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# MOROCCO NATIONAL EDUCATION ACCOUNTS (NEA) TASK ORDER

## FINAL REPORT



**Morocco National Education Accounts (NEA)  
Task Order**

**Final Report**

Prepared for: USAID/Morocco  
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Task Order 821

Prepared by: Phyllis Forbes and Rida Baidas

**DISCLAIMER**

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## SUMMARY

*A pilot project for creating National Education Accounts (NEA) was conducted in Morocco from July 2004 to March 2006. It was funded under the Basic Education and Policy Support Project (BEPS) Task Order with Creative Associates International, Inc. (Creative) who subcontracted with Abt Associates. One of the Task Order requirements was a review at the end of the project reporting on the pilot's success measured in terms of 1)the value of the NEA as a tool for providing new information; 2)the capacity of Moroccans to conduct future NEA's; and, 3) the replicability of the approach in other countries. The review was conducted by Creative and Abt Associates through interviews with the people involved in the NEA in Morocco. This report provides a description of the major activities of the NEA, summary of the major review findings, and a discussion of lessons learned.*

The NEA gauges the “financial pulse” of a national education system by measuring the flow of funds and answering four key questions: Who are the sources of funding or where does the money come from in the education system? What is the flow of funds or how much did financing agents expend? To whom did the money go or what types and locations of institution were funded? What services were provided or how were the funds used?

The Moroccan NEA was conducted in a two-phase process over a 20 month period. Phase I (five months), an organizing period, ended with the production of a Draft Framework Document defining the boundaries of the study (schools year, level of education, etc.), identifying stakeholders and technical staff, and determining data needs and data availability. Based on this information, the training needed and roles of the government and technical assistance were jointly identified as was a final budget.

During Phase II, the Technical Committees were organized and the work of collecting and analyzing data began. Five different sources of data were identified: national public sector, local public sector, private sector, donors and households. Twelve different data gathering surveys were conducted: three were primary studies and the rest came from existing data sources. Key to coordination was the Procedures Manual mapping data sources and codes and the use of a relational data base, both innovations introduced on the National Health Accounts model by the Moroccan NEA team

The draft report was submitted in March 2006, finalized by the Ministry of Education in June 2006, and is expected to be disseminated widely in September 2006.

The major findings of the NEA were:

- Morocco spent 41.6 billion dirham (approximately \$4.6 billion) on education from the preschool through secondary level which represents 9.3% of GDP during school year 2003/4..
- Public sector expenditures accounted for 59% total expenditures and private sector finances 40%. Donors contributed less than 1%
- Households provided about one third of total funding for education.
- Private schools covering 5% of the school children received 20% of resources

- About 50% of all expenditures are for primary school; a little more than 20% is spent for middle and again for secondary school.
- The average cost per child is 5,125 dirham (\$563 approximately) at the primary level; 7,658 dirham (\$847) at the middle school level; and, 12,166 dirham (\$1346) at the high school level. .

The Government of Morocco stated that the NEA allowed them to have a clear and exhaustive vision of financing. Much of the information, such as household expenditures and private schools, did not previously exist. These NEA findings provided a more detailed and transparent picture of the flow of funds that will enable better dialogue within country and between donors and country officials. The NEA has been included in the ongoing work of the Ministry and the team members promoted into key positions for conducting future NEA's.

## I. BACKGROUND

### A. Concept of National Education Accounts

Education became one of the most important long-term development priority sectors in Morocco when the King declared 1999-2009 as the "Education Decade". A Charter was written that included a series of management reforms aimed at increasing access, enhancing quality and improving governance of the education system.

Many countries around the world, like Morocco, are reforming their education systems to improve the efficacy and management of education services as well as the distribution of these services, particularly among the poor and vulnerable populations. With education systems growing in scope and complexity, policymakers are finding a need for more accurate and transparent tools to better manage their education resources.

*National Education Accounts (NEA)* was developed as one such tool providing more analytical information based on the sources and use of resources, particularly as those uses relate to key policy objectives. NEA built on the vast experience gained through National Health Accounts (NHA) which collects information on public and private funds at the local and national levels expended on health services.

Morocco was recommended as a pilot country to test the NEA because of the government's commitment to education reform and because they had completed their second NHA. USAID contracted with Creative Associates International Inc. (CREATIVE) under the Basic Education Policy Support Project (BEPS) who subcontracted with Abt Associates, Inc., in April 2004 for Phase I of the NEA. During this three-month preparatory stage, a framework document was prepared with the Ministry of Education's Departments of Strategic Planning and Donor Coordination. Phase II began in November 2004 with a significant reorientation: because one of the requirements in the Charter for Reform was an annual report on National Education Accounts, the Ministry of Education added a set of activities to support capacity building to assure that future NEA could be conducted by the Ministry of Education without technical assistance, as the NHA was. From a pilot project a national institutionalization process was born.

## B. What Are National Education Accounts?

National Education Accounts (NEA) provide a framework for measuring total -- public, private, and donor -- education expenditures. It organizes, tabulates, and presents information on education spending in a standard set of tables that is user-friendly and can be easily understood by policymakers.

Simply put, the NEA gauges the “financial pulse” of a national education system by measuring the flow of funds through four categories of entities and answering four key questions:

1. *Where does the money come from?* The NEA examines **sources** of financing such as the Ministry of Finance, households, private investors, internal and external non-governmental organizations and donors.
2. *What is the flow of funds?* The NEA examines **financing agents**, the intermediaries who receive funds from sources and use them to pay for services such as a Ministry of Education, district level government agents, households, donor agencies, Non-governmental groups
3. *To whom did the money go?* The NEA examines **providers** of services or activities related to education, such as public and private schools, teacher training, administration. It also divides these institutions in terms of public or private schools, rural/urban locations, geographic regions, and levels of education (preschool through secondary)
4. *What service was actually produced?* The NEA examines **uses** of funds for investment (construction) salaries, education related expenses, equipment and administration.

