



HICD ASSESSMENT OF THE MINISTRY OF NATIONAL EDUCATION, VOCATIONAL TRAINING, HIGHER EDUCATION & SCIENTIFIC RESEARCH

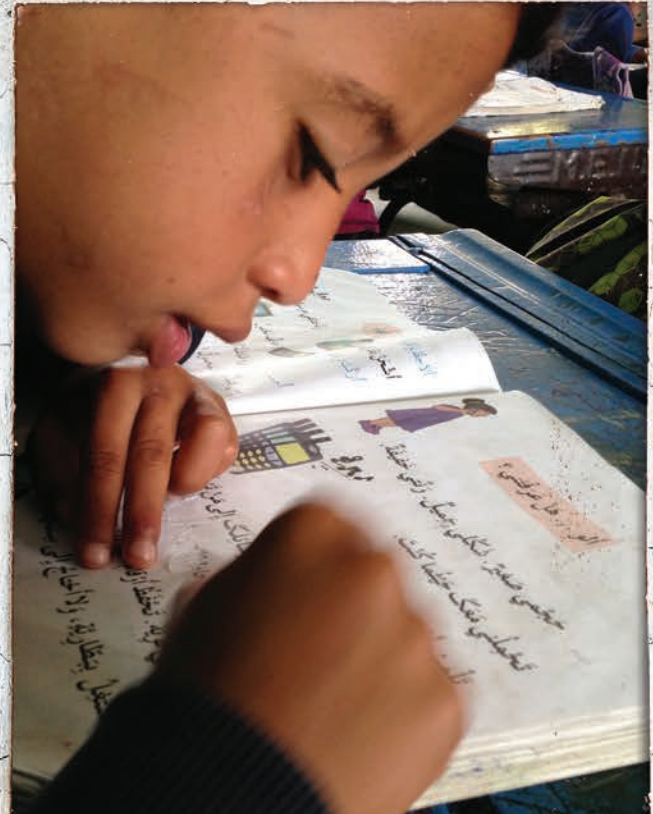
Performance Solutions Packages for the Department of National Education | June 2017



Kingdom of Morocco
Ministry of National Education,
Vocational Training, Higher
Education & Scientific Research



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**HICD ASSESSMENT OF THE MINISTRY OF NATIONAL
EDUCATION, VOCATIONAL TRAINING, HIGHER
EDUCATION AND SCIENTIFIC RESEARCH - MOROCCO**

Final Report for the Department of National Education
June 2016 – June 2017

Proposed Performance Solutions

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Acronym List

APTE	<i>Association des Parents et des Tuteurs des Elèves</i> – Parents and Guardians Association
AREF	<i>Académie Régionale pour l'Education et la Formation</i> – Regional Academy for Education and Training
CFIE	<i>Centre de Formation des Inspecteurs de l'Enseignement</i> – Center for Education Inspector Training
CG	<i>Comité de Gestion</i> – Management Council
CGEM	<i>Confédération Générale des Entreprises du Maroc</i>
CNEO	<i>Centre National des Examens et de l'Orientation</i> – National Center for Evaluation and Orientation
CNIPE	<i>Centre National de l'Innovation Pédagogique et l'Expérimentation</i>
COPE	<i>Centre d'Orientation et de Planification de l'Education</i> – Center for Education Directives and Planning
CP	Contracts Programs
CPP	<i>Commission Permanente des Programmes</i> – Permanent Program Committee
CPRAC	<i>Commission Permanente de Renouvellement et d'Adaptation continue des Curricula et des programmes</i> – Permanent Committee for Renewing and Adapting Curricula and Programs
CRMEF	<i>Centre Régional des Métiers de l'Education et de la Formation</i> – Regional Center for Education and Training Careers
CROSP	<i>Centre Régional de l'Orientation Scolaire et Professionnelle</i> – Regional Center for Academic and Professional Orientation
CRTE	<i>Centre Régional des Technologies Educatives</i> – Regional Center for Technology Education
CSEFRS	<i>Conseil Supérieur de l'Enseignement, de la Formation et de la Recherche Scientifique</i> – Higher Council for Teaching, Training & Scientific Research
CV	Curriculum Vitae
DAAF	Directorate of Administrative and Financial Affairs
DAGBP	Directorate of General Affairs, Budget and Patrimony
DAJC	Directorate of Legal Affairs and Disputes

DAP	Division of Pedagogical Affairs
DC	Directorate of Curricula
DENF	Direction de l'Education Non Formelle – Non-Formal Education Directorate
DEPP	Direction des Entreprises Publiques et de la Privatisation (Ministère de l'Economie et des Finances) – Ministry of Finance
DEVSFIA	Direction de l'Evaluation, de l'Organisation de la Vie Scolaire et des Formations inter-académies – Directorate in charge of School Life
DP	<i>Direction Provinciale</i> (Provincial Directorate) – Provincial Office
DRH	Human Resources Directorate
DRHFC	Directorate of Human Resources and In-Service Training
DSI	<i>Direction du Système d'Information</i>
ECA	Extracurricular Activities
EGRA	Early Grade Reading Assessment
ENMG	National Team for the Management of Gender
ERMG	Regional Team for the Management of Gender
GENIE	<i>Généralisation des Technologies d'Information et de Communication dans l'Enseignement au Maroc</i> – Disseminating Information and Communication Technology into Moroccan Education
HICD	Human and Institutional Capacity Development
HR	Human Resources
ISSP	Integrated School Strategic Plan
IT	Information Technology
MASSAR	<i>Système de Gestion Scolaire</i>
MASIRH	Human Resources Information system
MCC	Millennium Challenge Corporation
MEA	<i>Matériels d'Enseignement et d'Apprentissage</i>
MNEVT	Ministry of National Education and Vocational Training (former name of the Ministry. See MOE)
MOE	Ministry of National Education, Vocational Training, Higher Education, and Scientific Research

MORCHIDE	Guide for the use of digital resources
MOS	Microsoft Office Specialist
MS	<i>Manuels Scolaires</i> – School textbook
NGO	Non-Governmental Organization
OC	Objective Contracts
OST	Observational Study Tour
PAT	Professional Academy for Teachers
PE	<i>Projet d’Etablissement</i> – Integrated School Strategic Plan
PNEA	<i>Programme National d’Evaluation des Acquis</i> – National Program for Evaluating Performance
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
PMO	Initiatives of Operation
PO	Provincial Office
PPP	Public-Private Partnership
PU	<i>Programme d’Urgence</i> – Emergency Plan
REC	Repository of Employment and Skills
RNE	Ressources Numériques Educatives
SAGES	<i>Service d’Amélioration de la Gestion des Etablissements Scolaires</i>
SAJP	<i>Service des Affaires Juridiques et du Partenariat</i>
SBM	School-Based Management
SG	Secretary General
SGRH	Service de la Gestion des Ressources Humaines
SL	School Life
STEM	Science, Technology, Engineering and Mathematics
TBA	To Be Announced
TBD	To Be Decided
TICE	<i>Technologies d’Information et Communication pour l’Enseignement</i>

TIMSS	Trends in International Mathematics and Science Study
UCFC	<i>Unité Centrale de la Formation des Cadres</i> – Central Unit for Teacher Education
UFC	<i>Unité de Formation des Cadres</i>
USAID	US Agency for International Development
VS	<i>Vie Scolaire</i> – School Life

A. Introduction

The performance solutions included in this report¹ were developed specifically to address the gaps and root causes identified by the HICD Educational Experts in the eight technical domains plus crosscutting areas and the MOE² human resources system. They are designed to be implemented in a specific order to systematically reinforce the capacity of the MOE to achieve Vision 2030. The first step in any change process is to inspire and motivate stakeholders to embrace and lead the process and make it their own. Logically, necessary legal and legislative foundations need to be established where necessary. Then, personnel who are in need of augmented skills should be trained so that they can perform their functions expertly. Then, if necessary, new staff need to be recruited and/or existing employees need to be moved to positions that need their expertise. Processes may need to be re-engineered to be efficient and effective and institutional structures may need to be redesigned. The strategy to implement performance solutions should support the MOE to shift responsibility increasingly to the regions, provinces, and schools and transform the role of the central level to policy making and monitoring rather than dictating, implementing, and controlling the dispersed components of the system.

The summary table of performance solutions below assigns a priority to each solution, which also provides an indication of the order in which it should be implemented. No change effort is possible without the full cooperation of the organization. Resistance to change is typical. Hence, it is necessary to have a dedicated group of stakeholder change agents within the MOE who are willing to act. A collaborative approach with high-level direction is necessary for success. We suggest that a launch of the change management program be held to identify stakeholders and MOE change agents who are committed to moving the reform forward and who will serve as active agents along with the performance solutions team.

¹ This report is part of the full report entitled “HICD Assessment of the Ministry of National Education, Vocational Training, Higher Education, and Scientific Research – Final Report for the Department of National Education” – June 2017

² Ministry of Education. In this report, the Ministry of National Education, Vocational Training, Higher Education & Scientific Research will just be referred as MOE or Ministry.

Table 1. Summary of Proposed Performance Solutions

Gaps	Performance Solution (PS)	Purpose
Crosscutting		
<p>Inadequate skills for teaching reading in Arabic and other subjects.</p> <p>Short-term priority</p>	<p>PS 1: Conduct Human and Institutional Best Practices in Pedagogy and Teacher Training Observational Study Tour, Egypt.</p>	<p>To provide direct experience of the Professional Academy for Teachers in Egypt approach to teaching reading in Arabic, STEM, and other areas, creating a vision of potential approaches that can be translated to the Moroccan context and fostering introductions and relationships to support future implementation.</p>
<p>Inability of system to train teachers capable of implementing new curriculum, SBM, and other key reforms.</p> <p>Short-term priority</p>	<p>PS 2: Conduct HICD Assessment of the Teacher, Inspector, and School Director Preparation and Professional Development System in Morocco.</p>	<p>This study will establish the foundation for creating a new system for teacher, inspector and director preparation and recruitment.</p>
<p>Identified lack of and weak skills in key technical areas necessary to implement Vision 2030, including required knowledge and skills to support decentralization.</p> <p>Short-term priority</p>	<p>PS 3: Develop and Implement a Vision 2030-oriented Training Plan for Ministry staff prioritizing staff at AREF, provincial, and school levels.</p>	<p>To develop required knowledge, skills, and abilities in the technical domains related to Vision 2030 implementation, including curriculum, textbooks, evaluation, extracurricular activities, remedial education, school-based management, decentralization, gender programming, and overall management, including financial management.</p>
<p>Lack of sharing and coordination impedes ability of all levels of Ministry to work toward the common goals of Vision 2030.</p> <p>Short-term priority</p>	<p>PS 4: Conduct Communications Campaign regarding Vision 2030 and Further Build the Capacity of the Directorate of Communication.</p>	<p>To ensure that all staff in Ministry understand Vision 2030 and their roles within it and participate in a unified action plan to achieve its objectives. To develop and institutionalize sharing and coordination in the Ministry within and between each level of the Ministry, supported by streamlined procedures. To promote a sense of vision and belonging.</p>

<p>Insufficient use of MASSAR, MASIRH, TICE, and other existing information systems.</p> <p>Medium-term priority</p>	<p>PS 5: Increase Effective Usage of Existing Information Systems.</p>	<p>To support MOE staff, teachers, school directors, parents, and students as they increase their usage of MOE information systems.</p>
<p>Lack of effective incentive systems to motivate staff and compensate them for overtime.</p> <p>Medium-term priority</p>	<p>PS 6: Increase the MOE staff overtime pay scale and the association and contractor pay scales to make them more competitive, and streamline the financial payment system to make it timelier.</p>	<p>To provide MOE staff with adequate overtime pay and to provide timely payments in order to motivate them. To provide associations and contractors with competitive pay and timely payments.</p>
<p>Scattered responsibility for training of managers in the MOE and inability to internally train and mentor staff to meet needs of Vision 2030.</p> <p>Medium to long-term priority</p>	<p>PS 7: Develop Department of In-Service Management Training in the MOE.</p> <p>Also See PS 3.</p>	<p>To centralize all in-service MOE management training, coordinate all training, and ensure its relevance and impact.</p>
Curriculum		
<p>Lack of qualified human resources to carry out mandate and support achievement of Vision 2030 in curriculum.</p> <p>Short-term priority</p>	<p>PS 8: Establish a New Institutional Structure and Formal Organization of the Directorate of Curricula.</p>	<p>To provide the Directorate with sufficient human resources to fulfill its functions under Vision 2030.</p>
<p>Inability of the MOE to continuously review and adapt curriculum to achieve the changes required by Vision 2030.</p> <p>Medium-term priority</p>	<p>PS 9: Establish and Institutionalize the "Permanent Committee for Continuous Renewal and Adaptation of Curricula and Programs" (CPRAC).</p>	<p>To keep curricula current, relevant, and updated to ensure its quality.</p>

<p>Current curriculum does not meet the requirements of Vision 2030 to include obligatory preschool and other critical subjects as part of overall curriculum.</p> <p>Medium-term priority</p>	<p>PS 10: Revise Primary School Curricula to Accord with Vision 2030 Goals.</p>	<p>To develop the knowledge, skills, and abilities (KSAs) at the central, regional, and provincial levels to integrate preschool curriculum in the required curriculum, and to include gender, employability, apprenticeships, and reading in Arabic in the primary and curriculum.</p>
<p>Human resources in the DC lack all the essential knowledge, skills, and abilities to perform their functions.</p> <p>Short-term priority</p>	<p>PS 11: Strengthen Human Resources Capacity Within the Directorate of Curricula.</p>	<p>To develop a training plan based on a clear needs assessment for staff within the Directorate of Curricula. Plan to be included in the master MOE Training Plan developed in the proposed Crosscutting Solutions.</p>
<p>Directorate of Curricula, AREFs, and POs currently lack capacity to integrate gender into curriculum.</p> <p>Short- to medium-term priority</p>	<p>PS 12: Integrate the Gender Approach in School and Training Curricula.</p>	<p>To integrate gender-sensitive and gender-responsive approaches into school curriculum and in training courses for school directors, teachers, inspectors, and MOE administrative staff.</p>
<p>Directorate of Curricula, AREFs, and POs currently lack capacity to integrate employability skills into curriculum</p> <p>Short- to medium-term priority</p>	<p>PS 13: Strengthen the Integration of Employability Skills into the Secondary Education Curricula.</p>	<p>To integrate employability skills into school curriculum.</p>
<p>Haphazard communication between Directorate of Curricula and all other bodies with which it works makes their common functions more difficult to perform effectively and efficiently.</p> <p>Short-term priority</p>	<p>PS 14: Create routinized and institutionalized communication and collaboration system between the Directorate of Curricula and other Directorates, Centers, and Organizations with which its functions interact.</p>	<p>To develop a predictable and regular system of communication and collaboration between the Directorate of Communication and others with which it works closely and collaborates to create common goals. For instance, by creating forums or groups (internet networks) for each integrated project, or even for each procedure; organizing sharing and regulatory workshops at local, provincial, regional and central levels on a regular basis; or editing brochures and balance sheets periodically.</p>

<p>The Directorate of Curricula, AREFs, and POs and other education actors currently lack the KSAs to effectively test and realign the curricula.</p> <p>Medium-term priority</p>	<p>PS 15: Develop the capacity of the Ministry – Through high-end trainings – to test the efficacy of the curriculum and to realign it according to needs.</p>	<p>Collaborate closely with Directorate of Curricula, Directorate of Evaluation, CNEO, AREFs, POs, and schools to develop an effective system in which curriculum is tested and readjusted to improve learning outcomes.</p>
<p>Textbooks and Learning Materials Development</p>		
<p>Textbook policy currently does not allow for innovation required by Vision 2030.</p> <p>Medium-term priority</p>	<p>PS 16: Revise Textbook Policy to comply with international best practices.</p>	<p>To design a textbook policy on par with international best practices, which includes at a minimum the participation of a university.</p>
<p>Inadequate institutional and human resource capacity to effectively manage textbook production to achieve Vision 2030.</p> <p>Short-term priority</p>	<p>PS 17: Integrate the structures responsible for teaching materials (CRTE) and the TICE and RNE in the organizational chart of the AREFs and the Provincial Offices; to appoint permanent staff to positions responsible for textbook production; and to establish in-service training to support internal textbook production capacity.</p>	<p>Strengthen institutional structure and capacity to manage textbook production by the creation of two sections within the Directorate of Curricula.</p>
<p>Lack of pedagogical-economic model for textbook design and supporting legal framework.</p> <p>Short-term priority</p>	<p>PS 18: Draft the juridical framework that will authorize textbook production according to the revised pedagogical-economic model for textbook design; and develop procedures to implement it.</p>	<p>Develop a legal mechanism and procedures to dictate roles of contributors to textbook production.</p>
<p>Lack of effective coordination among the large number of contributors involved in textbook production.</p>	<p>PS 19: Establish a formal and institutionalized system of communication that connects all participants in textbook production and serves as a quality control system.</p>	<p>Improve the Coordination Mechanism Among the Various Contributors to the Textbook Production Process.</p>

Medium-term priority		
Production and evaluation criteria are not standardized, leaving textbook authors, editors, and evaluators to employ different criteria and produce textbooks of differing quality. Short-term priority	PS 20: Develop Standard Textbook Production and Evaluation Criteria.	To develop, disseminate, and monitor production and evaluation criteria so that high quality of textbooks is ensured.
Lack of adequate planning for digitalization of textbooks. Medium-term priority	PS 21: Study of the Transition to Digital Textbooks and Its Impact on Student Achievement and the Textbook Market.	To determine the impact of the transition to digital textbooks and how the Ministry can prepare to maximize student achievement.
Inconsistent quality of textbooks illustrates that some individuals involved in textbook production lack skills required to produce high-quality textbooks. Short-to medium-term priority	PS 22: Develop and implement training courses appropriate for all players in the textbook production process, ensuring a high, consistent standard of contribution. Training plan and implementation to be developed as part of the master MOE training plan discussed in the Crosscutting Performance Solution section.	Further develop capacity of individuals involved in all aspect of textbook production chain and learning materials.
CRTEs lack the capacity to achieve their mandate. Short- to medium-term priority	PS 23: Train current staff and add additional staff with the skills required to manage these centers effectively and efficiently.	Further develop the capacity of the Regional Centers for Educational Technology (CRTEs).
Lack of competition in the production of textbooks and learning materials.	PS 24: Expand Textbook Materials Production to the Market to Increase Competitive Procurement.	To attract the involvement of a wider set of actors in textbook production who might also bring novel ideas, more diverse textbooks, and improved quality.

