component of the project.</p> <p>(Ex-Post Evaluation)</p> <p>The ministerial note has continued to be in force and has been further developed through maintaining the local management of the project and through extrapolating the methods and dedicated tools to other similar projects implemented by the MENPS. As for regional-level plans, they were developed in conformity with the set frameworks.</p>	source : JICA documents and MENPS																					
(Overall Goal) “The PEEQ activity is disseminated to other schools within/beyond targeted Regions (AREFs) in Morocco”	Indicator 1 “Number of targeted schools in the extended areas” (Target value:100 % of all primary schools in 2020/2021)	<p>(Ex-Post Evaluation) Achieved as planned</p> <table border="1" data-bbox="774 1644 1256 1906"> <thead> <tr> <th></th> <th>Adopted/Not adopted</th> <th>Date of adoption</th> </tr> </thead> <tbody> <tr> <td>1st grade</td> <td>adopted</td> <td>2018</td> </tr> <tr> <td>2nd grade</td> <td>adopted</td> <td>2018</td> </tr> <tr> <td>3rd grade</td> <td>adopted</td> <td>2019</td> </tr> <tr> <td>4th grade</td> <td>adopted</td> <td>2019</td> </tr> <tr> <td>5th grade</td> <td>adopted</td> <td>2020</td> </tr> <tr> <td>6th grade</td> <td>adopted</td> <td>2020</td> </tr> </tbody> </table> <p>*At the time of project completion, the new curriculum and textbooks which reflect the PEEQ model (an educational model for assessment and proficiency of basic academic skills in elementary mathematics education) were to be adopted in 2018/2019 academic year.</p>		Adopted/Not adopted	Date of adoption	1 st grade	adopted	2018	2 nd grade	adopted	2018	3 rd grade	adopted	2019	4 th grade	adopted	2019	5 th grade	adopted	2020	6 th grade	adopted	2020	source : MENPS
	Adopted/Not adopted	Date of adoption																						
1 st grade	adopted	2018																						
2 nd grade	adopted	2018																						
3 rd grade	adopted	2019																						
4 th grade	adopted	2019																						
5 th grade	adopted	2020																						
6 th grade	adopted	2020																						

The project cost slightly exceeded the plan (the ratio against the plan: 113%) and the project period was within the plan (the ratio against the plan: 98%). Outputs were produced as planned. Because of combined factor, the project cost exceeded the plan.

In the light above, the efficiency of the project is ③.

4 Sustainability

<Policy Aspect>

The project is aligned to the Government policy “Strategic vision 2015-2030” (adopted by the Higher Council for Education, Training and Scientific Research), and also the PEEQ model was introduced in the revised curriculum.

<Institutional/Organizational Aspect>

There have been established organizations for monitoring the project effects both at central and regional level.

At the central level, an organizational structure has been established bringing together focal points from the technical departments to properly ensure the implementation and the dissemination of the project effects. General Directorate of Teaching Affairs (pôle pédagogique) was established as expected; however, it was not dedicated solely to the PEEQ activities. DC (Curriculum Directorate), either separately or through pole pédagogique continues to be in charge of monitoring the effectiveness of PEEQ activity.

At the regional level, AREFs play major roles such as developing a regional plan for the generalization of the PEEQ pedagogical approach, providing guidance and instructions on the organization of training/sharing sessions at the provincial level for pedagogical inspectors (Provincial Education Offices) and allocating the necessary budget for carrying out the pedagogical approach and distributing to the Provincial Directions.

The existence of a regional pedagogical affairs division, in addition to provincial school supervision service and both regional and provincial examination center can be highlighted. These regional entities play an important role to promote the generalization of the PEEQ model.

The number of staff at each organization has been sufficient. As for AREF, though not a major problem, as the PEEQ approach has become an integral part of the Morocco Education Reform; however, in order to avoid the slowing down of the smooth implementation of the activities in the long run, more staff members might be needed.

In addition, what can further enhance sustainability is the fact that due to the incorporation of the PEEQ approach in the revised curriculum of the primary school (Mathematics), the approach has been systematically integrated in the AREF in-service teacher training programs and pre-service training modules. As an example, the in-service regional training program for the 2021-2022 academic year has been shared with JICA. This program constituted a trigger action/deliverable for the first tranche disbursement of Education DPL.

<Technical Aspect>

MENPS has implemented teacher training in all AREFs in accordance with the developed National Training Strategy, as described above (Effectiveness/Impact), and there are no technical issues.

<Financial Aspect>

All AREFs with the support of development partners have devoted significant funds to carrying out their in-service training plan for teaching staff, including the PEEQ approach. This is part of the implementation of the in-service training strategy.

MENPS, through the AREF, has allocated grants to schools to support the school projects and carry out activities integrating the PEEQ approach. Within the annual school project budget, the schools dedicate a budget line to the PEEQ activities. However, the allocated budget by the AREF is judged insufficient by some schools to cover the PEEQ activities including other expenses (rehabilitation works, purchase of materials and equipment, and so on). As countermeasures for the lack of budget, there can be a budget line dedicated to the PEEQ approach in AAER (Association d'Appui à l'Ecole de Réussite) that manages the SIP budget. At the same time, within the PEEQ, 2, JICA is considering advocating for the increase of the budget allocated to the schools, taking into consideration the budget line introduced by the AAER.