## II. PLANNING, ORGANIZING, AND CONDUCTING THE NEA IN MOROCCO

### A. Organization of NEA

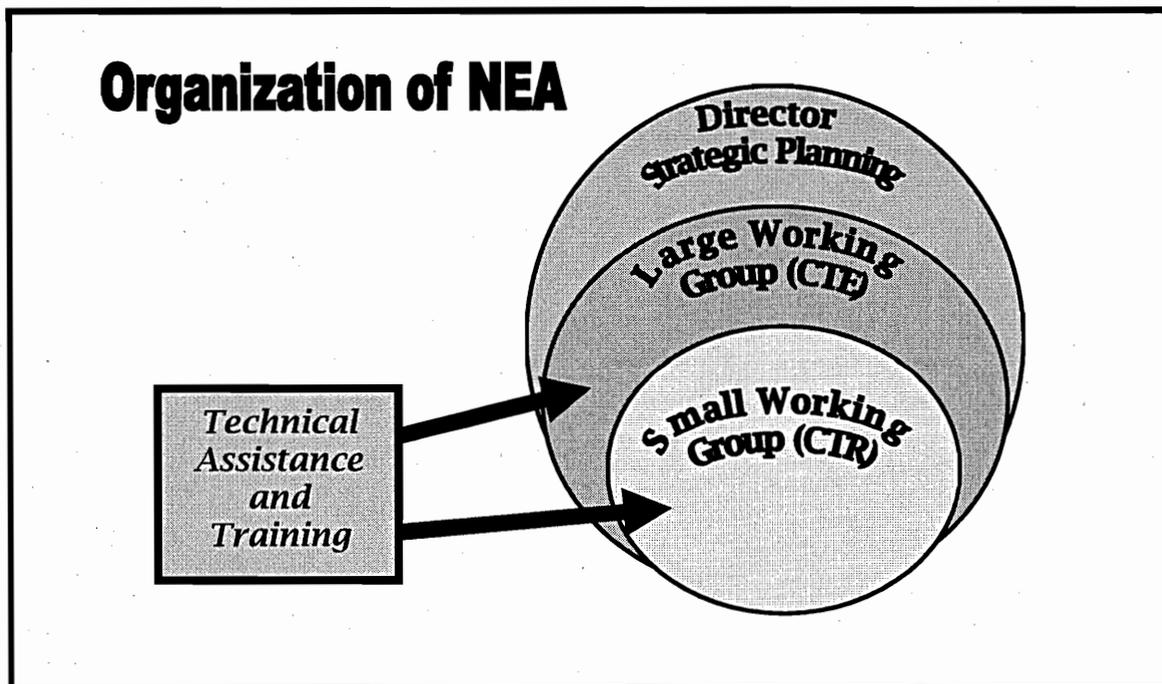
Long-term commitment of senior decision makers was key to successful NHA implementation and is also true for the NEA. In the case of Morocco, this leadership was provided by M. Ahmed Guouitae, Director of the Strategic Planning Department in the Ministry of Education. His leadership was vital and his ideas were key to insuring a successful project.

The work of the NEA was conducted by two working groups called the Small Working Group (Comité de Travail Restraint or CTR) and the Enlarged Worked Group (Comité de Travail Elargie or CTE). The CTE consisted of representatives from various parts of the Ministry of Education and district education offices who would be involved in some way in data collection and analysis. The CTR was a small group, originally eight people but only four in the end, (four members left in the summer of 2005 because of early retirement opportunities offered in the Ministry of Education) who took responsibility for defining the framework of surveys, collecting, cleaning, analyzing and interpreting data and for preparing training materials, scopes of work for consultants and finally for writing and publishing the final report. The key members of the CTR are:

- Ghouli Abdelhak, Chief, Division of Studies and Statistics

- Zouhair Bennaghmouch , Chief, Service of Economic and Social Surveys
- Nadia Elazhar, Chief, Division for the Promotion of Private Schools
- Abdelaziz Guedarri, Chief, Division of Follow Up

Each CTR team member played a critical role in the final success of the NEA. Ms. Elazhar led the team through the data collection and analysis stage. Mr. Bennaghmouch organized the framework data collection and final report preparation and served an invaluable role in collecting and verifying data. Mr. Guedarri designed and developed the data base, entered the various reports and produced the final tables and graphs. Mr. Abdelhak organized the report preparation, from guiding the outline of the report to preparing the final draft. Each of these team member also conducted supervisory visit to the regional education offices or Academies Regional d'Education et Formation (AREFs) working with the regional teams to find and report data. They also assured that the 12 different data sources produced their work to the highest quality and on a timely basis.



## B. Technical Assistance and Supplies Provided

Technical assistance was provided through seven visits by the technical assistance team timed at key moments in the project. Visits were backed up by telephone and email communications. Technical Assistance was provided by Abt Associates through Ms. Phyllis Forbes, team leader; Dr. Alan Fairbank, NHA expert; Dr. Deepika Chawla, education data expert; and, Dr. Najeeb Shafiq, education economist. Rida Baidas of Creative was the project manager.

The technical assistance visits were conducted at critical points in the NEA implementation:

- July 04                    Concept of NEA in Morocco presented to Government of Morocco and information collected for Framework Document.
- Orientation provided to Department of Strategic Planning Staff and USAID.
- November 04            Framework Document presented to GOM and organization of NEA in Morocco launched. Orientation provided to CTE and new members of CTR.
- December 04            Training program for Enlarged and Restricted Working Groups.
- February 05            CTE trained on data collection and data sources reviewed. At end of technical assistance visit schedule was developed for completing project and data collection initiated. Also, terms of references initiated for primary surveys.
- June 05                    Plan for completing data collection through supervisory visits to AREF, arrangements completed with other government agencies and contract awarded to private firm for primary studies.
- December 05            CTR and TA team retreat for completing data collection, cleaning data, preparing data base, analyzing data and preparing initial findings.
- February 06            Final report reviewed and review/evaluation of project conducted.