Medium-term priority		
Lack of adequate and effective partnerships in production of textbooks and other digital learning materials. Long-term priority	PS 25: Strengthen Partnerships for textbook production to include the DC, AREFs, POs, Volunteer Teachers, Training Institutes and Higher Institutes of Technology.	To expand partnerships for textbook production to bring in new ideas and approaches and enhance competition.
Lack of skills of teachers and school directors in the use of learning technologies. Medium-term priority	PS 26: Enhance use of MORCHIDE – Technologies for Information and Communication (<i>Technologies d’Information et Communication pour l’Enseignement-TICE</i>).	To help teachers and school directors apply learning technologies in the classroom to enhance student educational outcomes.
Inability of MOE administrative and teaching staff to understand how to use all the various learning materials in a unified and coordinated fashion in the classroom. Medium-term priority	PS 27: Training of MOE administrative and teaching staff to Coordinate and Align Learning Materials.	To teach and inspire MOE staff to be creative in the use of learning materials to enhance student achievement.
Examinations and Evaluations		
Department of Evaluation and CNEO lacks institutional framework for effective use of evaluation to modify the curriculum and/or improve teaching and/or training of teachers, inspectors, and school directors. Medium- to long-term priority	PS 28: Design a new organizational chart for the Department of Evaluation and Center for Examinations and Orientation.	To improve management efficiency and move towards improving student achievement through the effective use of evaluation.

Lack of national evaluation plan that can be implemented at all levels of the MOE. Medium-term priority	PS 29: Establish a Unit of Multidisciplinary Experts at the Central Level Department of Evaluation to Develop a National Evaluation Plan.	To redesign the national strategy and action plan for evaluation and revise the threshold for passing grades between cycles to enhance student achievement and reduce passing students with low educational outcomes.
Lack of skills in evaluation methodology, student evaluation, analysis of evaluation data, and policy-making among staff at central Directorate, AREFs, POs, and school directors and inspectors. Short-term Priority	PS 30: Strengthen – through high-end trainings – Evaluation Skills of MOE Administrative and Teaching Staff to Improve Quality of Student Evaluation Procedures	To create an expert evaluation cadre capable of assessing students, developing policies and plans, and improving the performance of student educational outcomes.
Lack of application of student evaluation action plan in regions Medium- to long-term priority	PS 31: Establish a Regional Evaluation Unit within the Regional Examination Centers.	To better organize student evaluations in the regions and use results to inform decision making regarding curriculum and teacher training.
Extra-curricular Activities (ECAs)		
Lack of integration of ECA into curriculum and consequent devaluing of it. Medium-term priority	PS 32: Gradually extend the practice of Extracurricular Activities (ECA) to all pupils and to all levels of education to institutionalize them and include them in the curriculum.	To make ECA an essential component of the curriculum and of the education system so that all students can benefit from them and develop psycho-social skills to improve achievement.
Lack of single, unified structure for ECA resulting inconsistent implementation and a lack of innovation in ECA. Medium-term priority	PS 33: Stabilize and Reorganize the Structure and Functions of the Extracurricular Activities Department for “School Life” (SL) to focus exclusively on ECA.	To streamline and systematize ECA in one department with overall responsibility to focus on design, dissemination, and evaluation of ECAs.
Remedial Education (RE)		

<p>Different visions of and approaches to remedial education, especially tutoring, interfere with coordinated action and academic support for students in need.</p> <p>Short-term priority</p>	<p>PS 34: Develop a Unified Concept of Remedial Education and Tutoring.</p>	<p>To unify the various approaches to remedial education and tutoring so that all MOE administrative and teaching staff share a common vision and approach to providing academic support to students in need, especially tutoring.</p>
<p>Diffusion of authority and responsibility results in uncoordinated effort to implement remedial education.</p> <p>Short-term priority</p>	<p>PS 35: Establish a Single Responsible Organizational Structure Accountable for Remedial Education Programs.</p>	<p>To create a national vision and policy for RE and create a single owner to take responsibility and be held accountable for the delivery of RE, supporting improved student outcomes based on a more efficient, more effective system with clear leadership.</p>
<p>Lack of human and financial resources to manage remedial education.</p> <p>Short-term priority</p>	<p>PS 36: Hire and train staff in Division of Remedial Education who have the knowledge, skills, and abilities to achieve the Ministry's Vision 2030 goals for RE.</p>	<p>Provide the Division of Remedial Education within the Directorate of Non-Formal Education with sufficient resources to manage remedial education according to the expected strategic vision.</p>
<p>Lack of mechanisms at all levels of MOE to operationalize integrated remedial education system.</p> <p>Medium-term priority</p>	<p>PS 37: Develop Structured Annual Action Plans for Remedial Education, tailored to the actions needed on each level of the MOE.</p>	<p>To operationalize the new remedial education system within AREFs, POs, and schools so that students are properly evaluated, obtain effective tutoring and improve educational achievement.</p>
<p>Lack of consistent approach to adapt integrated remedial education system to realities on the ground.</p> <p>Medium-term priority</p>	<p>PS 38: Implement system for action planning and coordination among stakeholders at Central, AREF, PO, and school levels.</p>	<p>To improve the appropriateness of remedial education to local conditions and ensure that remedial education is provided to students in need of academic support and that it effectively assists students meet learning goals.</p>
<p>Lack of broad stakeholder participation in supporting student</p>	<p>PS 39: Mobilize civil society partners, parents, and the local community around the school to</p>	<p>To encourage and ensure the participation of civil society, parents, and the local community involved in academic success of all students and in</p>

success. Medium-term priority	support students' academic success.	providing academic support because experience has shown that such broad-based support improves educational outcomes.
Regionalization and Decentralization		
Stagnation of decentralization process risks Ministry achievement of Vision 2030. Short-term priority	PS 40: Increase the Autonomy of the AREFs and Implement a Performance System Based on a Strategic Framework.	To establish strategic indicators for the education system to hold AREFs accountable and ensure good management and accelerate decentralization.
Lack of digital systems to support decentralization and meet objectives of Vision 2030. Medium-term priority	PS 41: Accelerate the Adoption and Use of Digital Information throughout the MOE.	To improve the accuracy, transparency, and applicability of information for MOE decision-making, strategies, evaluation, and overall business processes to inform MOE decisions and strategies.
Lack of staff at the AREF level has impeded the progress of decentralization. Short-term priority	PS 42: Build up Human Resources for Decentralization by Bringing in Private Sector Contracted Resources.	To obtain private-sector expertise and experience in the areas of financial management, IT, strategic planning, general management, business processes, and performance management to have short-term assignments to establish effective and efficient systems in the pilot AREFs to serve as models for the other AREFs.
Lack of sufficient capacity and resources to decentralize all regions simultaneously. Short-term priority	PS 43: Select Two Pilot AREFs and Deploy Private-Sector Contracted Consultants to Support Decentralization to Establish a Model Approach and Process for Decentralization.	To hire adequate numbers of qualified staff for two pilot AREFs to test and refine decentralized management model.
School-Based Management (SBM)		

Lack of legal framework to redefine the role of the school director and the schools to facilitate SBM. Short-term priority	PS 44: Update legislation including (a) the revision of the Statute for schools, (b) the definition of a special status for the “school director.”	To ensure the full empowerment of the school director through supporting legislation, allowing him to lead with effective management, including assuming the responsibility, accountability and performance required by the Vision.
School directors currently do not have the skills to effectively manage autonomous schools. Short-term priority	PS 45: Ensure that school directors can perform all the necessary functions for autonomous schools and their legislated “special status.”	To provide school directors with the managerial and pedagogical skills required to autonomously manage schools.
Inadequate use of MOE information systems specifically designed to evaluate students and schools. Medium-term priority	PS 46: Accelerate and Improve the Use of the Information System for School Performance Monitoring.	To ensure the use of MASSAR and MASIRH systems and other relevant information systems by MOE staff at the central, AREF, and PO levels, and school directors, inspectors, and teachers at the school level to better evaluate student and school performance and to use this data to make improvements.
Lack of planning, budgeting, and auditing skills at regional, province, and school levels as required to implement autonomous schools as required by Vision 2030. Short-term priority	PS 47: Strengthen the planning, budgeting and audit follow-up skills of regional and provincial personnel and facilitate their management work using appropriate tools, ensuring better supervision and functioning of schools.	To ensure the qualification and good performance of managers at the regional and provincial levels, guaranteeing effective supervision and support for school directors.
Lack of clear framework for school accountability. Short-term priority	PS 48: Use the Integrated School Strategic Planning (ISSP) model as an instrument for school management.	To initially implement the ISSP at MCC pilot schools in Tangiers, Fez, and Marrakech to further strengthen school-based management and then to disseminate the model nationally.
Lack of viable public-private partnership model to support requirements of Vision 2030 Medium-term priority	PS 49: Develop standards for strong/lasting public-private partnerships which result in successful benefits, accountability of schools and education quality.	To strengthen private sector and civil society support to invest in schools, including support of educational output.

Lack of communication, coordination, and information sharing between schools as the foundation of a learning system. Medium-term priority	PS 50: Develop use of multiple channels of information and experience exchange within and among schools, including a website for each school.	To strengthen practices of collaborative and effective communication, coordination, and information sharing.
Lack of adequate school environment to establish autonomy. Medium- to long-term priority	PS 51: Improve School Environment and Equipment to Guarantee Effective Management.	To ensure the basic and necessary conditions for school management, including implementing the ISSP model.
Gender Responsive Programming		
Established gender teams no longer meeting and hence not facilitating gender programming according to MOE policy. Short-term priority	PS 52: Organize and empower the MOE regional gender teams to train provincial and school staff in gender-responsive programming and to participate in curriculum development.	Revitalize the Regional Gender Teams (ERMG) Network.
AREF and PO staff do not adequately include gender in their analyses. Short-term priority	PS 53: Strengthen AREF and PO Staff in gender-responsive programming, data analysis, monitoring and evaluation.	To enable staff to understand and address gender disparities and to report on impact of reforms on gender issues.
Gender issues are not systematically being considered by staff and educators in schools. Medium-term priority	PS 54: Develop Gender-Sensitive Moroccan schools.	To ensure that curriculum and teaching and extracurricular activities consider gender differences and needs and address them in such a way to create an exciting and useful learning experience.
Gender issues not adequately dealt with in all MOE Directorates. Medium-term priority	PS 55: Develop a gender-sensitive MOE organizational chart at the central, AREF, and PO levels.	To clarify dedicated staff responsible for gender issues in all Directorates and at all levels of the MOE and ensure that gender is dealt with transversally.

Women are not adequately represented in senior management of the MOE. Short-term priority	PS 56: Establish a Women’s Mentoring Program.	To assist women to develop the skills and confidence to assume senior management positions within the Department of National Education.
Human Resources		
Lack of a ministry-wide definition of the roles, tasks, and responsibilities required by Vision 2030. Short-term priority	PS 57: Clearly Define Roles, Tasks, Responsibilities of MOE Staff and Directorates in Relation to Vision 2030 by reviewing expert and others’ recommendations and designing a global strategy.	To create necessary cadre of qualified staff with defined roles and responsibilities to lead and implement Vision 2030.
Lack of integrated information systems (IIS). Medium-term priority	PS 58: Develop improved business processes, including the development and institutionalization of IIS.	To rationalize business process and link processes to information sources to the extent practical and cost-effective.
MOE staff not rewarded based on performance resulting in reduced motivation. Medium-term priority	PS 59: Establish a Professional Development System that Rewards Talent.	To identify talented ministry personnel and work with them to create a professional development plan that will take advantage of and reward their talent by progressively moving them to positions of higher authority.
Lack of professional career development resulting in low motivation. Medium-term priority	PS 60: Develop a professional development program, with courses to be taken by employees to strengthen personnel commitment to Vision 2030.	Strengthen MOE Staff Commitment to the Organization and their Work.
Lack of correlation between job requirements and qualifications of staff. Short-term priority	PS 61: Improve the quality and qualifications of staff recruited.	Strengthen alignment between staff qualifications and requirements of their position and of the MOE vision and mission.

<p>Lack of correlation between tasks and skills resulting in lack of performance appraisal system</p> <p>Medium-term priority</p>	<p>PS 62: Establish a Performance-Based Employee Evaluation System.</p>	<p>To institutionalize the evaluation of personnel based on their performance as defined by the REM/REC and to promote personnel based on the excellence of their performance rather than only seniority.</p>
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B. Strategy for Implementing Performance Solutions

Performance solutions can be divided into seven major categories that should be pursued simultaneously by a team with divided responsibilities. Some of these categories include more than one technical area because they are closely related and hence their capacity should be built together. *Hence their organization and order is not the same as was previously followed in describing findings in the technical domains.* The categories include: 1) curriculum and extracurricular activities; 2) textbook production; 3) teaching (school directors, teachers, inspectors); 4) decentralization and school-based management; 5) evaluation and remedial education; 6) institutional reform; and 7) human resources reform. Gender programming and equity is a consideration that crosscuts all these categories. Crosscutting solutions identified above also impact all these categories. **Table 2** below lays out the steps to be followed in each of these categories.

The purpose of these solutions is ultimately to enhance the learning experience of and overall quality of education for students and to improve their achievements in national and international exams. This purpose should be the yardstick by which reform is measured. Ideally, the solutions would be implemented over a 3 to 5-year time frame. A 10-person performance solutions team is recommended, to assist the MOE implement the change effort including an HICD Specialist, an Organizational Development Specialist, a Human Resources Specialist, an M&E Specialist, a Primary School Specialist, a Secondary School Specialist, a Training Specialist, an Information Technologist (IT) and Business Process Specialist, a Gender in Education Specialist, and Administrative Staff.

It is very important that the Specialists closely coordinate their actions because one cannot lose sight of the fact that the MOE is a highly complex system of inter-related components and change in one component will influence the others. Crosscutting and human resources will impact the entire ministry and hence should be implemented in close collaboration with all the other solutions. The timing is critical. Since it cannot be known at this point how long it will take to make certain changes that depend upon ministry approval and action, the estimates in this section are subject to modification during implementation.

1. Crosscutting

Several crosscutting solutions can be initiated immediately. A major element of human resources reform will be the development of a master training plan to help build the knowledge and skills that the HICD Assessment has identified as being high priorities. The two performance solutions included in the crosscutting section of the report regarding teacher training are discussed below in the section on Teaching.

The need for in-service training was identified in virtually every interview and survey. It makes the most sense to unify all these requests under the management of one performance solution team to create a training master list to prioritize, schedule, design, and implement the training. In addition, a training needs assessment should be implemented to identify other training needs. **PS 3: Develop and Implement a Vision 2030-Oriented Training Plan for MOE staff, prioritizing staff at the AREF,**

provincial, and school levels is our recommended solution to unify and organize in service training.

Beginning in the first quarter of the solution implementation, a training design specialist should develop this plan and begin planning, scheduling, and providing training in a sequence that supports the steps taken to further build capacity in the areas identified. Training will prioritize building the capacity of AREFs and POs initially in support of decentralization.

Further, performance solution **PS 4: Conduct Communications Campaign regarding Vision 2030 and Further Build the Capacity of the Directorate of Communication** to enhance communication and collaboration within the MOE can also be initiated during the first quarter, beginning with a ministry-wide information and awareness-raising campaign about Vision 2030. The result of this campaign should be a shared action plan for ministry-wide cooperation to implement the priority measures and achieve the goals of the Vision.

Need to Redefine the Role of the Central Directorates, Divisions, and Sections of the MOE: The shift of the entire education system to the regional level is a high priority of the MOE. Roles and responsibilities of offices at the various levels of the Ministry will have to be redefined. The new AREF organization chart has already been completed and is in the process of being implemented. The shift of responsibility increasingly to the regional level requires that the central level of the Ministry redefine its role and begin to increasingly delegate many of its responsibilities to the regions. The Central ministry will remain as overall policy maker, evaluator and quality control manager, and will increasingly become mentor, monitor, and supporter of the regions. We recommend that a performance solution team helps facilitate the process of redefining the identity, values, and culture of the central MOE. This solution is crosscutting and is currently discussed in the first Performance Solution under Human Resources, **PS 57: Clearly Define Roles, Tasks, Responsibilities of MOE Staff and Directorates to Achieve Vision 2030**, which will examine the HR requirements to implement HR. This solution will also include a definition of roles at all levels. Necessary transfers and recruitment of new personnel will begin soon after. Further, this performance solution will examine the overall roles and functions of the Directorates, especially at the central level of the MOE. The central level needs to change its overall function to support decentralization and this performance solution will facilitate the process of reflection and redefinition that the central level must undertake.

Work to modify the overtime pay scale and payment system, **PS 6: Increase the MOE staff overtime pay scale and the association and contractor pay scales to make them more competitive, and streamline the financial payment system to make it timelier** is a medium-term solution that will need to be negotiated with the MOE and Ministry of Finance. Assisting MOE central, AREF, and PO staff, inspectors, school directors, teachers and students to employ the MASSAR and MASIRH systems and other IT systems through **PS 5: Increase Effective usage of Existing Information Systems** is also a medium-term solution. Finally, the crosscutting solution **PS 7: Develop Department of In-Service Management Training in the MOE** is a medium to long-

term solution implemented at a time to be determined.

2. Curriculum

USAID is funding a five-year project to develop a curriculum for reading in Arabic. This curriculum development is an excellent platform for building the capacity of the central ministry, AREFs, and POs in curriculum development in preparation for the revision of the primary and secondary school curricula, which should begin when the capacity for a participatory process has been built. In partnership with this project, training in curriculum development via **PS 11: Strengthen Human Resources Capacity within the Directorate of Curricula** can be organized and implemented via the performance solution team so that the MOE can finally implement its model of 70% central, 15% regional and 15% provincial inputs into the curriculum.

Several steps can be taken to prepare for the major curriculum revision. An international conference in gender-responsive curriculum, extracurricular activities, textbooks, and teaching; as well as curriculum and extracurricular activities that build employability skills can be held to infuse international best practices that can be applied in the curriculum reform. This conference would initiate the following two performance solutions: **PS 12: Integrate the Gender Approach in School and Training Curricula and PS 13: Strengthen the Integration of Employability Skills into the Secondary Education Curricula**. The intent would be for the Directorate of Curricula to work closely with the Division of School Life to ensure that extracurricular activities are integrated into the revised curriculum. **PS 53: Strengthen AREF and PO Staff in gender-responsive programming, data analysis, monitoring and evaluation** should be implemented. Further, **PS 54: Develop Gender-Sensitive Moroccan schools** should follow shortly thereafter.

At the same time, the MOE can move ahead with the recruitment of key personnel through **PS 8: Establish a New Institutional Structure and Formal Organization of the Directorate of Curricula (DC)** to staff the enhanced Directorate of Curricula. At the same time the capacity of the AREFs and POs needs to be built so that they can increasingly take over relevant responsibilities of the DC. The expansion of the DC should be implemented with decentralization in mind. All functions that can reasonably be implemented regionally should be transferred in a phased plan as capacity gets further developed.