<Environmental and Social Aspect>

No specific risks have been observed.

<Evaluation Result>

In light of the above, slight problems have been observed in terms of the institutional/organizational and financial aspects of the implementing agency. Therefore, the sustainability of the project effects is ③.

5 Summary of the Evaluation

The project partially achieved the Project Purpose, as framework for supporting AREF was prepared, though the part of the project component was not completed at the project completion. The project almost achieved the Overall Goal as the curriculum for all grade of primary school was revised in a way to disseminate the PEEQ activity. As for the sustainability, based on the above, though very slight problems have been observed in terms of the institutional/organizational and financial aspects of the implementing agency, the prospects for improvement are high.

Considering all of the above points, this project is evaluated to be highly satisfactory.

III. Non-score Items

Adaption and Contribution:

Appropriate and sound supervision, monitoring and support were provided by JICA (Headquarters and country office) when necessary. In addition, JICA and JICA experts sustained sound communication throughout the project life. This was done through sharing with the counterparts the progress and issues if any (using speeches, presentations, discussion etc..) during the participation in seminars and key meetings chaired by Minister or Secretary General with the presence of JICA Chief Representative and team. To explain the progress to the target population, articles and press releases were drafted and published on social network (JICA Morocco Office Facebook page) and public media (including the elaboration of an institutional video clip (this video clip was shared with MENPS). In addition, coordination was sustained throughout the project life and instant intervention with MENPS was taken through sending letters and holding meetings when needed to ensure a smooth project implementation.

IV. Recommendations & Lessons Learned

Recommendations for Implementing Agency:

1. Pôle Pédagogique is meant to monitor and sustain the reform including the PEEQ activities. Given the responsibility entrusted to the Curriculum Directorate through the Pôle Pédagogique and as this structure is not dedicated specifically to the sustainability of the PEEQ project, it is highly recommended that Human Resource Department of MENPS increase the number of staff of the Curriculum Directorate in order for the Directorate to be able to ensure an effective and smooth upscaling of the PEEQ project.
2. In order to expedite the process for transferring the necessary resources (funds, materials, contracts etc...) to the schools in order for them to be able to implement the educational activities of the PEEQ activities it is highly recommended to set up and systematize the provision of necessary funds (on an annual basis), including didactic and educational materials & equipment and small stationaries (ink, paper.). MENPS/DAGBP (Direction des Affaires Générales, du Budget et du Patrimoine) should be responsible for allocating necessary funds to AREF.
3. One of the main successes of the project is that schools include the activities in their annual school improvement project (SIP), which confirms the sustainability of the project effects. However, since funds allocated within the framework of SIP are limited to cover all the required expenses by the school, including those related to the activities of the PEEQ project, it is highly required that MENPS increases the allocation given to the schools within the SIP and enable the AAER (Association d'Appui à l'Ecole de la Réussite - in charge of managing the SIP budget) to create a dedicated budget line related to the PEEQ approach. Moreover, it is highly recommended that MENPS strengthens the capacity of the AAER to be able to leverage funds from external sources and partner with NGOs, private sector or other national or international organization.
4. Since the use of innovative Information Technology is highly relevant for upscaling the PEEQ approach, it is recommended that MENPS expedite the process for setting up the MOOC platform. This platform will ensure a quick and wider dissemination of the PEEQ approach. In addition, it would be highly recommended that MENPS use the existing TelmidTice online platform (a comprehensive digital service platform of learning support dedicated to students at all school levels) to promote the PEEQ approach.
5. It is highly recommended that MENPS (AREF) ensures a frequent visit of the inspectors to the schools to supervise the dissemination of the new teaching methods.

Lessons Learned for JICA:

One of the main lessons learnt can be the following: In order to maximize the results for similar future projects, it will be highly relevant and recommended to the intervening parties (JICA & counterpart) to discuss and finalize the dissemination strategy of the project effects, along with the budget plan, and include them in the project outline prior to the commencement of the activities of the project. In addition to the dissemination strategy and the budget plan, setting up a structure/team dedicated to the sustainability of the project after its completion is also highly recommended to optimize the sustainability. To be precise, as pôle pédagogique is not specifically dedicated to the implementation and dissemination of the PEEQ activities, nor is it dedicated to MATH only, it will be highly recommended to set up under each AREF a unit specifically dedicated to the implementation and dissemination of the PEEQ approach and activities. Besides including resource persons from the central level when required (DC, Centre National des Évaluations, et des Examens: CNEE, Direction de l'évaluation, de l'organisation de la vie Scolaire et des formations inter-académies: DEOVSFIA, DAGBP, Direction de la coopération et de la Promotion de l'enseignement scolaire privé: DCPESP.), this unit can be composed mainly of inspectors and teachers from the regional level specialized in Mathematics. This unit can gather at least twice a year to monitor the overall progress of the project, identify the possible technical hurdles and propose adjustments if any. The support of this unit can be extended beyond the project implementation to cover sustainability, identify issues if any and liaise with the different departments to find sustainable solutions. It would be highly appreciated if this unit can be institutionalized.



5 minute interaction (introduced by the project) between the teacher and students in the Math class



Interaction between students at a Math class exchanging memory cards (introduced by the project)