A local coordinator was hired, Ms. FatimeZahra Tahiri, who assisted the government and project in procuring computers and equipment provided by the project, in identifying and contracting with local consulting firm for the private sector and donor surveys, in supporting TA team, in organizing training sessions and facilitating communication between the TA team in the US and the CTR and Ministry of Education in Morocco. At one point she was assisted by a local consultant, Mr. Taoufik Bakkali, who assisted the CTR in defining Terms of Reference for the primary data surveys and an administrative support person Ms. Marya Bouarouk.

The Ministry was supplied with computers, training workshops and meetings, some equipment and furniture. The furniture and equipment included desk top computers, laptops, printers, photocopiers, faxes, scanners, computer, overhead projector, data shows, screens, flipcharts/board, filing cabinets, software, and wireless network installation kit.

### **C.            How Was the NEA Conducted?**

NEA was conducted in a two-phase process. Phase I was an organizing period during which a Draft Framework Document was completed. The Framework Document enabled the government to define boundaries of the study (school years, level of education, etc.), identify stakeholders and technical staff, and, most important, determine data needs and data availability (whether or not secondary sources could be used or primary data collection was necessary). Then, based on this information, the role of the government was identified as well as the technical assistance and training needed.

Phase I ended with the presentation of the NEA Framework Document which included information on the following:

- Boundaries of the studies (time, geographic coverage, levels of education)
- Data categories and classification
- Data Plan for conducting, cleaning, and analyzing data
- Organization of NEA
- Work Plan
- Training Plan
- Technical Assistance Plan
- Budget

In November 2004, USAID approved the work plan and budget for Phase II based on the decisions coming out of the Framework review process.

During Phase II, the Technical Committees were organized and the work of collecting and analyzing data began. Five different sources of data were identified:

- Public Sector – national or central level
- Public Sector – local level
- Private Sector
- Donors
- Households

Twelve different data gathering surveys were conducted: three were primary studies and the rest of the information came from existing data sources.

- AREF staff was trained and the CTR went to each of the 16 AREFs to assist them in completing the data. A Moroccan consulting firm was engaged to conduct three primary studies:
  - Donors
  - Private Schools 1-12
  - Koranic Pre-School
- The Secretariat for Strategic Planning applied a formula to the national consumption study to obtain household data to sort for variables necessary to complete the NEA survey needs.
- The other surveys were collected by the CTR.

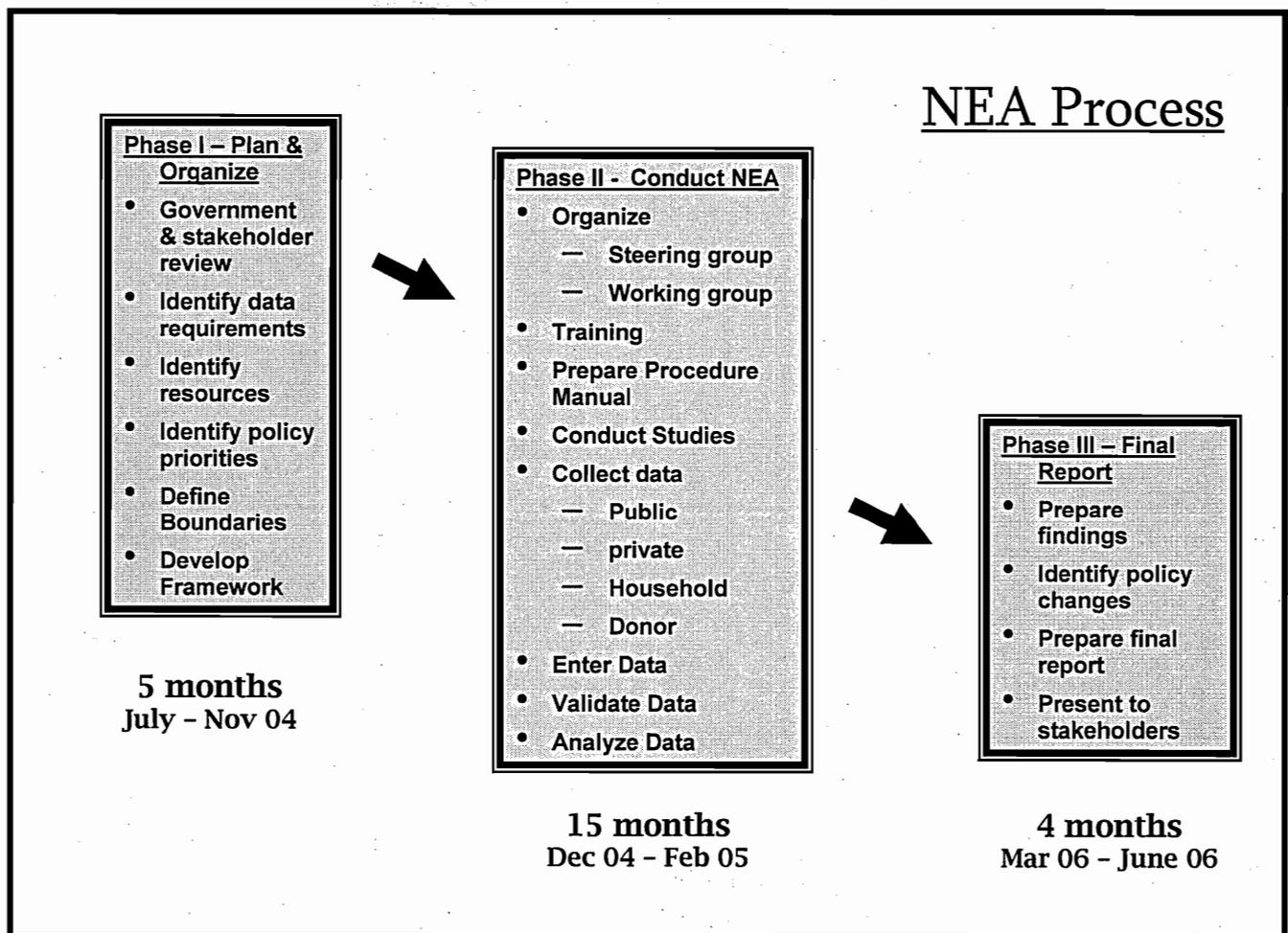
The CTR prepared a Procedures Manual to assist each of the data collectors. The Manual identified the process and mapped data sources to data codes needed for the NEA.