The improved capacity to design and implement extracurricular activities (ECAs) should be further developed along with curriculum, since the intention is to integrate ECAs into the curriculum. **PS 32: Gradually extend the practice of Extracurricular Activities (ECA) to all pupils and to all levels of education to institutionalize them and include them in the curriculum** should be initiated in conjunction with performance solutions to prepare and initiate curriculum reform. Close coordination and communication between the Directorate of Curricula and the Division of School Life needs to be fostered during the implementation of the performance solutions. An evaluation of ECAs should be an early solution so that an understanding of the types and approaches to ECAs can be assessed to serve as the foundation for an improved approach. The evaluation can serve

as a capacity building solution since it should be conducted collaboratively with staff from the Division of School Life, AREFs, POs, and schools, and employed as a learning and mentoring opportunity. Training for AREF, PO, and school staff should comprise the primary focus initially to further support decentralization. AREF staff responsible for ECAs should be recruited before staff at the central Division of School Life and the central level should help facilitate the further empowerment of AREFs, POs, and schools. The recruitment plan for the Division of School Life implemented through **PS 33: Stabilize and Reorganize the Structure and Functions of the Extracurricular Activities Department for “School Life” (SL) to focus exclusively on ECA** can be after the evaluation and after AREF and PO staff are recruited and trained.

The Directorate of Curricula works closely with many other Directorates, centers, offices, and organizations in achieving its functions. Improved coordination and collaboration with these other entities is critical to achieve their common goal. Hence, our performance solution **PS 14: Create routinized and institutionalized communication and collaboration system between the Directorate of Curricula and other Directorates, Centers, and Organizations with which its functions interact** that focuses on a routinized and institutionalized communication system is high priority. **PS 9: Establish and Institutionalize the "Permanent Committee for Continuous Renewal and Adaptation of Curricula and Programs” (CPRAC)** is a medium-term solution to be initiated after the reorganization of the Directorate. Likewise, the following two solutions are medium-term, the initiation of which should follow the reorganization, hiring, and training of Directorate of Curricula staff: **PS 10: Revise Primary School Curricula to Accord with Vision 2030 Goals** and **PS 15: Develop the capacity of the Ministry – Through high-end trainings – to test the efficacy of the curriculum and to realign it according to needs.**

3. Textbooks

The performance solutions for textbooks center on gaining better control of the quality of textbooks by better monitoring the process; developing a revised textbook policy and legal framework; improving the knowledge and skills of authors and evaluators; further building the capacity of the Directorate of Curricula to manage the textbook production process; beginning to further develop the capacity of the AREFs to participate in textbook production; further building the capacity of POs and teachers in diversity and the selection of textbooks; expanding the textbook production system to increase competition; and studying the impact of the digitalization of textbooks on the book production market and the learning achievements of students.

Textbook production is an extremely complex process involving thousands of participants. Although the MOE currently has a textbook policy, we recommend reviewing and revising this policy by implementing **PS 16: Revise Textbook Policy to comply with international best practices** to accord with international best practices that include universities in the process. An economic and pedagogical model of the production of textbooks will be developed. As soon as it has been definitively adopted, it will be necessary to set up the legal framework through **PS 18: Draft the juridical**

framework that will authorize textbook production according to the revised pedagogical-economic model for textbook design. This will constitute the terms of reference to produce the *manuels scolaires*³ (MS) and their insertion into the market. This is work that does not currently exist and must be done in collaboration with all stakeholders. It will consider the policy choice that stipulates the diversity of MS and possibly in the future digital textbooks. It frames the various operations and interventions leading to the final product. It also will establish competition based on quality and performance for the first time. This improvement will require the evaluation of experience in MS diversification with a view to improving it and anchoring it in teacher practices. Diversity must be measured in terms of the pedagogical and didactic approach adopted and its relevance in terms of teaching and learning. **PS 19: Establish a formal and institutional system of communication that connects all participants in textbook production and serves as a quality control system** and **PS 20: Develop standard textbook production and evaluation criteria** will also have to be initiated shortly after the legal framework is established.

To improve the textbook production process, we recommend the creation of two new divisions in the Directorate of Curricula in **PS 17: Integrate the structures responsible for teaching materials (CRTE) and the TICE and RNE in the organizational chart of the AREFs and Provincial Offices; to appoint permanent staff to positions responsible for textbook production; and to establish in-service training to support internal textbook production capacity.** One division will oversee the follow-up of the various stages of production of textbooks. The second division will oversee the evaluation of textbooks. To do their job, which is very cumbersome, these services must:

- Coordinate with the four existing divisions in the Directorate of Curricula, namely, the division of Literature & Language Arts, the division of Science and Physics, the division of Technical and Handicrafts Disciplines and the division of Traditional Islamic Disciplines

- Provide sufficient financial resources for the use of professional textbook evaluators

- Provide financial resources to develop specifications and SPCs and to continue the work of verifying the contents of the proposed textbooks in terms of values, gender and linguistic aspects

Capacity development will be initiated through **PS 22: Develop and implement training courses appropriate for all players in the textbook production process.** Proposed training for individuals involved in the textbook production process include the following:

Concerned Human Resources	Their Profiles	Training to be provided	Target Skills
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³ School textbooks

Executives at the CRTE (Regional Center for Education Technologies)	Teachers of scientific disciplines ⁴	In-service training	Be able to: To analyze the needs of teaching materials in schools Establish lists of relevant materials to meet these needs Develop specifications of equipment to be purchased Monitor the use of the purchased equipment distributed to schools <ul style="list-style-type: none"> Identify and mobilize technicians to ensure the maintenance of teaching materials
Authors of textbooks	Specialists in the concerned disciplines: <i>Mathematics</i> <i>Sciences</i> <i>Languages</i> <i>Humanities</i> <i>Technical subjects</i> <i>Arts</i> <i>Physical Education</i> <i>Computer</i> <i>Etc.</i>	Initial and In-service training	Be able to: Adapt curriculum content to learning situations Write a textbook using common writing methods and techniques Distinguish between the manual as a learning tool and as a teaching medium Analyze curricula and the teaching programs related to them <ul style="list-style-type: none"> Etc.
Evaluators of textbook manuscripts	Specialists in evaluation, disciplinary teaching and disciplinary content	Initial and In-service training	To be able to: Develop a list of evaluation criteria considering the following requirements: Diversifying textbooks at a given level in a given cycle Producing textbooks without disciplinary and linguistic errors Applying this list of criteria to identify the appropriate proposals <ul style="list-style-type: none"> Achieving quality textbooks

Other performance solutions for this domain would be scheduled after these priority ones.

4. Teaching: School Directors, Teachers, and Inspectors

The strategy to improve teaching would begin with the study tour to Egypt **PS 1: Conduct Human and Institutional Best Practices in Pedagogy and Teacher Training Observational Study Tour, Egypt** for key central, regional, and provincial directors to gain knowledge and experience in Egypt’s successful approach to teaching reading in Arabic and approaches to teaching STEM subjects. Following the study tour, a session would be held with participants to plan for how the lessons learned from Egypt can be

⁴ Teachers of scientific disciplines because this is what our interviews revealed. This was the weak link, from the data we collected.

applied to the Morocco situation. These lessons learned will be integrated into the ongoing USAID-funded project to develop an approach to teaching reading in Arabic. The HICD assessment of the teacher training system **PS 2: Conduct HICD Assessment of the Inspector, School Director, and Teacher Preparation and Professional Development System in Morocco** would follow. After the assessment, performance solutions to improve that system would be initiated. Training of school directors, teachers, inspectors, and PO staff in evaluation would follow soon after the Egypt study tour via **PS 30: Strengthen – through high-end trainings – Evaluation Skills of MOE Administrative and Teaching Staff to Improve Quality of Student Evaluation Procedures**. Capacity building of school directors, first in pilot AREFs and MCC pilot schools, would serve as a model for dissemination in other schools, and AREFs. Training in gender programming would also proceed. The ERGM Team will participate by learning to coach schools on gender-sensitive teaching and mentoring.

5. Decentralization and School-Based Management (SBM)

Performance solutions for these technical domains are complementary since they both support progressively moving responsibility to the AREFs and ultimately autonomy to the schools. The legal framework for autonomous schools and the new role of school directors need to initiate the process of moving toward SBM by **PS 44: Update legislation including (a) the revision of the Statute for schools, (b) the definition of a special status for the “school director.”** A major analysis of the MOE system should be completed to see how responsibilities overall can be shifted to the AREFs, POs, and schools through **PS 40: Increase the Autonomy of the AREFs and Implement a Performance System Based on a Strategic Framework**. High-level buy-in to this plan needs to be obtained and a task group assigned that is committed to moving ahead with decentralization. Pilot AREFs for decentralization need to be selected early in the solution project in **PS 43: Select Two Pilot AREFs and Deploy Private-Sector Contracted Consultants to Support Decentralization to Establish a Model Approach and Process for Decentralization**. As we have recommended, ideally these pilots would complement the plans of MCC to implement SBM in pilot schools in Tangiers-Tetouan and then in Fez. Building up highly qualified staff, training existing staff, and working out the relationships and business processes, division of responsibilities, communication, and collaboration would be next steps in shifting the system down to the local level. Gradually, the entire recruitment process for AREFs, POs, and schools should be shifted to the regions. School directors need to be prepared to manage their school and building their capacity to do so will be a major focus. The enhanced design and use of information systems is also a major requirement of decentralization and this will be taken care of by the crosscutting solution for information. Other performance solutions designed for decentralization/regionalization and for school-based management can be scheduled and implemented after these short-term priority ones have been completed.

6. Evaluation (Student Assessments) and Remedial Education

These technical areas should be developed jointly since evaluations should detect which

students need to have remedial education, first in the form of tutoring, and then in more intensive approaches. The remedial education system needs to be evaluated to determine whether it is properly assessing students in need of academic support and faithfully providing this support to them and whether the support provided is helping them move toward expected achievements. The national conference on remedial education recommended to be organized by **PS 34: Develop a Unified Concept of Remedial Education and Tutoring** will help build a common collaborative approach to this important domain and link academic support more directly with student assessments. As the capacity for evaluation is developed by implementing the performance solutions in this technical domain, remedial education will become more focused and subsumed under a single unitary vision. Capacity building of the Regional Examination Centers (**PS 31: Establish a Regional Evaluation Unit within the Regional Examination Centers**) and the Evaluation Unit within the Directorate of Evaluation/CNEO (**PS 28: Design a new organizational chart for the Department of Evaluation and Center for Examinations and Orientation**) will proceed along with capacity building of the RE Division within the Directorate of School Life in **PS 35: Establish a Single Responsible Organizational Structure Accountable for Remedial Education Programs**. Inspectors, school directors, and teachers will need intense training in evaluation and in remedial education and tutoring. Additionally, children identified for academic support should obtain the help they require through more active monitoring by inspectors and PO staff. Other RE performance solutions should follow the decision to establish the single structure. These include: **PS 37: Develop Structured Annual Action Plans for Remedial Education, tailored to the actions needed on each level of the MOE; PS 38: Implement system for action planning and coordination among stakeholders at Central, AREF, PO, and school levels; and PS 39: Mobilize civil society partners, parents, and the local community around the school to support students' academic success.**

Morocco has made significant strides in implementing student assessments and national and international assessments. However, Moroccan students continue to perform relatively poorly on the international assessments compared to students in the region. Further, the student evaluation system is not adequate and many students who are identified in need of academic support never actually receive it. Inspectors and school directors should play a significant role in student evaluation and have not played it adequately. Hence, an important performance solution is to train these groups in evaluation and to provide them with assistance in the classroom in effective evaluation through implementing **PS 30: Strengthen – through high-end trainings – Evaluation Skills of MOE Administrative and Teaching Staff to Improve Quality of Student Evaluation Procedures**. The focus needs to be first and foremost on teachers so that they can effectively assess students in their classrooms so that academic support can be provided if necessary. School directors also need to be trained in evaluation so that they can support and monitor teachers and mentor them if necessary. Inspectors also need enhanced evaluation skills. The focus of all three groups of actors should be on student learning and improvement, which is the heart and driver of the educational system.

Further, Regional Examination Centers are being established and they are in need to

capacity-building. An examination unit should be established in these centers and staff trained. This comprises another important performance solution. The department of evaluation in the central-level directorate needs to be re-organized so that it can more effectively carry out its function. It should focus increasingly on policy making, strategic planning, and supporting the regions, provinces and schools in carrying out their mandates. We have recommended this re-organization as an important performance solution. A unit needs to be established within the central level directorate staffed by high-qualified staff that can redraft the evaluation policy and ensure its implementation through **PS 29: Establish a Unit of Multidisciplinary Experts at the Central Level Department of Evaluation to Develop a National Evaluation Plan** will accomplish these tasks.

Staff at all levels – central, AREFs and POs – need further training in evaluation and how to make policy decisions based on evaluation data. Training in evaluation should be incorporated into the overall MOE Training Plan included in Crosscutting Performance Solutions. Further, as stated in the introduction, performance solutions in evaluation should be closely coordinate with performance solutions in remedial education and implemented by the same solutions team.

7. Institutional Reform

Overall institutional reform will take place simultaneously with reform in the various technical domains and will support these domains. A ministry-wide awareness campaign for Vision 2030 and the 23 Priority Projects should be initiated as a priority as well as an action plan that unifies and directs the entire ministry toward reform objectives. The communication system also needs to be further strengthened and routinized to build collaboration and information sharing. The ERGM Gender Teams needs to be revitalized and trained to train PO staff and school directors in how to employ gender programming. **PS 52: Organize and empower the MOE regional gender teams to train provincial and school staff in gender-responsive programming and participate in curriculum development** will focus on this task. Recruitment for the AREFs will require work at the central level to help redefine the division of responsibilities as AREFs are increasingly empowered. Further performance solutions may emerge to assist the Ministry to make decisions about shifting functions and personnel.

Business processes need to be reviewed and improved where necessary. Information systems also expanded and their usage increased as worked on in the crosscutting solution on information. Finally, gender needs to be officially integrated throughout the MOE through **PS 55: Develop a gender-sensitive MOE organizational chart at the central, AREF, and PO levels.**

8. Human Resources Reform

Human resources reform, like institutional reform, will support reform in the technical domains. An initial global assessment of HR requirements needs to be conducted to establish the benchmarks of success for Vision 2030. This performance solution is crosscutting and has been discussed in that section above. A recruitment plan as well as a

transfer plan will be generated from this assessment. Analyzing and streamlining business processes and maximizing the use of existing and potential information systems (**PS 58: Develop improved business processes, including the development and institutionalization of IIS**) is also a solution that should be initiated early on in this process. The enhanced design and use of IT comprises a component of the crosscutting solution on information.

Overall recruitment needs to be improved and increasingly delegated to the regions. Recruitment according to job responsibilities and candidate qualifications needs to become the norm. A talent management system and career path should be designed early in the performance solution projects (**PS 59: Establish a professional development system that rewards talent**) as should a performance appraisal personnel evaluation system (**PS 62: Establish a performance-based employee evaluation system**). Such a system will be especially important to develop and expand as the Ministry relies increasingly on contract employees. To increase the number of women in managerial position, a women's mentoring program should be initiated through **PS 56: Establish a Women's Mentoring Program**.

Other performance solutions in the Table above, not mentioned in this narrative, should be scheduled and initiated after the priority ones.

Table 2. Strategy for Achieving Performance Solutions: Illustrative Order for Implementing Solutions during the First Two Years

Year	Quarter	Curriculum/Extra-curricular Activities (ECA)	Textbooks	Teaching: School Directors, Teachers, and Inspectors	Decentralization/ School-Based Management	Evaluation/ Remedial Education	Institutional Reform	Human Resources Reform
1	1 st	Create recruitment plan for expanded Directorate of Curricula.	Develop the knowledge, skills, and abilities to undertake the evaluation of Textbooks for the 4th to 6th levels of primary school.	Study Tour to Egypt For MOE Directors.	Reform Law for SBM and role of school director. Select Pilot AREF- for decentralization (Tetouan). Initiate recruitment of Pilot AREF staff.	Evaluation of current remedial education system.	Expand and reinforce awareness raising campaign for Vision 2030. Redefine the role of central offices in a decentralized system.	Further analyze HR needs of the MOE globally based on expert recommendations and develop action plan for recruitment, and transfers.
1	2 nd	Host Conference on Gender and on Employability Skills in Curriculum and ECA. The goals being to cover best practices in developing gender sensitive curricula and textbooks as well as relevant textbooks.	Develop new institutional and legal framework for textbook design, production, and evaluation.	Conduct HICD Assessment of Teacher, Inspector and School Director Recruitment, Pre-Service Training and Professional Development, Coaching, and Performance Management System.	Begin on-the-job capacity development of AREF staff through coaching and performance management.	National conference on remedial education to define common vision and develop communication and coordination structure and processes.	Initiate improved communication system. Revitalize ERGM Team.	Develop Master MOE Training Plan and Design Implementation of Plan.
1	3 rd	Train AREF and PO staff in curriculum development.	Develop training courses for authors and evaluators.	Train teachers and Inspectors on Evaluation Methods.	Capacity development of school directors to manage autonomous schools.	Focus on building capacity of AREFs and POs in evaluation.	Enhance capacity of Directorate/Division of Communication through additional recruitment, training, and mentoring.	Improve financial overtime payment scale and payment system.
1	4 th	Conduct evaluation of ECA in the field.	Develop enhanced control system for quality of textbook production.			Build capacity of Regional Examination Centers.	Enhance capacity for communication of AREFs and provinces.	Improve Business Processes and Development and Institutionalization

								of IIS.
2	1 st	Begin recruitment of staff for Directorate of Curricula.	Train AREF and province and school staff on textbook diversity and selection criteria.			Build capacity of RE department in the Directorate of Non-Formal Education.	Develop MOE capacity to use MASSAR and MASIRH systems and other IT systems.	Develop a new Recruitment Plan based on a decentralized approach.
2	2 nd	Enhance capacity of Division of School Life for ECA management through training.	Train AREF staff to be more involved in textbook production and selection.		Build capacity of school directors and PO and AREF staff in pilot decentralization AREFs in support of SBM.		Develop Gender-Sensitive Organizational Chart.	Develop and Implement a Talent Management and Professional Development system.
2	3 rd	Begin to build evaluation capacity for ECA in the Division of School Life.	Conduct focused research on the impact of digitalization of textbooks on the market and student achievement by hiring expert research team.			Strengthen evaluation unit within the Directorate of Evaluation, Organization of School Life and Inter-Academy Training.		Develop a Personnel Performance-Based Evaluation System.
2	4 th			Begin implementation of performance solutions derived from HICD assessment of Teacher Training System.		Develop tools/systems for RE and better coordinate student evaluation with tutoring and other forms of RE.		Design of a Women's Mentoring System.