One of the most significant improvements on the NHA process was the development of the relational data base by the CTR. Each survey entered data into a common data form which was then coded into the relational data base. This innovation enable three new processes: cross

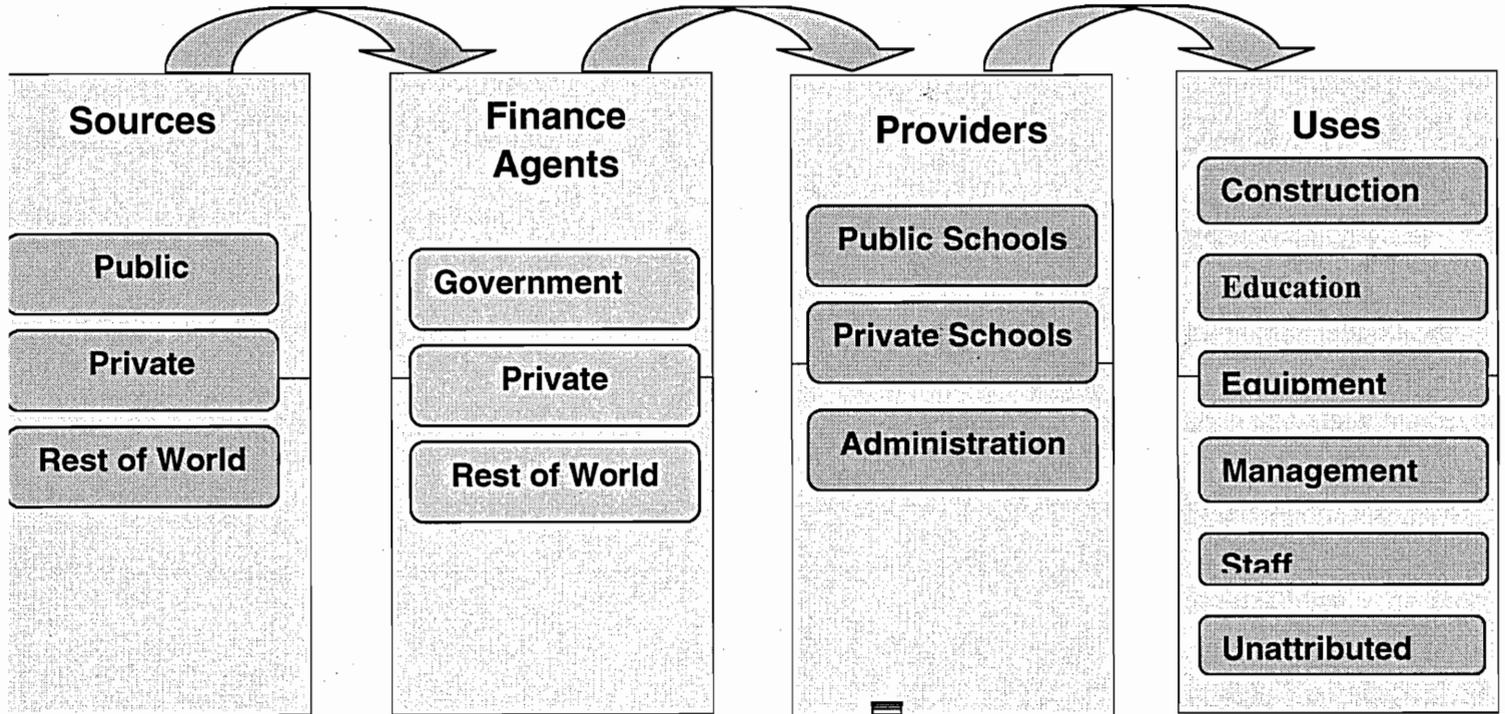
checking data identified areas of mismatch and problems which were then brought to the attention of the data collectors and resolved; standard matrices could be expanded for more detail and different variables; and, forward planning could now include costing for new approaches.

After all of the surveys were completed, or almost complete, the CTR and TA team held a five day retreat. The data sets were sorted and cleaned even further missing information was added. Finally, the team was able to analyze the matrices and interpret the findings together.

The final report was submitted to the Director of Strategic Planning for review in March 2006 and is expected to be disseminated widely in July 2006.

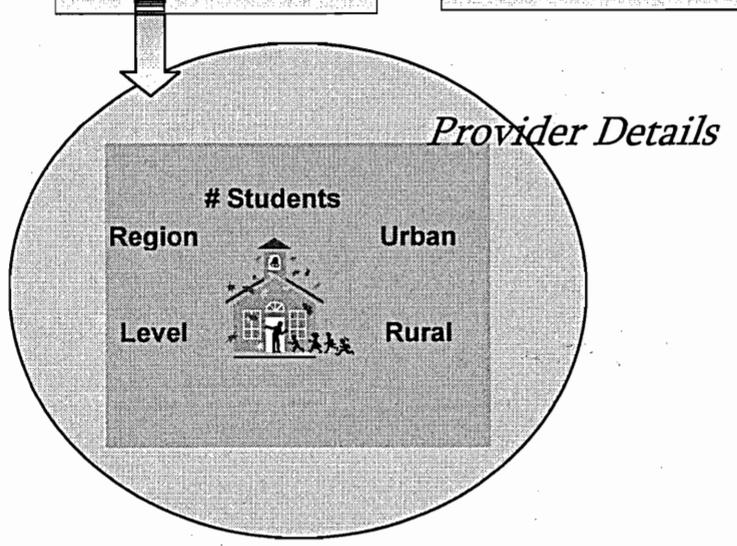


# National Education Accounts Financial Flows & Data Collection



**Data Sources**

- Private
- Public Sector – National
- Public Sector – Local
- Donors – Internal & External
- Households



## D. Major Findings of NEA

The major findings of the NEA were:

- Morocco spends 41.6 billion dirham or approximately \$4.6 billion on education from the preschool through secondary level which represents 9.3% of GDP.
- Public sector expenditures account for a little more than ½ of the total expenditures (59.1%) and private sector finances 40%. Donors contribute less than 1%
- Households provide about 1/3 of total funding for education.
- Private schools that cover about 5% of the school children receive 20% of resource
- About 50% of all expenditures are for primary school, a little more than 20% is spent on middle and again for secondary school.
- The average cost per child is 5,125 dirham at the primary level; 7,658 dirham at the middle school level; and, 12,166 dirham at the high school level.
- Poor households are paying a larger share of non-food expenditures on education (almost 70% of all leisure/recreation funds) compared to richer households (39%).
- In the poorer, rural households, about 70% of education funding is for transportation, books, school related and other (direct costs) with only 27% going to fees and room and board. In the urban areas less is spent on transport (only 10%) and more is spent on school related costs and other costs which is likely to include more tutoring.

These NEA findings are likely to be used to improve education policy making:

- by providing a more detailed and transparent picture of the flow of funds;
- by determining if education funds are being spent in support of policy objectives or priorities;
- by enabling better dialogue within country and between donors and country officials;
- by developing standard classifications of data which enable more information sharing within country between central and local levels; and,
- by building greater education planning capacity.

## E. Study Tour

USAID requested that Creative organized a study tour for the four members of the CTR to the U.S in June 2006. The trip served two purposes: provide training to CTR on financing, quality improvements and responses to drop-out problems and inform policy makers of the outcome of the pilot. The team spent two days in Washington briefing the US Congress, USAID and World Bank staff; one day in Virginia with local school officials; two days in Massachusetts with legislators, education department director and professors; and one day in Vermont meeting with school officials and rural education experts. The meetings were well attended, informative and provided some new insights on the value of the NEA as a tool for greater transparency and more effective policy.

### III. NEA EVALUATION AND LESSONS LEARNED

#### A. Criteria for Measuring Success of Pilot NEA

The project identified a set of evaluation criteria to measure success or failure of the pilot project, which was defined by these following four questions (Detailed evaluation questions are included in Annex 1):

1. Did the NEA serve as a useful tool by identifying areas for improving the reform of the education system?
2. The initial NEA in Morocco involved an effort to institutionalize the process in the Ministry of Education. Is the Ministry of Education capable of conducting NEAs on a continual or periodic basis, perhaps once a year or at least updated annually per the requirement of The Charter?
3. The NEA is supposed to be useful for donor coordination as well, fostering better communication and harmonization of donor programs and strategies. How helpful was the NEA to donors or the GOM in understanding programs in the larger context of government and other donor spending?
4. Finally, was the technical assistance approach useful for transferring knowledge, building capacity and resolving difficulties?

This report responds only to questions 1, 2 and 4. As the final NEA had not been shared with the donors at the time of the evaluation no information was available on question 3.

#### B. Summary of Evaluation Findings and Recommendations

The project review was conducted by Ms. Rida Baidas (CREATIVE project manager) in February 2005 at the same time as the final report of the NEA was being prepared. Ms. Phyllis Forbes, chief technical advisor (Abt TA Team) of the project provided some assistance. Ms. Baidas conducted interviews with:

- Morocco NEA Team (CTR) members
- Director of Planning, Ministry of Education, Chief of NEA
- USAID staff involved in education and the NEA
- Moroccan BEPS/NEA staff
- Technical assistance team

**Usefulness of Tool:** Government of Morocco and USAID staffs reported that the information coming from the NEA was very useful for planning and evaluation of education reforms. The final chapter of the NEA Report begins with this statement: “The NEA allowed us to have a clear and exhaustive vision of the financing and the expenditures in the education sector and to

compare these expenditures to the value of goods and services produced within Morocco as defined by Gross Domestic Product (GDP).”

The NEA provided comprehensive data, at both the national and local levels, that did not exist previously. At the national level, the Ministry of Education obtained more detailed information on private sector, household and donor expenditures. At the local level, the Academies or AREFs amassed data on public and private expenditures, the latter for the first time, but also NGO, other government agencies and donor activities in their regions.

The NEA was credited with enhancing the relationship between the local and central levels. The training sessions and data gathering visits provided a venue for cooperation and enabled both levels to work together to collect and understand the data and to institutionalize the database.

In addition, the database can now be used by the central level as the tool to provide the Academies with comprehensive expenditure data from all sources for the first time and a way of assuring that governing policies are indeed supporting decentralization.

The database has been constructed in a format that will allow forecast analysis. The team at the MOE should be commended on their initiative and ability to set the database modules to allow for this kind of analysis. This is going to be a very useful tool.