C.

Cross-Cutting Performance Solutions

Title Ref.: PS 1	Conduct Human and Institutional Best Practices in Pedagogy and Teacher Training Observational Study Tour (OST), Egypt
Performance Area	Governance and Pedagogy - Department of National Education
Target Department/Staff	Secretary General of Department of National Education and Directors from the Directorate of Curricula, the National Center for Pedagogical Innovation and Experimentation (CNIPE – <i>Centre National de l’Innovation Pédagogique et l’Experimentation</i>); and AREFs. A total of 14 participants is recommended.
Relevance	MOE has exerted remarkable human and institutional effort to improve the performance and quality of its education system at all levels (central, regional & provincial) by strengthening the capacity of teachers, school administrators and officials. Egypt’s Ministry of Education (MOE) has similarly been implementing innovative pedagogical initiatives during the last decade, such as initiatives to harness the potential of students through the establishment of innovative science, technology, engineering, and math education (STEM) programs. Schools serve as a catalyst for system-wide STEM education reform and improving teachers and school administrative performance. A benefit of an Observational Study Tour (OST) is that participants will learn about the Professional Academy for Teachers (PAT) that acts as a certifying body for Egypt’s MOE curricula, teachers, and instructional materials. For example, the PAT certified the Grade 1 materials as “best practice” materials for Arabic reading instruction in all MOE primary schools. Further, OST participants will learn about Egypt’s experience in implementing the Early Grade Reading Assessment (EGRA) in its schooling system. Participants will also learn about Egypt’s model for teaching STEM courses.
Vision 2030 Goal and/or MOE Project	This OST is linked to the Vision 2030 Levers: 9, 14, 15, 16, 18, and 20. It is also linked to MOE performance projects such as P2, P6, P9, P11, P12, P15, P19, P21, P22, P23 and P25.
Priority	This is of high priority as a result of the HICD Assessment and the relative connectivity with the Vision 2030 levers and the performance projects.
Responsible Party	USAID Morocco in conjunction with the MOE Director of Curricula.
Suggested Activities/Topics	<p>Contracting an international HICD consultant to oversee the overall program in all its major steps prior to the OST, throughout the program and in producing the final report and following up</p> <p>Setting the OST plan</p> <p>Setting the participants’ selection criteria</p> <p>Conducting official arrangements – developing schedules, communicating with Egypt’s MOE to secure approval and availability of the Egyptian counterparts</p> <p>Develop a detailed logistics plan</p> <p>Conduct the OST: A series of presentations on the Egyptian lessons</p>

	<p>learned and best practices of the newly-structured Professional Academy for Teachers as certifying body for Egypt’s MOE curricula, teachers, and instructional reading materials, STEM programs, site visits to STEM schools in Cairo and Luxor and other relevant facilities.</p>		
Performance Indicators	<p>Obtaining commitment of the MOE and Egypt’s Ministry of Education on the OST</p> <p>Exploring and exchanging lessons learned and best practices such as STEM schools, etc. between the two institutions. This could be done by drafting a Memorandum of Understanding (MOU) or through another agreed-upon mechanism</p> <p>Creating a set of presentations that participants will deliver to their staff upon returning to Morocco to share the benefits of the OST with their staff.</p> <p>Developing an action plan for implementing the best practices that are feasible and congruent with the Moroccan Vision 2030 and MOE performance projects.</p>		
Schedule	<p>The OST will be for 1 week, plus travel time. The working week in Egypt is from Sunday to Thursday.</p>		
Estimated cost	<p>\$75,000</p>		
Type of Intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input type="checkbox"/> Incentives <input type="checkbox"/> Motives

Title Ref.: PS 2	Conduct HICD Study of the Inspector, School Director, and Teacher Preparation and Professional Development System in Morocco
Performance Area	Pedagogy – Department of National Education
Target Department/Staff	<p>Directorate of Evaluation, School Life Organization, and Inter-Academy Training; the National Center for Pedagogical Innovation and Experimentation; Directorate of Curricula; Directorate Strategy, Statistics & Planning; Administrative Affairs, Budget and Patrimony; and;</p> <p>AREFs and provincial directors, Regional Centers for Education and Training; and</p> <p>Representatives from relevant universities and other private sector stakeholders.</p>
Relevance	<p>Effective teaching and schooling have always been important and have become one of the national concerns in Morocco. The MOE has witnessed challenges such as long-standing comparatively low educational achievement, including the poor performance that Moroccan students continue to show on national tests including PNEA, TIMSS, PISA and PIRS compared to their peers in other countries.</p> <p>The Ministry issued an announcement in early November 2016 regarding the urgent recruitment of 11,000 teachers under a contract system to solve the serious problem of 16,000 teachers taking early retirement at the end of academic year 2015-2016. Once hired, those who do not complete their one-year teacher training school must complete the teacher’s certification exams and requirements within one year.</p> <p>Normally, individuals who wish to become teachers will attend teacher training schools for one year after they finish their undergraduate degree. At the school, they will learn pedagogy, educational psychology, best practices, content, integration of technology, and complete one week of observations and three weeks of practicum. Teachers who will work in private schools are free to find employment anywhere, while those entering public schools are government employees and can now participate alongside the other applicants in the recruiting process of those teachers and can be appointed in any school in any region in Morocco. Despite this established teacher training, teachers continue to lack required competency to teach the new curricula since teacher training is not keeping up with reforms taking place in the Ministry.</p> <p>Inspectors and school directors likewise are not receiving the preparation and professional development required to perform their functions. They especially lack skills in student evaluation and management, skills required to support decentralization.</p> <p>Based on the above, conducting an HICD assessment of the inspector, school director, and teacher preparation and professional development system in Morocco would provide evidence-based analysis of the current set-up, define institutional and human gaps and their causes, and recommend performance</p>

	solutions to abridge them.		
Vision 2030 Goal and/or MOE Project	This proposed solution is a continuation of the broad HICD study that was conducted in 2016/2017. This assessment supports the implementation of Vision 2030 Levers and the MOE 23 Priority Measures.		
Priority	This is of high priority. The HICD assessment of the current teachers' training system is essential to define the human and institutional gaps and recommend solutions to improve it.		
Responsible Party	Office of Secretary General (SG) of the Department of National Education or any person or directorate/s designated by SG.		
Suggested Activities/Topics	<p>Contracting an international HICD consultant to oversee the overall program in all its major steps prior to, throughout the program and in producing the final report and following up</p> <p>Setting up the HICD Work Plan</p> <p>Signing the HICD plan between the donor and MOE</p> <p>Setting up the HICD Steering Committee</p> <p>Conducting the HICD Study</p> <p>Producing the final report and presentation</p>		
Performance Indicators	<p>Obtaining commitment of the MOE</p> <p>Developing an action plan for implementing the HICD study that is feasible and congruent with the Moroccan Vision 2030 and MOE performance projects.</p>		
Schedule	The HICD assessment will be for at least 6 months.		
Estimated cost	\$700,000 (based on a team composition of 10, including an HICD expert, a teacher training expert, an organizational development expert, M&E expert, Gender expert, and Administrative staff.		
Type of Intervention	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input type="checkbox"/> Capacity	<input type="checkbox"/> Incentives <input type="checkbox"/> Motives

Title Ref.: PS 3	Develop and Implement a Vision 2030-Oriented Training Plan for Ministry staff prioritizing staff at AREF, provincial, and school levels		
Performance area	Capacity building and training		
Target Department/Staff	All staff of the MOE at the Central, AREF, and PO levels		
Relevance	To meet the requirements for implementing reforms, structures at the central, regional and provincial levels should be strengthened		
Vision 2030 Goal and/or MOE Project	The training of management and pedagogical executives is the second lever of any curriculum reform or program change		
Priority	This is of high priority. Implementation cannot be carried out with structures that are unsuitable or suffer from inadequate human resources that are not qualified and equipped with the necessary tools		
Responsible Party	The Director of Curricula; The Directors of AREFs and POs		
Suggested Activities/Topics	<p>Consolidate proposed training performance solutions from HICD assessment</p> <p>Conduct needs assessment of MOE staff, emphasizing AREF and PO staff.</p> <p>Develop Training Master Plan and Schedule</p> <p>Develop training courses and search for training at other institutions</p> <p>Provide MOE employees at the central, regional and provincial levels with trainings and ensure that they have the required qualifications to carry out the projects for which they are responsible</p> <p>Facilitate mastery of management skills</p>		
Performance Indicators	<p>Number of training sessions organized</p> <p>Number of personnel trained</p> <p>Knowledge and skills learned</p> <p>Performance on the job improved</p>		
Schedule	<p>Consolidation of training performance solutions</p> <p>Training needs assessment</p> <p>Design of capacity building</p> <p>Organization of training sessions</p>		
Cost estimate	\$1,000,000		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 4	Conduct Communication Campaign regarding Vision 2030 and Further Build and Operationalize Capacity of the Directorate of Communication
Performance area	Management
Target Department/Staff	Directorate of Communication, AREFs, and POs
Relevance	<p>In the dynamics of reform, and overall in everyday management, coordination and communication are the driving forces behind action and are the guarantor of efficiency and quality</p> <p>Better motivation and involvement in project implementation is promoted by ensuring communication sharing and coordination at all levels</p> <p>Information must therefore flow vertically and horizontally in the best way possible to ensure proper ownership of Vision 2030 and the implementing of its projects</p>
Vision 2030 Goal and/or MOE Project	The implementation of Vision 2030 takes place at various central, regional, provincial and local levels. Information must therefore circulate vertically and horizontally, and all stakeholders should be informed in the most efficient way that they can take ownership of the proposed actions and be fully informed.
Priority	This is of high priority. Implementing channels of vertical and horizontal communication will help managers and executives in the implementation of the reform projects
Responsible Party	All managers at the three levels: central, regional and provincial
Suggested Activities/Topics	<p>Work with the Directorate of Communication to implement a communication campaign regarding Vision 2030 and to develop an action plan for achieving its goals</p> <p>Further building the capacity of the Directorate of Communication through training and recruitment</p> <p>Establishing communication capability in the AREFs and POs</p> <p>Develop and institutionalize sharing and coordination for better motivation and involvement of executives and managers in carrying out projects.</p> <p>Making communication a fundamental vector for the management, mobilization and a sense of belonging of all personnel at all levels of the MOE by establishing a communication and information sharing system that promotes the sense of appropriation of the Vision and its implementation, cohesion and joint work in the AREF and the PO by:</p> <ul style="list-style-type: none"> o Creating forums or groups (internet networks) for each integrated project, or even for each procedure o Organizing sharing and regulatory workshops at local, provincial, regional and central levels on a regular basis o Editing brochures and balance sheets periodically

Performance Indicators	<p>The number of groups created</p> <p>The number of sharing workshops organized</p> <p>The number of brochures and balance sheets developed by the Directorate of Communication and Communication Offices in AREFs and POs</p> <p>Knowledge and skills of Directorate of Communications staff improved</p> <p>MOE staff working together to achieve Vision 2030</p>		
Schedule	One year. Beginning soon after initiation of performance solutions since this is high priority		
Cost estimate	\$150,000 for information campaign. Costs of any recruitment of additional staff will be borne by the MOE		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 5	Increase Effective Usage of Existing Information Systems		
Performance Area	All technical domains		
Target Department/Staff	All staff in the Department of National Education, parents and students		
Relevance	Information systems are designed to enhance the performance of the entire education system by streamlining processes, as well as help students and parents manage their educational experience and teachers to help students succeed.		
Vision 2030 Goal and/or MOE Project	Equity in Education and Quality of Education		
Priority	Medium-term Priority		
Responsible Party	Directorate of Information		
Suggested Activities/Topics	<p>Training throughout the country in public forums to teach students and parents to use MASSAR</p> <p>Training throughout the country to teach teachers, inspectors, and school directors in how to use MASSAR and MASIRH</p> <p>Training throughout the country to teach AREF and PO staff in how to use MASSAR and MASIRH</p> <p>Training in how to use other information systems in the MOE</p> <p>Development of other information systems</p>		
Performance Indicators	<p># of teachers, students, parents, inspectors, school directors and MOE administrative staff employing MASSAR and MASIRH</p> <p># of new information systems developed and employed by staff</p>		
Schedule	TBD		
Estimated cost	\$1,000,000		
Type of Intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Incentives <input checked="" type="checkbox"/> Motives

Title Ref.: PS 6	Increase the MOE staff overtime pay scale and the association and contractor pay scales to make them more competitive, and streamline the financial payment system to make it timelier
Performance area	Human Resources and Financial Management
Target Department/Staff	Directors at Central, AREFs and Provincial Offices
Relevance	To achieve Vision 2030, we need to solve the following issues: <p>The existing texts are outdated</p> <p>There is an additional workload taken on by the central directorates, AREFs, and POs human resources outside the regulatory timeframe</p> <p>Incentives are not commensurate with the efforts made</p> <p>Payments are slow and laborious damaging motivation</p> <p>Experts are hired to carry out missions or contribute to projects with a lower than reasonable pay rate. Difficulty of recruiting and retaining top-level human resources in the administration and of retaining the experts.</p> <p>Associations that hire consultants do not receive payments in a timely fashion</p>
Vision 2030 Goal and/or MOE Project	Vision 2030, mainly: <ul style="list-style-type: none"> o Lever 12: Development of an open, diversified, effective and innovative teaching model o Lever 9: Overhaul of careers in teaching, training and management Integrated MOE projects: intervention in P6, P7, P8, P10, P11, P12
Priority	This is of high priority
Responsible Party	Minister of MOE, Secretary General, Ministry of Finance, Directors at Central, AREF, and Provincial levels
Suggested Activities/Topics	Action 1: Establish or reactivate (if it exists) a mechanism to encourage or sanction administrative staff, even internally Action 2: Review the incentive system by updating its mechanisms: draw up specifications or TORs specifying the expected benefits of the experts Review the financial incentives for staff and experts: vacations or flat-rate fees based on specifications or TORs Revitalize the governance of the DC Action 3: Review and revise payment scales for associations and consultants Action 4: Streamline payment system so that overtime, association, and contractor payments are timelier

Performance Indicators	<p>Incentive mechanisms for MOE managers and experts improved</p> <p>Pay scale for contractors is competitive with private sector</p> <p>MOE staff, associations, and contractors paid in a timely manner</p>		
Schedule	<p>Month 1 of implementation: preparation of regulatory texts for new organizational chart</p> <p>Month 6 of implementation: promulgation of texts and mechanisms and establishment of new organizational chart</p>		
Cost Estimate	\$100,000 in technical assistance. Other costs to be borne by the MOE		
Type of Intervention	<p>Information</p> <p><input checked="" type="checkbox"/> Knowledge & Skills</p>	<p>Resources & Tools</p> <p>Capacity</p>	<p><input checked="" type="checkbox"/> Incentives</p> <p><input checked="" type="checkbox"/> Motives</p>

Title Ref.: PS 7	Develop Department of In-Service Management Training in the MOE
Performance area	Training Also see PS 3.
Target Department/Staff	Directorate of Human Resources and other Directorates that manage training courses proposed by MOE and donors Department would possibly be placed within the Directorate of Human Resources
Relevance	Establish a structure in charge of training strategies, training programs and supervision and follow-up of initial and in-service training in the various training centers: “ <i>Centres Régionaux des Métiers de l’Education et de la Formation</i> ” (CRMEF), “ <i>Centre d’Orientation et de Planification d’Education</i> ” (COPE), “ <i>Centre de Formation d’Inspecteurs d’Education</i> ” (CFIE) and in-service training at the regional level by the AREFs
Vision 2030 Goal and/or MOE Project	The training of education personnel occupies an important place in the Vision for which “ <i>training and supervision is one of the fundamental principles of the reform.</i> ” It reserves Lever no. 9 for the “ <i>renovation of the teaching, training and management professions as a prerequisite for quality improvement.</i> ” It places priority on in-service training within the school to develop abilities and skills and prepare them to accept change without infringing on their rights and achievements. Currently, training is scattered amongst different entities of the MOE: CNIPE, Directorate of Human Resources (DRH), and AREF.
Priority	This is of medium priority. The establishment of this entity (<i>Department of In-service Training</i>) will ensure the effectiveness and relevance of personnel training
Responsible Party	Directorate of Human Resources
Suggested Activities/Topics	Action 1: Establish a functional structure at the central level regrouping the three training entities: Appraise the present situation, its strengths and weaknesses Synchronize the roles of these three entities, the existing administrative structures, to the CNIPE and to the Human Resources Directorate of the MOE Manage the training of all managers Action 2: Create a Directorate of Management Training by capitalizing on existing structures and developing them to ensure the effectiveness and relevance of training to: Adopt a comprehensive and systemic approach to the training of all the MOE managers (central, regional and provincial)