The findings were both surprising and informative, in most cases supportive of government proposals for additional reforms but in some cases demonstrating a need to rethink the approach. For example, the level of funding by households in a free school system was surprisingly high calling into question the proposal by some people to increase private funding for secondary schools

**Capacity Building:** The technical assistance approach implemented to conduct the NEA was successful in building the capacity of the NEA team at the MOE. The team members and their supervisor are confident that they will be able to implement the NEA on their own next round. Team members were promoted this year. They believe that the only reason technical assistance would be requested in the future was if the NEA will be expanded to include new elements, like university level education where the team has not acquired the knowledge or the skills to amend the methods.

The NEA will be institutionalized and will be included in the yearly work plan. The team members at the MOE as well as their supervisor are willing to help other countries implement the NEA. There is a lot to be learned from the experience in Morocco especially if the NEA will be implemented in a country that has similar system. The NEA is replicable and can be used by other countries.

At one point there were problems of leadership in the NEA. Waiting for those issues to be resolved caused some delays. However, capacity building was a very important part of the project and the delay for three months did not substantively alter the value or outcomes of the study but it did reinforce ownership.

Perhaps the most significant finding of the review of the project, and the one most supportive to longer-term institutionalization, was that the technical assistance was a two-way stream. The Moroccan team members believe that the technical assistance they provided to international experts on issues related to the Moroccan system and how it works was critical to the success of finding and analyzing data. The Moroccan team also influenced the decision regarding how and

what software to use to construct the database. The Moroccan team developed the database; it was not provided to them.

Essentially, the international team provided the outline and the questions but left the decisions to the Moroccan NEA team. Through this complementary but independent working relationship technical expertise and skills were gained on both sides. But, the processes and outcomes were completely in the hands of the Moroccans.

Language was an issue for both USAID and the government. Since this was a pilot effort, the technical assistance team was more concerned about experience in the field of NHA, education economics and education databases. However, in future NEA's language capability considerations will have to take on more importance.

Technical assistance tools (training programs, work plans, organizing documents) were initially prepared for the Moroccan NEA team but in every case were substantially redone for work in Morocco. The Framework Document became the basis for the Manuel of Procedures, the orientation slide show became the training slides for the AREF training and the work plans became action lists. Again, this not only improved the documents but also reinforced ownership.

***Replication and Recommendations for Future NEA:*** Because the information was so useful and the process promoted capacity building at all levels, everyone believed the tool would be useful to countries seriously involved in reform who wanted to know if their resources are being utilized most effectively and efficiently.

The following recommendations provide ideas for improving and enhancing the NEA.

1. Ownership and political incentive are necessary driving forces to ensure that work gets done and the NEA is successfully implemented. In Morocco, the Charter presented the institutional framework for reform initiatives in the education sector. It called for a system like NEA for annual reports to the Parliament describing the nature of justification for resources used which served to inspire the political will to implement the NEA. In another country the NEA should be tied to other reforms to instill the increased level of commitment needed.
2. Capacity building might slow down some elements of the program, but it is a key to buy-in and sustainability and therefore worth the investment.
3. Determining the boundaries <sup>of</sup> if the studies is a critical element of success. When implementing the NEA for the first time, make sure that the NEA boundaries and framework are not complicated and that data can be indeed be collected.
4. It is crucial to provide training for those involved on local (Academies) and central level. The database procedure manual prepared by the MOE team to help the Academies collect public expenditure data, proved to be essential in addition to the supervision provided by MOE team to ensure the quality of the data collected.

5. One potential positive outcome of the NEA process is stronger ties between Ministries and between levels of government. These ties are reinforced by clear instructions and thus a Manual of Procedures that can be used by all data gatherers is essential.
6. These ties are also strengthened by team work training as part of the orientation training and by conducting sample tasks together.
7. Perhaps the most significant activity for promoting better communications was the supervisory visit by the working group to the local information gatherers. This face to face encounter on a working level enabled better telephone exchanges during the data cleaning and analysis period and facilitated a better working relationship in general.
8. It is important to develop a database that is user friendly and that corresponds to policy issues to be able to be utilized easily not only for data collection and analysis but also for forecast and policy analysis.
9. It is important to provide the Ministry of Education not only with the technical assistance but also with the equipment, computers and references necessary to ensure that the team has the resources needed to do the work.
10. Technical assistance should be provided in the language of the host country. Experts should also have knowledge of the host country system. In Morocco, time was spent educating the experts on the Moroccan system and the local team felt that quite often language was a barrier that did not allow them to communicate with the experts as much as they would have liked.
11. It is very important to form a team at the right department at the Ministry of Education. The team should be formed in such a way that its members complement each other skills and that their skills and expertise would cover all areas and aspects required to implement a NEA. Furthermore, it is crucial to delineate roles and responsibilities among the MOE team members and assign a good leader for the team.
12. To avoid delays in implementation caused by absent of clarity regarding roles and responsibilities, it is important that at the start of the project, or even in the agreement, to spell out roles and responsibilities of the national team and the international experts. It was not clear to the Moroccan team members that they were going to be responsible for implementing the activities and that the experts would only provide technical assistance as needed.
13. To be able to adhere to the implementation time plan, it is important to free the team who will be working on the NEA from other responsibilities, or at least allocate specific time to only work on the NEA. In Morocco, the team worked on the NEA in addition to their full load of daily responsibilities as well as other urgent requests that come on ad hoc basis that got the priority over other tasks.
14. To ensure collaboration of the stakeholders and other departments in the implementation of the NEA, it is important to get them involved at the inception phase. This can be

through their participation as members in a steering committee to be formed at the start of the activity.