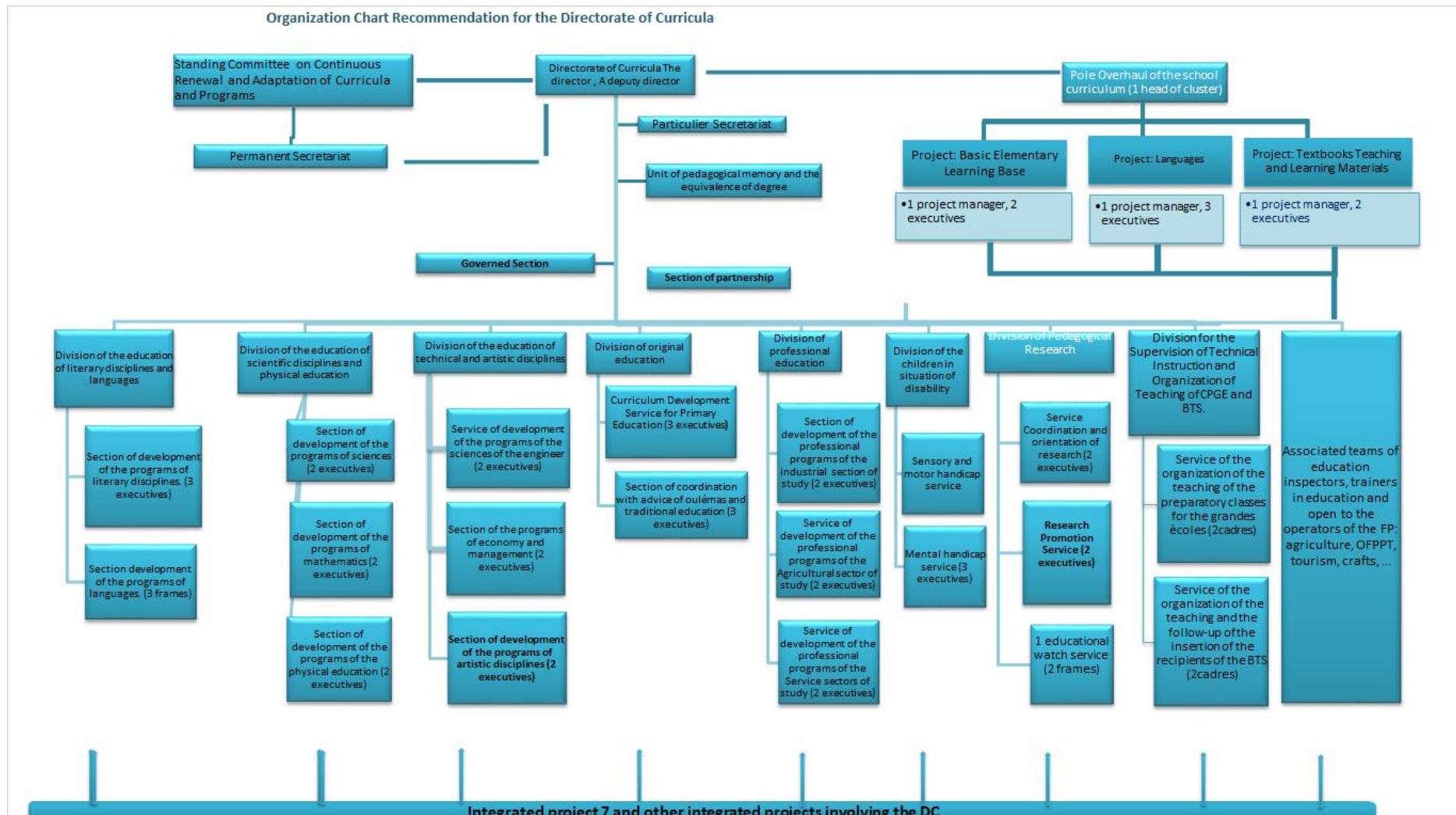
	<p>Develop strategies, training programs, supervision and follow-up of initial and in-service training in the various training centers (i.e. CFIE, COPE, CRMEF, CROSP)</p> <p>Monitor and evaluate training curricula in the AREFs and provincial directorates</p>		
Performance Indicators	<p>Number of training programs</p> <p>Regulations concerning the Department of In-Service Training</p> <p>Training and research center created with the structures and HR in place</p>		
Schedule	<p>Preparation of the establishment of the Directorate of In-Service Training including insertion in the current organizational chart of the MOE and definition of its responsibilities</p> <p>Setting up and assigning personnel to the Directorate of In-Service Training</p>		
Cost Estimate	\$100,000 for technical assistance. Other costs will be borne by the MOE		
Type of intervention	<p>Information</p> <p><input checked="" type="checkbox"/> Knowledge & Skills</p>	<p><input checked="" type="checkbox"/> Resources & Tools</p> <p><input checked="" type="checkbox"/> Capacity</p>	<p>Incentives</p> <p>Motives</p>

D. Curriculum

Title Ref.: PS 8	Establish a New Institutional Structure and Formal Organization of the Directorate of Curricula
Performance area	Curriculum
Target Department/Staff	All managers at the Directorate of Curricula (DC), AREFs and Provincial Offices (POs)
Relevance	<p>The DC responsible for the curriculum development component and the steering of its implementation is understaffed (16 managers)</p> <p>There seems to be an underestimation of the workload in terms of curriculum development, monitoring, supervision, and diversity of tasks</p> <p>There is a need to prepare the ground for a successful reform of the Moroccan School: this is the third attempt since the Charter of Education and Training</p> <p>This requires that the Directorate of Curricula has adequate and sufficient institutional, financial and human resources</p>
Vision 2030 Goal and/or MOE Project	<p>Vision 2030, mainly:</p> <ul style="list-style-type: none"> o Lever 12: Development of an open, diversified, effective and innovative teaching model o Lever 9: Overhaul of careers in teaching, training and management <p>Integrated MOE projects: intervention in P6, P7, P8, P10, P11, P12</p>
Priority	This is of very high priority. The administrative structures and HR are the key to the implementation of the Vision projects.
Responsible Party	Minister of MOE, Secretary General of the Department of National Education; Director of the Directorate of Curricula
Suggested Activities/Topics	<p>Action 1: Immediately strengthen existing administrative structures through the recruitment of 19 managers</p> <p>Action 2: Implement a new organizational chart by capitalizing on existing ones and creating new services and units (see Figure 1 below)</p>
Performance Indicators	<p>Action 1:</p> <p>Number of newly hired managers</p> <p>Action 2:</p> <p>Number of newly created units</p> <p>New organizational chart set up</p>
Schedule	<p>Month 1: Assignment of new managers in the current departments</p> <p>Month 3: Development of new organizational chart</p> <p>Month 5: Call for applications for vacancies</p>
Cost estimation	\$100,000 for technical assistance. Other costs to be borne by the MOE

Type of intervention	<input checked="" type="checkbox"/> Information	<input checked="" type="checkbox"/> Resources & Tools	<input checked="" type="checkbox"/> Incentives
	<input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Motives

Organization Chart Recommendation for the Directorate of Curricula



Title Ref.: PS 9	Establish and institutionalize the "Permanent Committee for Continuous Renewal and Adaptation of Curricula and Programs" (CPRAC)
Performance area	Curricula
Target Department/Staff	Directorate of Curricula (DC)
Relevance	Recommended by the Charter and the Vision
Vision 2030 Goal and/or MOE Project	<p>Vision 2030, mainly:</p> <ul style="list-style-type: none"> o Lever 12: Development of an open, diversified, effective and innovative teaching model o Lever 9: Overhaul of careers in teaching, training and management <p>Integrated MOE projects: intervention in P6, P7, P8, P10, P11, P12</p>
Priority	This is of high, short-term priority.
Responsible Party	Director of Curricula
Suggested Activities/Topics	<p>Action: Prepare to set up the commission, pending the adoption of a framework law and expanding to international experiences in this field.</p> <p>Organize a workshop to:</p> <ul style="list-style-type: none"> o Analyze the MOE's previous experience in adapting curricula: strengths, difficulties o Learn from successful international experiences o Come up with proposals that are discussed and reflected upon which best respond to the needs <p>Draft and validate a document describing the commission (missions, composition and profiles of members, functioning, etc.)</p> <p>Prepare and adopt a regulatory text setting up the CPRAC</p>
Performance Indicators	<p>Workshop report developed</p> <p>A document describing the commission validated</p> <p>The text for institutionalization/creation is promulgated</p> <p>The commission is functional (exercises its powers)</p>
Schedule	<p>Month 1 of implementation: Organization of the workshop</p> <p>Month 2: Definition of the validated CPRAC</p> <p>Month 4: Preparation of the regulatory text</p> <p>Month 6: Launch of the committee's work</p>
Cost Estimate	\$30,000 for workshop; Other costs to be borne by the MOE

Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives
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Title Ref.: PS 10	Revise Primary School Curricula to Accord with Vision 2030 Goals		
Performance area	Curricula		
Target Department/ Staff	DC, AREF and PO Partners: Directorate of Evaluation/CNEO, CNIPE, GENIE		
Relevance	The aim is to integrate the new division of teaching cycles, the pre-school cycle, the employability component, the gender approach and reinforce language learning and reading in the curricula.		
Vision 2030 Goal and/or MOE Project	The Vision recommended integrating these aspects into curricula and programs		
Priority	This is of high priority. These components will lead to more relevant curricula		
Responsible Party	The Director of Curricula in conjunction with the Directors of AREFs and POs who will collaborate on development of the new curriculum		
Suggested Activities/Topics	<p>Action 1. Design a structured, coherent curricular design that considers the three components of the curriculum (core curriculum, regional component and local component).</p> <p>Action 2. Develop a curriculum based on the achievements of the currently overhauled primary school curriculum (after evaluation).</p> <p>Action 3. Activate the development of the regional and local components of the curriculum by the AREFs and the POs and with the support of the DC.</p>		
Performance Indicators	<p>Gender considerations integrated into curriculum</p> <p>Employability consideration integrated into curriculum</p> <p>Curriculum meets international standard for primary school</p> <p>Curriculum addresses areas where Moroccan primary school students score low on student assessments</p>		
Schedule	For 1 year, beginning in June 2018		
Cost Estimate	<p>Most costs would be borne by the MOE</p> <p>Donors would contribute \$2,000,000 for technical assistance and training</p>		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 11	Strengthen Human Resources Capacity Within the Directorate of Curricula		
Performance area	Capacity building and training		
Target Department/ Staff	DC, AREF and PO		
Relevance	<p>To meet the requirements for implementing the curriculum reform, central, regional and provincial administrative structures should be strengthened</p> <p>The implementation of measures and projects cannot be carried out with administrative structures that are malfunctioning or suffer from inadequate human resources who are not qualified and equipped with the necessary tools</p>		
Vision 2030 Goal and/or MOE Project	The training of educational and managerial staff is the second pillar of any curriculum reform or program change		
Priority	This is of high priority		
Responsible Party	Director of Curricula Directors of AREF and PO		
Suggested Activities/Topics	<p>Action 1. To train trainers-researchers in didactics of all the disciplines concerned with the curricula to overcome the present shortage of qualified staff.</p> <p>Action 2. Strengthen the skills and capacity of curriculum managers and educational staff.</p> <p>Action 3. To establish a center for research and expertise, link research and training and bring them together in a network of national training centers such as CFIE and COPE and regional centers such as CRMEFs and CROSPs.</p>		
Performance Indicators	The number of training sessions organized The number of managers trained The number of inspectors recruited The number of accompanying teachers recruited		
Schedule	This training would be incorporated into the overall MOE Training Plan discussed in Crosscutting Solutions		
Cost Estimate	Determined in Overall Training Plan discussed in Crosscutting Solutions		
Type of intervention	Information <input checked="" type="checkbox"/> Knowledge & Skills	Resources & Tools <input checked="" type="checkbox"/> Capacity	Incentives Motives

Title Ref.: PS 12	Integration of the Gender Approach in School and Training Curricula
Performance area	Curricula
Target Department/Staff	DC, AREF and PO
Relevance	Generalize within all elements of the curricula the promotion of gender equality and the fight against all forms of discrimination
Vision 2030 Goal and/or MOE Project	Lever 18: “Building a Society of Citizenship, Democracy and Equality”
Priority	This is of high priority
Responsible Party	Director of Curricula; EMGM and ERGM Teams Directors of AREF and PO (for regional and local components of the curriculum)
Suggested Activities/Topics	<p>Action 1:</p> <p>Develop an inventory of the situation regarding the integration of the gender approach into elements of the curricula other than textbooks by the "Central Commission for Human Rights and Citizenship"</p> <p>Organize a seminar bringing together national and international experts to collect international best practices, to have the basic elements for the elaboration of a global strategy for the integration of the gender approach in all elements of school and training curricula</p> <p>Action 2:</p> <p>Train academics, training curriculum developers and human resources involved in the design, implementation, monitoring and adjustment of curricula</p> <p>Action 3:</p> <p>Provide technical support to the Directorate of Curricula for additional actions as required, as curricula are developed</p>
Performance Indicators	<p>The number of training sessions organized</p> <p>The report on the present situation prepared and available</p> <p>The seminar organized and the report drafted and published</p> <p>The human resources trained and the training system made available</p> <p>Revised curriculum includes gender-sensitivity</p>
Schedule	<p>Month 1 of Implementation: The inventory report is complete</p> <p>Month 3: Seminar held</p> <p>Month 5: The training sessions start</p>
Cost Estimation	\$25,000 for seminar; Training cost to be determined as part of the overall Training Plan discussed in Crosscutting Solutions. Gender-sensitivity to be incorporated into

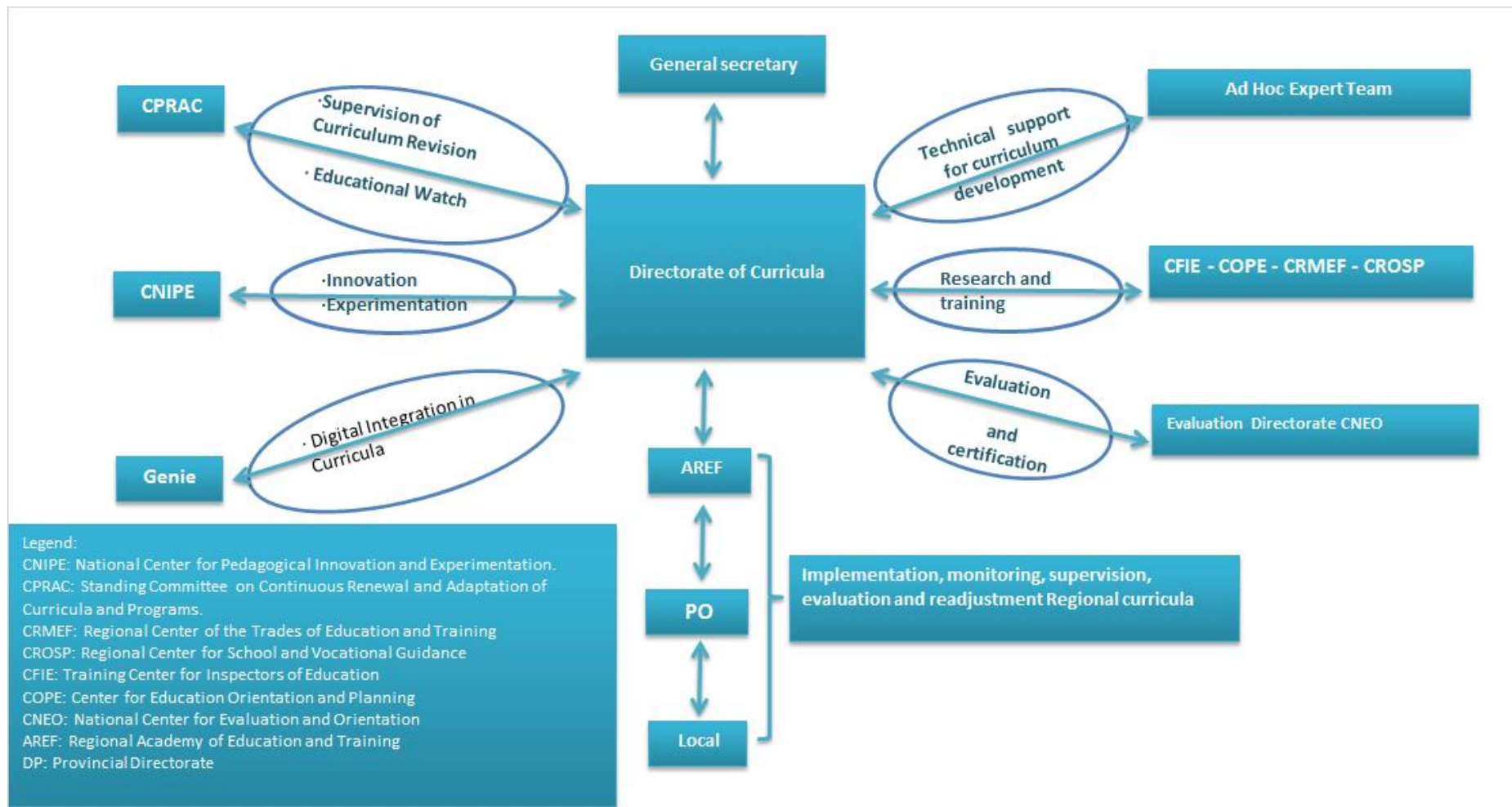
	revision of curriculum		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 13	Strengthen the Integration of Employability Skills into the Curricula of Secondary Education
Performance area	Curricula
Target Department/Staff	DC, AREF and PO
Relevance	Fight against school dropout; Facilitate the integration of young people into the workforce
Vision 2030 Goal and/or MOE Project	Lever 10
Priority	This is of high priority
Responsible Party	Director of Curricula Directors of AREF and PO (for regional and local components of the curriculum)
Suggested Activities/Topics	<p>Action 1:</p> <p>Provide the necessary institutional, material and financial resources: information sharing, regulatory texts, transportation for rural students during visits</p> <p>Develop the capacities of managers and educational staff</p> <p>Develop flexible training and support schemes that can be adapted to the quasi-individual needs of the target</p> <p>Action 2:</p> <p>Develop a module (course) on the development of personal projects</p> <p>Accompany learners to develop a strategy for the development of personal projects and a mechanism for its implementation (guides and tools)</p> <p>Action 3: Launch a pilot project to prepare and support the incorporation of employability skills into the redesign of regular high school curricula</p> <p>Action 4: Provide technical support to the Directorate of Curricula for the implementation of the project</p>
Performance Indicators	<p>Report on the inventory drawn up and available</p> <p>Seminar is organized and report drafted and published</p> <p>The human resources trained and the training system available</p>
Schedule	This conference will be held as part of the conference on gender in curriculum
Cost Estimation	\$25,000 for the conference; Training costs will be determined in the Training Plan discussed in Crosscutting Solutions. See Performance Solutions under Gender. There needs to be coordination between performance solutions in that section.

Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	Incentives Motives
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Title Ref.: PS 14	Create routinized and institutionalized communication and collaboration system between the Directorate of Curricula and other Directorates, Centers, and Organizations with which its functions interact
Performance area	Management
Target Department/Staff	Directorate of Curricula, AREFs, and POs, and Directorates and Centers with which it collaborates
Relevance	<p>In the dynamics of reform, and overall in everyday management, coordination and communication are the driving forces behind action and are the guarantor of efficiency and quality</p> <p>Better motivation and involvement in project implementation is promoted by ensuring communication sharing and coordination at all levels</p> <p>Information must therefore flow vertically and horizontally in the best way possible to ensure proper ownership of Vision 2030 and the implementing of its projects</p>
Vision 2030 Goal and/or MOE Project	The implementation of Vision 2030 takes place at various central, regional, provincial and local levels. Information must therefore circulate vertically and horizontally, and all stakeholders should be informed in the most efficient way that they can take ownership of the proposed actions and be fully informed.
Priority	This is of high priority. Implementing channels of vertical and horizontal communication will help managers and executives in the implementation of the reform projects
Responsible Party	All managers at the three levels: central, regional and provincial
Suggested Activities/Topics	<p>Establishing communication capability in the Directorate of Curricula, other Directorates, Centers, AREFs and POs</p> <p>Create effective channels of communication between the DC and all the other offices in the diagram on the following page</p> <p>Develop and institutionalize sharing and coordination for better motivation and involvement of managers in carrying out projects</p> <p>Making communication a fundamental vector for the management, mobilization and a sense of belonging of all personnel at all levels of the MOE by establishing a communication and information sharing system that promotes the sense of appropriation of the Vision and its implementation, cohesion and joint work in the AREF and the PO by:</p> <ul style="list-style-type: none"> o Creating forums or groups (internet networks) for each integrated project, or even for each procedure o Organizing sharing and regulatory workshops at local, provincial, regional and central levels on a regular basis o Editing brochures and balance sheets periodically
Performance Indicators	<p>The number of groups created</p> <p>The number of sharing workshops organized</p>

	The number of brochures and balance sheets developed MOE staff related to curricula, evaluation, teaching working together to achieve Vision 2030		
Schedule	One year beginning soon after initiation of performance solutions since this is high priority		
Cost estimate	\$100,000 in technical assistance		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives



Title Ref.: PS 15	Develop the capacity of the Ministry – through high-end trainings – to test the efficacy of the curriculum and to realign it according to needs
Performance Area	Curriculum
Target Department/Staff	Directorate of Curricula
Relevance	To meet the requirements for implementing the curriculum reform, central, regional and provincial administrative structures should be strengthened The implementation of measures and projects cannot be carried out with administrative structures that are malfunctioning or suffer from inadequate human resources who are not qualified and equipped with the necessary tools
Vision 2030 Goal and/or MOE Project	<i>Living</i> school for all with a curriculum that is relevant and appropriate for the Moroccan citizen
Priority	Medium-term priority
Responsible Party	Director of Curricula
Suggested Activities/Topics	<p>Action 1: Strengthen and reinforce supervision materials as well as those to gauge the effectiveness of the curricula and question its relevance.</p> <p>Design tools to ensure a common methodology to ensure feedback and an appreciation of the necessary realignments of the components of the curriculum</p> <p>Make them available to all those in charge of follow-up and curricula supervision (provincial, regional and central level) to facilitate their task and so they have feedback at their level</p> <p>Test the relevance of these tools</p> <p>Action 2: Train human resources in charge of supervision to:</p> <p>Use tools and exploit collected data to optimize the quality and viability of the curriculum</p> <p>Test the relevance of the tools and propose necessary modifications at each of the 3 levels</p> <p>As a complement, improve information circulation, sharing and coordination of the local to the central which contributes to training</p> <p>Action 3: Ensure necessary financial and material resources which are lacking</p>
Performance Indicators	TBD
Schedule	TBD
Estimated cost	\$25,000 for technical Assistance. Other costs to be borne by the MOE

Type of Intervention	<input checked="" type="checkbox"/> Information	<input checked="" type="checkbox"/> Resources & Tools	<input checked="" type="checkbox"/> Incentives
	<input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Motives

E.
Textbooks and Learning Materials Development

Title Ref.: PS 16	Revise Textbook Policy to comply with international best practices
Performance Area	School Textbooks
Target Department/Staff	Central Level
Relevance	The textbook policy should be evaluated and reformed based on new regulations. The latter could be based on international benchmarks of specific studies. In any case, these rules should encourage loyal competition within appropriate material conditions.
Vision 2030 Goal and/or MOE Project	Lever 6: Provide education, training and training facilities, equipment and support
Priority	This is of high priority
Responsible Party	AREFs
Suggested Activities/Topics	<p>In this movement to improve the textbooks, Moroccan universities should contribute to the production of textbooks as it is done in foreign universities such as MIT and Cambridge in the fields of science and technology</p> <p>A rigorous evaluation of the economic-pedagogical model should be made</p> <p>The authorities should produce and distribute learning and teaching tools, including textbooks, by region</p> <p>This would give more value to regional competition in this area and the AREFs would take more responsibility for these tools</p>
Performance Indicators	<p>Moroccan universities involvement in textbook production</p> <p>Distribution of textbooks by region</p>
Schedule	TBA
Estimated cost	\$50,000 for technical assistance. Other costs to be borne by the MOE

Title Ref.: PS 17	Integrate the structures responsible for teaching materials (CRTE) and the TICE and RNE in the organizational chart of the AREFs and the Provincial Offices; Appoint permanent staff to positions for textbook production; and establish in-service training to support internal textbook production capacity
Performance Area	School Textbooks
Target Department/Staff	Central Level, Directorate of Curricula
Relevance	<p>This is necessary for effective production of textbooks, learning and teaching materials, and all online learning resources. It is meant to address the identified human and institutional resource issues in these areas.</p> <p>There are several needs for training, including for:</p> <ol style="list-style-type: none"> 1) Evaluators of textbook manuscripts 2) Those responsible for teaching materials in the AREFs 3) Non-formal education teachers (animators) <p>For training evaluators, it is necessary to:</p> <ol style="list-style-type: none"> 1) Ensure that they have mastered the curricula content 2) Take ownership of official evaluation criteria 3) Understand the impact of efficient evaluation of textbooks on the quality of academic achievement (the textbook being the most used, and often the exclusive means of teaching by teachers and learning for students)
Vision 2030 Goal and/or MOE Project	Lever 6: Provide education, training and training facilities, equipment and support
Priority	This is of high priority
Responsible Party	AREFs
Suggested Activities/Topics	<p>The DC needs to strengthen the current personnel in charge of various production operations, which has been reduced to division head for literature and language arts. We recommend the creation of two sections within the Directorate of Curricula:</p> <ul style="list-style-type: none"> o Section 1: Service for Monitoring and Follow up of Textbook Production o Section 2: Service for Evaluating Textbooks <p>These two sections above would oversee and ensure the efficiency of the textbook production process. They can also respond to problems which arise during their use. It is known that the Directorate of Curricula receives reports about errors in textbooks, but these remain unanswered due to lack of staff.</p> <p>The AREFs must become more involved in textbook production in a process of progressive decentralization.</p>

	<p>Central, regional and provincial teams need to be established with:</p> <ul style="list-style-type: none"> ○ The stability of the structures and posts required through the appointment of persons and not their verbal designation ○ The integration of the structures responsible for teaching materials (CRTE) and the TICE and RNE in the organization chart of the AREFs and the POs ○ The continuous training of these persons in the areas of their responsibilities as managers, the public market and EXAO in the case of CRTE managers <p>If the MOE accepts this choice, it would be an opportunity to have a regional textbook service in each AREF.</p> <p>Organize continuous training courses targeting the above needs and gradually generalize them to all the managers working in the fields of ICT, RNE and teaching materials specific to the different disciplines taught:</p> <ul style="list-style-type: none"> ○ The revitalization of certain organizational ministerial mechanisms such as Circular 134, which was intended to organize the CRTEs <p>To improve implementation, generalize ICTs as a means of communication, as paper takes a long time to reach regional, provincial and local services (schools):</p> <ul style="list-style-type: none"> ○ Continue to train users and encourage them to use them as often as possible ○ Create networks of sharing good practices among the managers of a given educational level ○ The frameworks of the 12 Regional Centers of Educational Technologies ○ The 82 focal points of the Provincial Offices ○ MORCHID-TICE at school level 		
Performance Indicators	<p>Number of training courses organized and attended</p> <p>Services created within the Directorate of Curricula</p>		
Schedule	TBD		
Estimated cost	<p>Training costs will be included in the Master Training Plan developed in Crosscutting Solutions. Other costs to be borne by the MOE</p>		
Type of Intervention	<input checked="" type="checkbox"/> Information	<input checked="" type="checkbox"/> Resources & Tools	<input checked="" type="checkbox"/> Incentives
	<input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Motives

Title Ref.: PS 18	Draft the juridical framework that will authorize textbook production according to the revised pedagogical-economic model for textbook design; and develop procedures to implement it		
Performance area	Objectives and roles of contributors to school textbook production		
Target Department/Staff	Directorate of Curricula Staff responsible for managing school textbooks Two administrative services to join the DC: <ul style="list-style-type: none"> ○ Service for monitoring textbook production ○ Textbook evaluation service 		
Relevance	Student achievement is largely dependent on textbooks of high quality that impart the necessary knowledge and skills to succeed on international assessments and in the job market.		
Vision 2030 Goal and/or MOE Project	Lever 6: Provide education, training and training facilities, equipment and support		
Priority	This is of very high priority as these actions will put order into the multitude of contributions to textbook production		
Responsible party	Curricula Director (Conception); Legal Affairs Director (Legal Expression)		
Suggested Activities/Topics	Provision of necessary data by the Curricula Directorate Writing of legal texts by the Administration of Juridical Affairs		
Performance Indicators	The results are measured in reference to missions and roles. Three types of indicators are possible: <ul style="list-style-type: none"> ○ Process Indicators (the production mechanics of textbooks are “broken in”) ○ Results Indicators (each part of the production chain does its work on time) ○ Resources Indicators 		
Schedule	As soon as possible, before production of new textbooks begins		
Cost estimation	\$50,000 for technical assistance. Other costs to be borne by the MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	<input checked="" type="checkbox"/> Incentives <input checked="" type="checkbox"/> Motives

Title Ref.: PS 19	Establish a formal and institutionalized system of communication that connects all participants in textbook production and serves as a quality control system		
Performance area	School Textbooks		
Target Department/Staff	Directorate of Curricula, all individuals involved in textbook production		
Relevance	Coordination of textbook producers is a challenge because of their large numbers. Quality cannot be controlled without a mechanism in which all actors are involved		
Vision 2030 Goal and/or MOE Project	Lever 6: Provide education, training and training facilities, equipment and support		
Priority	This is of high priority		
Responsible party	The Directorate of Curricula. Director in charge of textbooks should manage this performance solution.		
Suggested Activities/Topics	<p>Establish a central and regional coordination mechanism and mechanisms with the different teams involved in textbook production</p> <p>Establish criteria for performance and monitor performance through regular communication</p> <p>Set up arrangements for working meetings (the calendar)</p> <p>Employ virtual check-ins to the extent possible</p> <p>Begin regular communication</p>		
Performance Indicators	<p>Number of meetings organized</p> <p>Decisions made (relevance and effectiveness)</p>		
Schedule	Annually, and ad hoc if necessary		
Cost estimation	\$50,000 for technical assistance. Other costs to be borne by the MOE		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<p>Incentives</p> <p>Motives</p>

Title Ref.: PS 20	Develop Standard Textbook Production and Evaluation Criteria		
Performance area	Textbooks		
Target Department/Staff	Directorate of Curricula		
Relevance	The quality of textbooks is largely dependent on the skills of evaluators and textbook authors. Evaluators need normative criteria to validate textbooks to ensure the quality required		
Vision 2030 Goal and/or MOE Project	Lever 12: Development of a pedagogical model that is open, diversified, successful and innovative		
Priority	This is of high priority as it leads to the needed production of new textbooks		
Responsible party	Directorate of Curricula		
Suggested Activities/Topics	Criteria definition List development and validation Distribution of this list to editors and evaluators Training of editors and evaluators Monitoring of performance		
Performance indicator	Effective use of the criteria Quality of textbooks		
Schedule	Before the production of new textbooks		
Cost estimation	\$50,000 for Technical Assistance; remaining costs to be borne by the MOE		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 21	Study of the Transition to Digital Textbooks and its Impact on Student Achievement and the Textbook Market		
Performance area	Textbooks		
Target Department/Staff	Directorate of Curricula		
Relevance	The relevance will be reinforced by the results of the study		
Vision 2030 Goal and/or MOE Project	Lever 14: Promotion of scientific and technical research and innovation		
Priority	Low at the beginning; high in about ten years		
Responsible party	The Directorate of Curricula in collaboration with the GENIE program		
Suggested Activities/Topics	<p>Launch of the study</p> <p>Analysis of educational, economic and social impacts of digitalization</p> <p>Determine what would be the added value that digital textbooks would provide to teachers to help them teach and to students to help them learn</p> <p>How will the choice of digital textbooks impact the pre-service training of teachers and their continued in-service professional training?</p> <p>What will be the economic impact of students' parents?</p> <p>What will be the economic impact on the 50 textbook production companies to close them down as well as on the Moroccan economy?</p> <p>How will this transition impact the cost of textbooks?</p> <p>Develop an exhaustive checklist regarding the pertinence and importance of replacing hard-copies of textbooks with digital ones</p>		
Performance Indicators	To be recommended in the study		
Schedule	The study can start as soon as possible. It should consider studies carried out by the Directorate of Curricula concerning textbooks		
Cost estimation	\$200,000		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	Incentives Motives

Title Ref.: PS 22	Develop and implement training courses appropriate for all players in the textbook production process, ensuring a high, consistent standard of contribution. Training plan and implementation to be developed as part of the master MOE training plan discussed in the Crosscutting Performance Solution section		
Performance area	Textbooks, Teaching Materials, Educational Information/Communication Technology		
Target Department/Staff	Directorate of Curricula GENIE Program Directorate The CNIPE		
Relevance	Student achievement is dependent upon high quality textbooks and learning materials, and effectiveness of teaching		
Vision 2030 Goal and/or MOE Project	Lever 9: Renovation of the teaching profession, training and management		
Priority	This is of very high priority as HR training is the most important factor for development and improvement of the quality of textbooks and learning materials		
Responsible party	Directorate of Curricula in collaboration with CNIPE and GENIE; AREFs		
Suggested Activities/Topics	See chart in section B of this report ⁵ for proposed training courses Definition of needs Designing training plans Carry out training sessions Evaluation and follow-up		
Performance Indicators	Number of trained managers Relevance of training received		
Schedule	During the 2017-2025 period if possible		
Cost estimation	This training will comprise a component of the overall training plan and the costs will be determined in that plan		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	Incentives <input checked="" type="checkbox"/> Motives

⁵ Under “3. Textbooks”, Section B (Strategy for Implementing Performance Solutions)

Title Ref.: PS 23	Train current staff and add additional staff with the skills required to manage these centers effectively and efficiently		
Performance area	Teaching and Learning Materials		
Target Department/Staff	Managers responsible for CRTE management		
Relevance	<p>Motivated and encouraged HR</p> <p>Administrative structures recognized and integrated into AREF work charts</p> <p>Teachers are assisted in the use of didactic material</p>		
Vision 2030 Goal and/or MOE Project	Lever 6: Provide education, training and training facilities, equipment and support.		
Priority	This is of high priority as it concerns the management of didactic tools purchased at high prices and which should be used to improve student learning		
Responsible party	DC, CNIPE and AREFs		
Suggested Activities/Topics	<p>Complete the administrative structures by appointing three managers per CRTE, i.e. 36 for all the AREFs</p> <p>Add staff: Among the 4 managers planned for training, there is only one. Hence there is a lack of 3 key staff per AREF</p> <p>Re-attach the CRTE organizational structure to that of the AREFs to motivate staff</p> <p>Train these personnel in the fields of markets and management</p> <p>Conduct a needs assessment to determine other training needs</p> <p>Provide them with means to ensure the maintenance of the equipment</p> <p>Provide means to ensure maintenance of the material</p> <p>Continue recruiting assistants and train them in this job</p>		
Performance Indicators	<p>Number of staff appointed and trained</p> <p>Number of Assistants recruited and trained</p>		
Schedule	As soon as possible; the managers concerned expect the expressed changes.		
Cost estimation	\$150,000 in technical assistance. Other costs to be determined by the AREFs. Costs to be borne by the MOE		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Incentive Motives

Title Ref.: PS 24	Expand Textbook Materials Production to the Market to Increase Competitive Procurement		
Performance area	Textbooks		
Target Department/Staff	Directorate of Curricula		
Relevance	Mobilization of other human and institutional resources expanding to other skills Reach out to other skill sets Establish loyal and quality competition		
Vision 2030 Goal and/or MOE Project	Lever 12: Development of an innovative, successful, diverse pedagogical model		
Priority	This is of average priority at first; may become high with time and experience		
Responsible party	Directorate of Curricula		
Suggested Activities/Topics	Extending the call for bids to other institutions and promoters		
Performance Indicators	Number of promoters nominated and involved Capacity for mobilizing enterprises and institutions improved		
Schedule	Depending on the MOE schedule; as soon as the next textbook production process starts		
Cost estimation	\$25,000 in technical assistance. Other costs to be borne by MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Incentives <input checked="" type="checkbox"/> Motives

Title Ref.: PS 25	Strengthen Partnerships for textbook production including the DC, AREFs, POs, Volunteer Teachers, Training Institutes and Higher Institutes of Technology		
Performance area	Teaching and Learning Materials		
Target Department/Staff	CNIPE, GENIE, DC		
Relevance	<p>This solution is very relevant because it would allow the Ministry to have other suppliers of didactic materials besides existing merchants who tend to drain the forecasted budget.</p> <p>These partnerships could also contribute to the training of CRTE personnel and the assistants.</p>		
Vision 2030 Goal and/or MOE Project	Lever 17: Consolidation of socio-cultural integration		
Priority	This is of very high priority because it would increase the capacity of the staff and give more autonomy to the educational system. It would widen supply sources of quality education materials.		
Responsible party	CNIPE, DC, GENIE and AREF		
Suggested Activities/Topics	<p>Identify potential partners – most likely the Directorate of Curricula; AREFs, POs, teachers, volunteers, Hassan 2 Academy, CRMEF, Higher Institutes of technology, etc.</p> <p>Sign Partnership Agreements</p> <p>Draw up and implement annual action plans</p>		
Performance Indicators	<p>Number of signed partnerships</p> <p>Number of personnel trained</p> <p>Improved textbooks attributable to new partnerships</p>		
Schedule	Annually		
Cost estimation	Depends on the supply and demand as well as allocated budget		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Incentive Motives

Title Ref.: PS 26	Enhance use of MORCHIDE – Technologies for Information and Communication (<i>Technologies d'Information et Communication pour l'Enseignement TICE</i>)		
Performance area	TICE and Educational Numeric Resources (<i>Ressources Numériques Educatives - RNE</i>)		
Target Department/Staff	GENIE Program Directorate; The GENIE managers in AREF, PO and schools; MORCHIDE-TICE teachers (MORCHIDE is a guide for the use of digital resources)		
Relevance	The relevance of this solution lies in boosting the use of multimedia rooms and enabling teachers to use in their lessons what TICE offers them to modernize these lessons		
Vision 2030 Goal and/or MOE Project	Lever 14: Promotion of scientific and technical research and innovation		
Priority	This is of very high priority as Vision 2030 is based on the massive use of TICE and RNE		
Responsible party	GENIE directorate, AREFs, Provincial Offices		
Suggested Activities/Topics	<p>Identify the MORCHIDE-TICE teachers</p> <p>Train them to employ these technologies</p> <p>Motivate them by illustrating the excitement of teaching with technology</p> <p>Lengthen the time allotted to volunteer teachers to permit them to manage the multimedia rooms for the service of other teachers desiring to modernize their teaching approaches to include TICE</p> <p>Establish dedicated staff responsible for TICE in 5 or 6 schools to manage the multimedia rooms for longer hours and under optimal conditions</p>		
Performance Indicators	<p>Number of MORCHID-TICE mobilized</p> <p>Number of trainings given</p>		
Schedule	Annually		
Cost estimation	The costs for this training will comprise a part of the overall MOE Master Training Plan discussed in Crosscutting Solutions		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motivations