15. Start the process by conducting an assessment for all aspects related to implementing a NEA. This can include assessment for the system in the country to acquire an understanding of the system, as well as assessment of the resources available and capacity of the department and staff who will be involved. The assessment should influence development of the implementation plan and technical assistance needed.
16. Resources and a plan for disseminating the NEA should be included in the overall design and plans for implementing the NEA, including technical assistance to conduct activities to disseminate the NEA.
17. It might be more effective to have a long-term resident expert who will supervise the team and ensure that work will be done according to the timeline. The Moroccan team as well as USAID felt this would be an improvement. The technical assistance team felt that a long-term advisor might have felt compelled to jump into the leadership vacuum at one point and in doing so jeopardize the ownership and institutionalization of the program.
18. It is important to develop a detailed operations manual that will serve as a reference for everyone and provide a step by step description of NEA implementation.

**ANNEX 1: EVALUATION QUESTIONS FOR PILOT NEA****Evaluation Questions for Pilot NEA**

The Moroccan NEA will be a test case of the use of a new tool, one that might serve many countries' needs. As such, the principal evaluation questions would be:

1. Did the NEA serve as a useful tool by identifying areas for improving the reform of the education system?
  - Did the NEA improve the comprehensiveness of the data available for education policymaking?
  - Was it able to make data on all sources, public and private, available to the policy makers?
  - Was it able to make data on all uses, public and private, available to the policy makers?
  - Did private data include households? Not-for-profits? Denominational? For-profits?
  - Was data available in a timely fashion?
  - Did it answer policy questions identified by the stakeholders?
  - Did policy direction change as a result of the NEA?
2. The initial NEA in Morocco involves an effort to institutionalize the process in the Ministry of Education. The second evaluation question is, therefore: Is the Ministry of Education capable of conducting NEAs on a continual or periodic basis, perhaps once a year or at least updated annually per the recommendation of The Charter?
  - Do they have the necessary personnel?
  - Do they have the necessary supplies and equipment?
  - Do they have the organization/systems in place to conduct the surveys, analyze data and make recommendations?
  - Do they have the working groups necessary?
3. The NEA is supposed to be useful for donor coordination as well, so the third question should be: How helpful was the NEA to donors or the GOM in understanding programs in the larger context of government and other donor spending?
  - Were donors able to use the NEA to work more effectively together and to define more common policies?
  - Was the Ministry of Education able to work more effectively with donors?
4. Finally, the approach used in this project (timely TA and training and seminars at critical junctures in the NEA process) needs to be reviewed: Was the TA useful for transferring knowledge, building capacity and resolving difficulties?
  - Was the timing of TA correct?
  - Were the training materials adequate?
  - Was the mode of assistance appropriate?
  - Was the quality of assistance good?

**ANNEX 2: SUMMARY OF EVALUATION INTERVIEWS****Summary of Evaluation Interviews****Data:**

1. The NEA has provided comprehensive data regarding education from different sources (public and private) both at the central and local level. At the local level, the Academies, used only to have the data available from the public sector. The data base developed to collect and analyze the data from all sources can now provide the Academies with education expenditures from all sources.
2. The NEA has built and enhanced the relationship between the local and the central level. The NEA provided a venue that allowed the staff at the central and local level to cooperate and work together to collect the data from the public sector and institutionalize the database. In addition, the database can now be used by the central level as the tool to provide the Academies with comprehensive expenditure data from all sources for the first time.
3. The database has been constructed in a format that will allow forecast analysis. The team at the MOE should be commended on their initiative and ability to set the database modules to allow for this kind of analysis. This is going to be a very useful tool.

**Capacity Building:**

1. The technical assistance approach implemented to conduct the NEA was successful in building the capacity of the NEA team at the MOE. The team members and their supervisor are confident that they will be able to implement the NEA on their own next round. Team members have been promoted this year. They believe that the only reason that a technical assistance will be requested if the NEA will be expanded to include new elements that the team has not acquired the knowledge or the skills to implement.
2. The NEA will be institutionalized and will be included in the yearly work plan.
3. The team members at the MOE as well as their supervisor are willing to help other countries implement the NEA. There is a lot to be learned from the experience in Morocco especially if the NEA will be implemented in a country that has similar system. The NEA is replicable and can be used by other countries.
4. The Moroccan team members believe that technical assistance was going two ways. It was not only provided to the Moroccan team by the international experts. They believe that they had a complementary and an independent working relationship with the technical experts. The Moroccan team has been instrumental in providing the technical assistance to the Experts on issues related to the Moroccan system and how it works. The team also has influenced the decision regarding how and what software to use to construct the database. The team developed the database, it was not provided to them. They feel that technical expertise and skills were gained on both sides.

**Lessons learned:**

1. Ownership and political incentive are necessary driving forces to ensure that work has to be done and the NEA has to be successfully implemented. In Morocco, the National Education Charter presents the institutional framework for reform initiatives in the education and training sector. It proposes to institute a system of NEA as well as include a section on the annual report to the Parliament describing the nature of resources and expenditures and their justification. There is the political will to implement the NEA and policy concerns are identified in the charter.
2. Capacity building might be a slow down element, but it is a key to buy-in and sustainability and therefore worth the investment.
3. When implementing the NEA for the first time, make sure that the NEA boundaries and framework are not complicated and that data can be collected.
4. It is crucial to provide training for those involved on local (Academies) and central level. The database procedure manual prepared by the MOE team to help the Academies collect public expenditure data, proved to be essential in addition to the supervision provided by MOE team to ensure the quality of the data collected.
5. It is important to develop a database that is user-friendly and that corresponds to policy issues to be able to be utilized easily not only for data collection and analysis but also for forecast and policy analysis.
6. It is important to provide the MOE not only with the technical assistance but also with the equipment, computers and references necessary to ensure that the team has the resources needed to do the work.
7. Technical assistance should be provided in the language of the host country. Experts should also have knowledge of the host country system. In Morocco, it was noted that time was spent to educate the experts on the Moroccan system and the local team felt that quite often language was a barrier that did not allow them to communicate with the experts and get the best they can from their expertise and skills.
8. It is very important to form a team at the right department at the MOE. The team should be formed in such a way that its members complement each other's skills and that their skills and expertise would cover all areas and aspects required to implement a NEA. Furthermore, it is crucial to delineate roles and responsibilities among the MOE team members and assign a leader for the team.
9. To avoid delays in implementation caused by absence of clarity regarding roles and responsibilities, it is important that at the start of the project, or even in the agreement, to spell out roles and responsibilities of the national team and the international experts. It was not clear to the Moroccan team members that they are going to be responsible for implementing the activities and that the experts will only provide technical assistance as needed.
10. To be able to adhere to the implementation time plan, it is important to free the team who will be working on the NEA from other responsibilities, or at least allocate specific time to only work on the NEA. In Morocco, the team worked on the NEA in addition to their full load of daily responsibilities as well as other urgent requests that come on an ad hoc basis that got the priority over other tasks.
11. To ensure collaboration of the stakeholders and other departments in the implementation of the NEA, it is important to get them involved at the inception phase. This can be through

their participation as members in a steering committee to be formed at the start of the activity.

**Recommendations made by interviewees:**

1. Start the process by conducting an assessment for all aspects related to implementing a NEA. This can include assessment for the system in the country to acquire an understanding of the system, as well as assessment of the resources available and capacity of the department and staff who will be involved. The assessment should influence development of the implementation plan and technical assistance needed.
2. Resources and plans for disseminating the NEA should be included in the overall design and plans for implementing the NEA, including technical assistance to conduct activities to disseminate the NEA.
3. It might be worth testing in other countries whether it would be more effective to have a resident expert who could coordinate the technical assistance and ensure that work will be done according to the timeline.
4. It is important to develop a detailed manual that will be the reference to provide description and step by step to NEA implementation in Morocco.

### ANNEX 3: LIST OF MOROCCAN CTR AND CTE MEMBERS, USAID MISSION AND TECHNICAL ASSISTANT TEAM MEMBERS

#### Ministry of National Education, Superior Education, Training and Scientific Research

Name	Title
M. Ahmed GUOUITAE	Directeur de la stratégie, des statistiques et de la planification
M. Moumen DAHANI	Chef de la Division de la planification
M. Zouhair BENGHMOUCH	Chef - Service des politiques éducatives (ingénieur statisticien)
M. Aziz GUEDDARI	Chef - Service des nomenclatures et du suivi des bases de données (Division des études et des statistiques (informaticien))
Mme Fatima BENTOUINA	Cadre - Service des nomenclatures et du suivi des bases de données (ingénieur statisticienne)
M. Mohammed EL OUAFI	Cadre – Division des études et statistiques (économiste)
M. Abdelhak GHOULI	Administrateur
M. Mohamed FIKRI	Division de la planification - Inspecteur en planification de l'éducation
M. Nabil EL BAKKALI	Division de la comptabilité centrale – inspecteur en planification
Mme. Nadia El AZHAR	Administrateur – Division de la planification
M. Azeddine EL MIMOUNI	Chef - Division de la comptabilité centrale
M. Hassan AZELMAD	Inspecteur en orientation – Division du budget
M. Tayeb HAYACHI	Prof 1 <sup>er</sup> cycle – Division du budget
Mme. Bouchra EL AMMARI	Ingénieur statisticienne – Division du budget
M. Abdeslam ZEROUAL	Directeur de la coopération et de la promotion de l'enseignement scolaire privé
M. El Hassan EL YAZIDI	Chef - Division de la promotion de l'enseignement scolaire privé
M. Mejid TAOUSSI	Chef - Service de l'encouragement et de l'enseignement scolaire privé
M. Rachid M'SAMRI	Chef de service de coopération
M. Aziz NAHYA	Chef - Division de la coopération
Mlle Khadija HMAMOU	Chargée de la coopération Maroc-Canada et dossiers de l'Amérique du Nord
M. Omar BAJJOU	Chef de la division des statistiques et de la carte universitaire
Mme. Fatima Zohra EL RAJIH	Administrateur – Direction de l'évaluation de la prospective

#### Ministry of Finance

Name	Title
M. Mohamed BEN BRAHIM	Contrôleur d'état – AREF Marrakech
M. Hassan AFKIR	Contrôleur d'état – AREF SMD
M. Mohamed ILLOUL	Contrôleur d'état – AREF Rabat
Mme. Fatiha AISSAOUI	Contrôleur d'état – AREF Tétouan
M. Mohamed CHEBAK	Contrôleur d'état Adjoint
M. Mohamed MIRISSE	Cadre -

**High Commission for Planning**

Name	Title
Mme. Ratiba ZAROUAL	Ingénieur en statistique
Mme. Lamia LAABAR	Ingénieur en statistique
M. Noureddine IBNOUSSINA	Ingénieur d'état

**USAID Morocco**

Name	Title
Mme. Monique BIDAOUI	Chef du département de l'éducation
Mme. Dominique ZEMRAG	Responsable de la gestion des projets d'éducation et de formation

**USAID – CREATIVE / BEPS Morocco**

Name	Title
Mme Louise FILION	Chef d'équipe
Mme Fatima Zahra TAHIRI	Assistante principale aux programmes
Mlle Marya BOUAROUK	Assistante administrative

**Technical Assistant Team**

Name	Title
Mme. Rida Baidas	Management Associate, EMC – Creative Associates International, Inc.
Mme. Phyllis Forbes	Senior Associate, Abt Associates
Dr. Alan Fairbank	Senior Associate, Abt Associates
Dr. Deepika Chawla	Abt Associates
Dr. Yann Derrenic	Senior Associates, Abt Associates
Dr. Najeeb Shafiq	Abt Associates