Title Ref.: PS 27	Training of MOE Administrative and Teaching Staff to Coordinate and Align all Learning Materials		
Performance area	Textbooks		
Target Department/Staff	GENIE, AREF, Directorate of Curriculum		
Relevance	To student learning		
Vision 2030 Goal and/or MOE Project	Lever 9: Renovation of the teaching, training and management practices		
Priority	This is of high priority for reasons of efficiency in interventions and implementing solutions		
Responsible party	GENIE and AREF		
Activities/Suggested Topics	<p>Establish close coordination between the Directorate of GENIE and the Directorate of Curricula to make learning materials a standard teaching tool</p> <p>Integrate learning materials in textbooks within didactic scenarios to illustrate how they can be synchronized and employed</p> <p>Definition of training needs</p> <p>Designing training plans</p> <p>Training</p> <p>Evaluation and regulation of these courses</p>		
Performance Indicators	<p>Number of staff trained</p> <p>Knowledge, skills, and ability of trainees to synchronize use of all learning materials increased</p> <p>Teachers employ synchronized learning materials in the classroom</p>		
Schedule	Annually		
Cost estimation	Costs to be included in Master Training Plan in Crosscutting Solutions		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

F. Examinations and Evaluations

Title Ref.: PS 28	Design a new organizational chart for the Department of Evaluation and Center for Examinations and Orientation
Performance area	Examinations & Evaluations - Department of National Education
Target Department/Staff	At the central level: The Directorate of Evaluation, School Life Organization, and Inter-Academy Training and the National Center for Exams and Evaluations
Relevance	These suggested steps will re-define the missions, roles, skills and profiles in the Evaluation Directorate (including National Exams Center) to guarantee the performance desired by the Vision 2030.
Vision 2030 Goal and/or MOE Project	Project 13 of the Vision: a complete overhaul of the system of examinations, evaluations and academic orientation
Priority	This is of high priority. This measure is a fundamental condition for efficient management and output of those entities in charge of exams and evaluations as well as the launching of the first procedures in this domain, that is, reforming the pass/fail thresholds (grades required) between the cycles to: a) guarantee students' minimum mastery of fundamental learning, b) identify and support students who have difficulties in main subject areas, focusing at first on the primary level.
Responsible party	Directorate of Evaluation, School Life Organization, and Inter-Academy Training
Suggested Activities/Topics	<p>Coordinate evaluation activities with the Department of Vocational Training and with the two evaluation organizations at the national level, one annexed to the CSEFRS and one to higher education.</p> <p>Design a national assessment policy that considers international standards</p> <p>Use of national and international assessment systems</p> <p>Management of assessment according to procedures starting from conceiving an assessment to its administration and its results analysis</p> <p>Set up an analysis system enabling one to design, manage and analyze student evaluations and use the results to inform decision makers and improve learning</p> <p>Make results available on MASSAR (Level 2)</p> <p>Establish a management system that considers monitoring, motivation, follow up and the evaluation of personnel output and performance</p>
Performance Indicators	<p>Evaluation Directorate organized to support evaluation requirements</p> <p>Evaluation function</p>
Schedule	Medium-term priority, schedule to be determined

Cost estimation	\$100,000 for technical assistance. Other costs to be borne by the MOE		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 29	Establish a Unit of Multidisciplinary Experts at the Central Level Department of Evaluation to Develop a National Evaluation Plan
Performance area	Examinations & Evaluations - Department of National Education
Target Department/Staff	At the central level: The Directorate of Evaluation, School Life Organization, and Inter-Academy Training and the National Center for Exams and Evaluations
Relevance	<p>This performance solution aims to:</p> <ul style="list-style-type: none"> Complete the regulating framework for evaluation and coordinate with other pedagogical administrations at the central level Guarantee desired performance and good start up for the procedures in Vision 2030 related to examinations and Establish a national evaluation plan and a training plan for personnel at the central, regional and provincial level Complete the mechanism for references and evaluation tools
Vision 2030 Goal and/or MOE Project	<p>Lever 13 of the Vision: an overall reform of the system of evaluations, examinations and academic orientation:</p> <ul style="list-style-type: none"> Design a precise reference guide for all levels and basic skill expectations for all levels and cycles Give evaluation the place it deserves in the programs, recognizing its importance Simplify and standardize evaluation mechanisms Give higher value to and establish the credibility of examinations
Priority	<p>This is of high priority. This measure is a fundamental proposal for setting up a wide strategy (national evaluation plan and training plan) to guarantee:</p> <ol style="list-style-type: none"> a) Performance and output from the entities in charge of examinations and evaluations at the central, regional and provincial level b) The launching of the first measures in this field, that is, reforming the passing thresholds between cycles c) Raise awareness and train pedagogical personnel (inspectors, school directors and teachers) on techniques of evaluation and interpretation of results to improve learning in the main subject areas, especially in primary schools
Responsible party	<p>Department of National Education:</p> <ul style="list-style-type: none"> Directorate of Evaluation, School Life Organization, and Inter-Academy Training

Suggested Activities/Topics	<p>Review all reports, texts, references and tools available in evaluation; Design a national evaluation plan for the primary cycle (by two year cycles) with experimentation at the level of two AREFs before dissemination; Put into place an information system and sets of piloting indicators for the primary cycle</p> <p>Set up and implement an intensive training plan in evaluation (see the program in report) for the personnel in the Evaluation Directorate (including the National Center for Examinations) within the regional examination centers, considering the needs of the MOE and the regional centers for examination and evaluation professions.</p> <p>Implement a communications strategy around evaluations</p>		
Performance Indicators	Evaluation policy is effectively developed and implemented throughout the system		
Schedule	TBD		
Cost estimation	\$50,000 in technical assistance and costs to be borne by the MOE		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 30	Strengthen – through high-end trainings – Evaluation Skills of MOE Administrative and Teaching Staff to Improve Quality of Evaluation Procedures
Performance area	Examinations & Evaluations – Department of National Education
Target Department/Staff	At the central level: The Directorate of Evaluation, School Life Organization, and Inter-Academy Training and the National Center for Exams and Evaluations At the regional and provincial levels: Regional Centers of Exams and Evaluations and Pedagogical Affairs Divisions
Relevance	This Performance Solution aims to: Provide the required skill sets for all examination and evaluation administrative personnel at the central, regional and provincial levels to ensure good management, implementation and follow-up of national and international evaluation policies. Provide all pedagogical players (inspectors, school directors and teachers) with the required skills for conceiving and implementing evaluations based on standards of quality.
Vision 2030 Goal and/or MOE Project	Lever 13 of the Vision: an overall reform of the system of evaluations, examinations and academic orientation
Priority	This is of high priority. This measure will endow the various authorities and players with the general and technical skills in evaluation to ensure implementation of procedures advocated in this domain.
Responsible party	Department of National Education: Directorate of Evaluation, School Life Organization, and Inter-Academy Training Directorate of Strategy, Statistics and Planning National Center for Pedagogical Innovations and Experimentation Directorate of Human Resources AREFs
Suggested Activities/Topics	Identify personnel and pedagogical players' needs in evaluation Design and implement an intensive training plan laid out according to the needs of the targeted beneficiaries Hold training workshops that include practical work and the production of tools and results analyses, especially for inspectors and teachers

Performance Indicators	<p>All primary level teachers certified as Microsoft Office Specialist (MOS)</p> <p>Number of personnel trained at central, regional and provincial levels</p> <p>Percent of education players trained in each category (inspectors, school directors and teachers)</p>		
Schedule	TBD		
Cost estimation	Cost of this training is included in the budget for the overall MOE Training		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motivations

Title Ref.: PS 31	Establish a Regional Evaluation Unit within the Regional Examination Centers
Performance area	Examinations & Evaluations - Department of National Education
Target Department/Staff	At the regional and provincial levels: Regional Centers of Exams and Evaluations and Pedagogical Affairs Divisions
Relevance	This unit will lead the implementation and monitoring of the national evaluation plan at the regional level. They will draw up a regional evaluation plan and identify evaluation needs in primary school as well as ensure the organization of training sessions and evaluations
Vision 2030 Goal and/or MOE Project	<p>Lever 13 of the Vision: a complete overhaul of the examinations and evaluations and academic orientation system</p> <p>Design precise reference guides for all levels and cycles (basic skills for each subject area)</p> <p>Emphasize the importance of evaluation</p> <p>Simplify and standardize the mechanisms of evaluation</p> <p>Highlight the importance of examinations and give them credibility</p>
Priority	This is of high priority. This regional unit will enable the operation of the evaluation policy directives set at the central level. The unit will supervise and ensure follow up to analyze results and remediate learning, especially starting with the fundamental skills at the primary level.
Responsible party	<p>Department of National Education:</p> <p>Directorate of Evaluation, School Life Organization, and Inter-Academy Training</p> <p>Directorate of Curricula</p> <p>Directorate of Strategy, Statistics and Planning</p> <p>National Center for Pedagogical Innovations and Experimentation</p> <p>Directorate of Human Resources</p> <p>AREFs</p>
Suggested Activities/Topics	<p>Experiment with the unit in two AREFs before disseminating around the country</p> <p>The unit will take over all the reference mechanisms and evaluation tools validated by the Evaluation Directorate</p> <p>Organize intensive training sessions for pedagogic actors at the provincial level (inspectors, school directors and teachers)</p> <p>Inform, guide and supervise the administration of evaluations (per cycle at</p>

	<p>two years in a cycle) at the provincial level</p> <p>Collect and analyze the data and inform the Evaluation Directorate and other concerned administrations of the MOE of the results</p> <p>Suggest procedures to improve learning, especially fundamental skills for each two-year cycle at the primary level</p> <p>Widely communicate the advantages of evaluation and the procedures in the Vision 2030 in this field, to all personnel and stakeholders, including students and parents</p>		
Performance Indicators	<p>Production of an evaluation report on the experience implementing the evaluation plan in the two AREFs</p> <p>The number of established “item banks” for fundamental learning in the primary cycle</p> <p>Creation of designed standardized tests for the various disciplines of the primary cycle</p> <p>Present analysis to show the results of evaluations and inform the Evaluation Directorate and other concerned administration</p> <p>Significant improvement in fundamental learning at the primary level</p> <p>Improvement of Moroccan results in international tests</p> <p>As a start, integration of evaluation results as a criterion of success in the ISSP in the primary cycle</p>		
Schedule	TBD		
Cost estimation	\$50,000 in technical assistance. Other costs to be borne by the MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

G. Extracurricular Activities

Title Ref.: PS 32	Gradually extend the practice of Extracurricular Activities (ECA) to all pupils and to all levels of education in order to institutionalize them and include them in the curriculum
Performance area	Extracurricular Activities (ECA)
Target Department/Staff	<i>Vie Scolaire</i> (VS) or in English, School Life (SL); central, regional, and provincial levels
Relevance	<p>The generalization of ECAs will allow:</p> <ul style="list-style-type: none"> All pupils of all educational levels (primary, middle, and high school) to benefit from the opportunities they are meant to have A departure from the voluntary system which currently exists in carrying out these ECAs, be it for pupils, teachers or school leaders Defray some of the costs of ECAs by charging student registration fees Budgeting of tasks to be carried out within the ECAs Ensure that beneficiaries acquire the national objectives of the ECAs Integrate gender and employability dimensions into ECA Enable institutions to be more open to new stakeholders An ability to analyze the needs of the field to enrich the action plans at the various hierarchical levels of the MOE Better usage of the finances of Provincial Offices (PO) and schools Contributions to make the Integrated School Strategic Plan (ISSP–<i>Projet d’Etablissement</i>) complete and rich in psycho-social contributions for teachers and students <p>The dissemination of ECAs throughout the education system is therefore necessary to make ECAs systematic and effective.</p>
Vision 2030 Goal and/or MOE Project	<p>This solution directly supports the ECA projects in Vision 2030, particularly:</p> <ul style="list-style-type: none"> <i>Project 7</i>: improving the performance and attractiveness of the school by: <ul style="list-style-type: none"> ○ "The reinforcement and diversification of cultural, sporting and creative activities and the establishment of adequate supervisory structures to achieve the socio-cultural integration of learners" <i>Project 12</i>: renewal of the existing pedagogical model: <ul style="list-style-type: none"> ○ Integrate support activities, cultural activities and school life into curricula. <i>Project 17</i>: Effective integration of culture in the Moroccan school: <ul style="list-style-type: none"> ○ The new Moroccan school is called upon to fulfill its mission of cultural integration by making culture one of its basic dimensions, to

	<p>ensure:</p> <p>Effective integration of the cultural component into school and university curricula for learners or educational managers</p> <p>Implementation of a plan for the extension and rehabilitation of cultural spaces within schools and universities and the reduction of disparities and obstacles limiting access to cultural offer and artistic and cultural practices for young people</p> <p><i>Project 18: Strengthening the values of citizenship, democracy and gender equality in the education system.</i></p> <ul style="list-style-type: none"> ○ Establishment of school spaces to enable the development of democratic and civic practices within educational and training institutions, including: strengthening listening centers for pupils, students and trainees; the establishment of mediation mechanisms to resolve conflicts and tensions; and the creation of opportunities for effective participation in the management of school and university life for learners. ○ Encouraging student volunteering in: vocational training for students, environmental education, road safety and social solidarity. Volunteering should comprise a factor in student and school evaluation. The creation of mechanisms such as national and regional observatories targeting the monitoring and follow-up of the various aspects inherent in civic behavior within the school and its environment and the monitoring of curricula and programs for education for citizenship as well as the evaluation of their impact on educational contributors, learners and school partners
Priority	<p>This is of high priority. ECAs are necessary for the psycho-social development of students and for their success in school and everyday life. They promote, among other things, retention in school and reduce delinquent aspects in society, etc. Without regular and effective participation of pupils in these activities, students will lack the competencies that well-designed ECAs can provide.</p>
Responsible party	<p>The Division of School Life and the Directorate of Curricula with the support of the Secretary General. AREFs and Provincial Offices should follow.</p>
Suggested Activities/Topics	<p>Conduct research on existing ECAs to develop a guide that includes the most effective ECAs and how to develop ECAs that respond to local conditions and needs and are gender sensitive and contribute to employability skills.</p> <p>Participate in the conference hosted by the Directorate of Curricula on gender sensitive curricula and curricula that foster employability skills.</p> <p>Disassociate ECA from other school activities by making them independent so that the time allotted to them is reserved as mandatory to the ECA and not used as a complement to teaching time or other activities.</p>

	<p>Institutionalize ECA as part of the curriculum and work closely with the Directorate of Curricula.</p> <p>Create ECA annual projects for teachers.</p> <p>Strengthen the training of teachers in charge of ECA in techniques of monitoring/animation in the different fields covered by ECA.</p> <p>Introduce a gender dimension into the ECAs by specifying the ECAs dedicated to boys and those dedicated to girls.</p> <p>Integrate activities related to employability at the middle and especially the high school levels.</p> <p>Consolidate the expansion of institutions to include NGOs, teachers' associations, international partners and external services of other ministries to assist in the implementation of ECAs.</p> <p>Designate an ECA coordinator attached to the school leader within each school who will be responsible for these activities and who will work in symbiosis with him/her and with the management council to:</p> <ul style="list-style-type: none"> ○ Implement an annual program of ECA (objectives, plans, human and financial resources, partnerships, conditions of achievement: authorizations, insurance, logistics, etc.) ○ Mobilize the school and the community for the implementation of ECAs and communicate what is being done. ○ In coordination with the school director and the budget planning services related to the ECA (grants for the School Development Plan, or other school associations, manage the collection of 5 DH as an annual registration fee as it is done for school physical education) <p>Supervise the completion of ECAs and have the school director write a report about them.</p> <p>Assist in the evaluation of ECAs and better planning of these activities.</p> <p>Contractualize the implementation of ECA by performance contracts with teachers.</p> <p>Motivate staff in charge of ECA with material and non-material incentives by integrating the implementation of ECA into the teacher evaluation grid for their advancement and promotion.</p> <p>Train ECA staff on ECA assessment techniques at all levels of the administrative hierarchy.</p>
<p>Performance Indicators</p>	<p>Expand and disseminate ECA</p> <p>Appoint an ECA coordinator within the schools</p> <p>Draft an official ECA budget funded locally</p> <p>Train qualified contractors trained to lead ECA</p>

	Establish a system of rewards and incentives to encourage best practices		
Schedule	The suggestions described at the top (performance indicators) require time to be implemented. The urgency is to have the decision for dissemination taken. It is an opportune time to carry out the ECA plan because of the experiment carried out in Priority Measure 1: "Improvement of the curriculum of the 4 first years of primary school."		
Cost estimation	\$50,000 technical assistance. Other costs to be borne by the MOE. Costs associated with revising the curricula to include ECA is represented in the curriculum performance solution.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 33	Stabilize and Re-organize the Structure and Functions of the Extracurricular Activities Department “School Life” (SL)
Performance area	Extracurricular Activities
Target Department/Staff	SL: Central, regional, provincial and local
Relevance	<p>Challenges:</p> <p>School Life has suffered from previous instability. It has changed status several times since its creation: sometimes it is considered an administration, sometimes a service</p> <p>It suffers from a hypertrophy of duties: SL takes care of everything that goes on in the schools: teaching and everything else. It is the department that does not attract researchers or those in managerial positions</p> <p>SL representatives are numerous – horizontally as well as vertically in the MOE hierarchy</p> <p>It is overwhelmed by emergencies and daily routines</p> <p>SL has no direct representation at the AREF level; while at the level of the Provincial Offices a School Life office does exist</p> <p>Stabilization, redefinition of its roles in relation to the extension and dissemination of Extracurricular Activities to all pupils and to all levels of education: primary, middle school and high school to ensure the systematization of Extracurricular Activities and integrating gender and employability dimensions into ECA policy and therefore being able to assess ECAs. A stable and clear structure of tasks and procedures with extensions to clear attributions at all levels of the administrative hierarchy will effectively contribute to the transfer of powers and therefore to a possible and better decentralization towards the provincial and local levels especially</p>
Vision 2030 Goal and/or MOE Project	This solution directly supports Priority Measure number 18, namely: effective decentralization
Priority	This is of high priority. SL is a critical department for Extracurricular Activities. Without a stable and better organized structure, other performance solutions will be very difficult to implement, including the extension and dissemination of Extracurricular Activities and their integration into the curricula, which are urgent measures of Vision 2030.
Responsible party	Director of the Directorate of Evaluation and School Life
Suggested Activities/Topics	Restore status to SL by developing clear descriptions and tasks and by making its main official representatives known

	<p>Provide SL with the necessary human and financial resources</p> <p>Create within SL an entity responsible for research and evaluation of ECA and train staff in these new tasks</p> <p>Incorporate gender and employability dimensions into the national ECA policy</p> <p>Legalize the levy of the sum of 5 DH per pupil for registration fees to finance Extracurricular Activities at the local level as it is done with school physical education activities</p>		
Performance Indicators	<p>SL fully devoted to ECAs</p> <p>Representation of SL in the designated AREFs</p> <p>Human resources in central office multiplied by 2 (8 currently) – Extracurricular Activities Research and Evaluation Unit established</p> <p>Dimensions of gender and employability integrated into SL action plans</p> <p>Compulsory 5 DH as registration fee from each student to finance ECAs</p>		
Schedule	It is preferable that the actions described in the "performance indices" line (above) be carried out gradually.		
Cost Estimation	\$100,000 for technical assistance. Training costs included in the Master Training Plan in Crosscutting Solutions. Other costs borne by the MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

H. Remedial Education

Title Ref.: PS 34	Develop a Unified Concept of Remedial Education and Tutoring
Performance area	Remedial Education
Target Department/Staff	<p>Central Level: Directorate of Non-Formal Education</p> <ul style="list-style-type: none"> o The Director o Head of Pedagogical Support Section <p>Regional Level: Regional Academy for Education and Training</p> <ul style="list-style-type: none"> o Head of Pedagogical Affairs Section o Head of School Management Improvement Section <p>Provincial Level: Provincial Office</p> <ul style="list-style-type: none"> o Head of Pedagogical Affairs Section
Relevance	The first step in setting up a project based on clear goals and common understanding is the agreement of all stakeholders on the concept of tutoring. This makes it possible to limit the field of intervention by identifying the categories of pupils needing remedial education to achieve a more unified and coherent vision which will be used as a working support for all educators.
Vision 2030 Goal and/or MOE Project	<p>The concept of remedial education has been revised through a broadened scope to cover all categories of students with academic difficulties; this is in line with the principle of equity. In addition, this proposed solution responds to the recommendations of Vision 2030 in its seventh lever, namely:</p> <ul style="list-style-type: none"> Integration of remedial education programs for exceptional pupils in curricula Development of psychological and social assistance centers Strengthening and diversifying cultural, sports and creative activities Diversification of forms of extracurricular training, support and assistance
Priority	This is of high priority. A national consensus on the concept of tutoring will make it possible to begin the coordinated support process (identification of needs, action plans, implementation strategy, monitoring and evaluation strategy).
Responsible Party	<p>Director of Non-Formal Education in coordination with the Directorates directly related to remedial education, namely:</p> <ul style="list-style-type: none"> The Director of Curricula The Director of School Life The Director of the CNIPE The Director of the GENIE Program

Suggested Activities/Topics	Organized reflection and exchange workshops to develop a new remedial education strategy based on the recommendations of Vision 2030: Activity 1: Defining the concept of academic support/remedial education Activity 2: Identification of the target audience Activity 3: Development of the strategic intervention		
Performance Indicators	Defined concept containing all recommended dimensions Specification of student categories and their support needs Strategic vision for intervention		
Schedule	The schedule will be proposed by the responsible Directorate depending on the date of implementation of the performance solution.		
Cost Estimation	\$100,000 in technical assistance. Other costs borne by the MOE.		
Type of intervention	Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 35	Establish a Single Responsible Organizational Structure Accountable for Remedial Education Programs
Performance area	Remedial Education
Target Department/Staff	<p>Central: Directorate of Non-Formal Education</p> <ul style="list-style-type: none"> o Director of Non-Formal Education o Head of Remedial Education Section <p>Regional: Regional Academy of Education and Training</p> <ul style="list-style-type: none"> o Head of School Management Improvement Section <p>Provincial: Provincial Office</p> <ul style="list-style-type: none"> o Head of the Pedagogical Affairs Section
Relevance	<p>Many believe that the success of the Remedial Education pilot project and the monitoring of its results require the division of the project amongst several structures.</p> <p>However, this issue must be the responsibility of a single structure that assumes accountability. In addition to wasted effort, the distribution of the issue amongst several entities negatively influences synergistic efforts with common objectives.</p> <p>This choice is most likely to ensure the development of the remedial education strategy while coordinating the various efforts on the ground to strengthen schools and promote academic performance.</p>
Vision 2030 Goal and/or MOE Project	<p>Assigning managerial tasks in remedial education will support the identification of students at risk of dropout.</p> <p>The inclusion of these tasks in all the remedial teaching functions will enable the structures concerned to better identify Integrated Project No. 4: "the guarantee of remedial education and the promotion of non-formal education," in its various pedagogical, psychological and psychosocial dimensions, and to develop mechanisms for its implementation at all levels of intervention.</p>
Priority	Assigning the task of managing remedial education to a single organizational structure is of great strategic importance. This assignment will enable the remedial education package to be dealt with in its entirety and with all the necessary synergy to ensure coordination with all parties concerned. It will also make it possible to monitor the implementation of all remedial education actions and to evaluate them.
Responsible Party	General Secretariat of the Ministry
Suggested Activities/Topics	<p>Organize a meeting to implement the remedial education project alongside other structures related to the field</p> <p>Hold a presentation by the administration in charge of the project, to introduce a preliminary concept of project management and coordination with</p>

	the various parties concerned		
Performance Indicators	<p>Draft an assignment letter to the Directorate to be responsible for the project</p> <p>Complete preliminary design of the management structure of remedial education prepared by the Directorate</p> <p>Draft a plan for coordination with stakeholders</p>		
Schedule	The timetable will be proposed by the General Secretariat of the MOE according to the date of implementation of the performance solution.		
Cost Estimation	\$100,000 for technical assistance. Training costs to be included in Master Training Plan in Crosscutting Solutions. Other costs to be borne by MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information Knowledge & Skills	Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 36	Hire and train staff in Division of Remedial Education who have the knowledge, skills, and abilities to achieve the Ministry's Vision 2030 goals for RE
Performance area	Remedial Education
Target Department/Staff	<p>Central: Human Resources and Budget Directorates</p> <p>Regional: Regional Academy of Education and Training</p> <ul style="list-style-type: none"> o Director of AREF o Division of Human Resources and o Division of Administrative and Financial Affairs <p>Provincial: Provincial Directorate</p> <ul style="list-style-type: none"> o Regional Director o Human Resources and o Administrative and Financial Affairs
Relevance	A qualified and motivated human resources team is key to achieve a project's objectives. The human resources team responsible for piloting remedial education must assert their skills and professional abilities.
Vision 2030 Goal and/or MOE Project	<p>It is necessary to train the responsible managers and the personnel on the ground to manage a new strategy of remedial education.</p> <p>The MOE attaches great importance to improving the skills and capacities of human resources while considering:</p> <ul style="list-style-type: none"> The recommendations of Vision 2030 for effective governance (Lever 15) Objective 3 of Integrated Project No. 8, on the innovation of the education and training professions and the promotion of career path management
Priority	Due to the need for human and financial resources at all levels of intervention (central, regional and provincial), this performance solution is of high priority. Human resources and financial resources are key to the implementation of the proposed solutions for better management of remedial education.
Responsible Party	<p>Director of Non-Formal Education</p> <p>Director of Human Resources</p> <p>Director of the Budget</p>
Suggested Activities/Topics	<p>Strengthening of the structure at the central, regional and provincial levels by qualified managers and personnel</p> <p>A senior staff member will be responsible for:</p>

	<p>(i) action planning</p> <p>(ii) the implementation of the action plans established</p> <p>A second manager will oversee:</p> <p>(i) Monitoring the implementation of the action plans</p> <p>(ii) Evaluating the operation and results</p> <p>(iii) The proposed improvement solutions</p> <p>To develop the skills of managers, integrate training actions into the training plans of administrative managers</p> <p>Create a specific line item for remedial education in the general budget of national education</p> <p>Implement a system of material and moral incentives at the level of involvement, initiative and the desire to constantly improve the results.</p> <p>Establish appropriate work spaces including office equipment and work facilities to enhance workplace stability and satisfaction</p>		
Performance Indicators	<p>Sufficient number of assigned staff</p> <p>Skills developed through training</p> <p>Line item created in the budget of the MOE</p> <p>Incentive system set up</p> <p>Adapted and equipped work areas created</p>		
Schedule	<p>The timetable will be proposed by the concerned Directorates in coordination with the Directorate of Non-Formal Education and according to the date of implementation of the performance solution.</p>		
Cost Estimation	<p>\$100,000 in technical assistance. Training costs to be included in Master Training Plan in Crosscutting Solutions. Other costs to be borne by MOE.</p>		
Type of intervention	<p>Information</p> <p><input checked="" type="checkbox"/> Knowledge & Skills</p>	<p><input checked="" type="checkbox"/> Resources & Tools</p> <p><input checked="" type="checkbox"/> Capacity</p>	<p><input checked="" type="checkbox"/> Incentives</p> <p><input checked="" type="checkbox"/> Motives</p>

Title Ref.: PS 37	Develop Structured Annual Action Plans for Remedial Education
Performance Area	Remedial Education
Target Department/Staff	<p>Central: Directorate of Non-Formal Education</p> <ul style="list-style-type: none"> o Director of Non-Formal Education o Head of Remedial Education Section <p>Regional: Regional Academy of Education and Training</p> <ul style="list-style-type: none"> o Head of School Management Improvement Section <p>Provincial: Provincial Office</p> <ul style="list-style-type: none"> o Head of the Pedagogical Affairs Section
Relevance	<p>Given the lack of tutoring action plans, especially at the regional and provincial levels, this study suggests the development of a national action plan based on a national study on remedial education defining real needs and the different target categories.</p> <p>This national plan will serve as a road map for the yearly development of action plans at all levels of intervention (central, regional and provincial).</p>
Vision 2030 Goal and/or MOE Project	Good governance
Priority	The proposed action plans provide methodological tools for the operationalization of the new remedial education strategy. In addition, especially if they are drawn up in full consultation with the various parties concerned (Central Directorates, AREFs, Provincial Offices), the plans can guarantee the coordination required at all levels of intervention.
Responsible Party	<p>Director of Non-Formal Education in coordination with:</p> <ul style="list-style-type: none"> Directorates directly linked to remedial education AREFs Provincial Offices
Suggested Activities/Topics	<p>Development of a national remedial education plan based on a study of remedial education needs and the categorization of targeted beneficiaries. This plan will be broken down into annual action plans</p> <p>Development of a central annual action plan by the Directorate of Non-Formal Education (based on AREF proposals)</p> <p>Preparation of a regional annual action plan by the AREF (based on proposals from POs)</p>

	Development of a regional action plan by the PO (based on school proposals)		
Performance Indicators	Remedial education needs identified National short, medium and long-term action plans drawn up Strategic vision for intervention created		
Schedule	The schedule will be proposed by the Directorate responsible depending on the date of implementation of the performance solution		
Cost Estimation	\$50,000 technical assistance. Other costs to be borne by the MOE.		
Type of Intervention	<input checked="" type="checkbox"/> Information Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 38	Implementation of a System for Action Plans and Coordination between the Various Stakeholders
Performance area	Academic Support - Implementation and Coordination
Target Department/Staff	<p>Central: Directorate of Non-Formal Education</p> <ul style="list-style-type: none"> o Director of Non-Formal Education <p>Regional: AREF</p> <ul style="list-style-type: none"> o Head of School Management Improvement Section <p>Provincial: Provincial Office</p> <ul style="list-style-type: none"> o Head of Pedagogical Affairs Section
Relevance	Implementation, monitoring and coordination procedures are essential methodological tools for achieving the objectives set out in the action plans. They make it possible to explore the constraints, the strengths and the weaknesses at each step. In addition, they provide the opportunity to make mid-term regulations and introduce appropriate modifications in the process of implementation.
Vision 2030 Goal and/or MOE Project	Solution within the framework of good governance procedures.
Priority	This performance solution is of high priority due to the opportunities it presents for regulation and adaptation of the action plan.
Responsible Party	<p>Director of Non-Formal Education in coordination with:</p> <ul style="list-style-type: none"> Directorates directly linked to remedial education The AREFs The Provincial Offices
Suggested Activities/Topics	<p>Develop a system for implementing action plans</p> <p>Develop and implement a system for monitoring and evaluating action plans</p> <p>Develop and implement a system of coordination among stakeholders</p> <p>To strengthen coordination among the structures involved in remedial education, it is suggested to:</p> <ul style="list-style-type: none"> o Organize a national conference focusing on remedial education (concept, scope, overall vision, national objectives, methods and techniques for developing action plans, coordination and implementation systems) o Harness the work of the conference in the development of a coordination system that will be adopted by all relevant organizational

	structures at all levels of intervention		
Performance Indicators	A system for implementing action plans A system for monitoring and evaluating action plans A system of coordination between all stakeholders		
Schedule	The schedule will be proposed by the responsible Directorate depending on the date of implementation of the performance solution		
Cost Estimation	\$100,000 in technical assistance. Other costs to be borne by MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

Title Ref.: PS 39	Mobilize civil society partners, parents, and local community around the school to support students' academic success
Performance area	Remedial Education - Mobilization and Partnerships around the School
Target Department/Staff	<p>Central: Directorate of Non-Formal Education</p> <ul style="list-style-type: none"> o Director of Non-Formal Education o Head of Pedagogical Support Section <p>Regional: Regional Academy of Education and Training</p> <ul style="list-style-type: none"> o Head of School Management Improvement Section <p>Provincial: Provincial Office</p> <ul style="list-style-type: none"> o Head of Pedagogical Affairs Section
Relevance	<p>Partnership is an essential mechanism in school upgrading programs, and mainly in extracurricular activities and remedial education programs. Partnerships enable the strengthening of cooperation with civil society institutions and associations which have accumulated valuable experience in this field of their intervention.</p> <p>External intervention to support the school is essential, to strengthen its services and to help it overcome several constraints that prevent the implementation of established remedial education programs. Successes of remedial programs are linked to human resources, adequate time, and know-how of specialists. The school alone is incapable of satisfying all the needs of pupils with regards to remedial education.</p>
Vision 2030 Goal and/or MOE Project	<p>This performance solution aims to mobilize the school environment and the contribution of private actors in promoting the education system. Its performance falls within Vision 2030 as well as in the portfolio of integrated projects.</p> <p>Vision 2030 recommends sustainable societal mobilization (Lever 22), either among families, local authorities, civil society organizations, or the media.</p> <p>The Integrated Project N° 15 aims to strengthen the mobilization of contributions by private sources to Moroccan schools.</p>
Priority	The complexity of the phenomenon of academic difficulties and remediation requires a pluralistic intervention approach. The school alone is incapable of bringing all solutions to all categories of students in situations of failure or difficulty in school.
Responsible Party	<p>Director of Non-Formal Education in coordination with:</p> <ul style="list-style-type: none"> Those in charge of the project within the AREF The heads of the project in the POs
Suggested	Central, regional and provincial structures are called upon to ensure that the school environment is mobilized to support school performance through two fundamental

Activities/Topics	actions: Develop a system of parent mobilization around the school and the role that they can play in supporting the learning of their children Promote partnerships with NGOs, local authorities and centers specialized in psychosocial support		
Performance Indicators	A developed operational plan for family mobilization around the remedial education of their children A developed strategic plan to promote partnership with civil society, local authorities and specialized centers		
Schedule	The schedule will be proposed by the PO in charge, depending on the date of implementation of the performance solution		
Cost Estimation	\$100,000 in technical assistance. Other costs to be borne by the MOE.		
Type of intervention	Information Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives

I. Regionalization/Decentralization

Title Ref.: PS 40	Increase the Autonomy of the AREFs and Implement Performance System Based on Strategic Framework
Performance area	Regionalization and Decentralization
Target Department/Staff	Ministry of Education: Financial and Administrative Administration Directorate of Strategy, Juridical Administration Ministry of Finance AREFs
Relevance	<p>Vision 2030 has not yet been outlined to form clear strategic roles but is rather divided directly into integrated projects that aim to get the machine going. The strategic levers enable each project to situate itself as part of the overall strategy. Communication is imperative in implementing the overall strategy.</p> <p>For successful implementation, it is recommended to establish strategic indicators, that is, numbers linked to the indicators that will monitor the reform process until 2030 at which point the changes will trickle down from the national level to the school level.</p> <p>The difficulty falls in the choice of relevant indicators and these will be the object of an important consensus. The Ministry, however, is not lacking in pedagogical skills (internal and external) and can construct them. In fact, a series of indicators is needed on school access, retention of students and their professional orientation.</p> <p>Quality indicators are necessary at every level deriving from a unified method of evaluation. The AREFs and the POs must not start giving out high grades to students to improve their own management indicators. This raises the problem of evaluation, which is at the heart of the success of the decentralization project.</p>
Vision 2030 Goal and/or MOE Project	Lever 1, 2, 9, 15, 16, and 23
Priority	This is of high priority
Responsible party	Head of Government
Suggested Activities/Topics	<p>Give decision making to the Academy Administration Councils</p> <ul style="list-style-type: none"> o This should be more than simple discussion groups on topics of partial interest but rather authentic depositaries of responsibility. If necessary this could mean dividing them into a smaller administrative structure and a larger one for dialogues. The essential thing is to really grant responsibility to the structures. <p>Switch (back and forth) between priority supervision of actions and supervisory monitoring</p>

	<ul style="list-style-type: none"> ○ This gives Directors and all Sub-Directors responsibility and gives them a means by which to carry out their strategic objectives. ○ With its delays, heaviness and sometimes arbitrariness, the present system discourages Directors from assuming responsibility and encourages self-censuring confronted with any initiative that they know in advance will be rejected by the DEPP (Ministry of Finance). ○ Switching to supervisory control is the outcome of several indispensable projects: general accounting, analytical accounting, management supervision, internal audit and the commission of accounts who is added to recurring inspection audits by the Ministry and the Revenue Court. These projects enable the system to go from a “rigorist” control to a rigorous control which reassures the trusteeship by liberating the players. <p>Link financing to expected results in phase with strategic planning and not with simple renewed budgeting.</p> <ul style="list-style-type: none"> ○ This condition is complex because it should also be the outcome of a greater cost understanding of the system in function of the types of schools, difficulties of access or demography whilst keeping the possibility of putting into place positive discrimination, the outcome of political choices. ○ This could require 2 or 3 consecutive exercises with good analytical accounting to build a new budgeting base. This approach, which is certainly partially put into place in the dividing up of budgets to the AREFs, can reinforce directors’ assuming responsibility and motivating them to make better use of their budgets and reallocate them in a more precise manner, always with rigorous oversight. 		
Performance Indicators	<p>Laws updated</p> <p>Regulating texts deployed</p> <p>Re-definition of performance contracts with academies (AREFs)</p>		
Schedule	To be progressively deployed to the academies. Approximately 12 months of work per academy.		
Cost estimation	Coaching and juridical consulting necessary: approximately \$300,000		
Type of intervention	<p>Information</p> <p><input checked="" type="checkbox"/> Knowledge & Skills</p>	<p><input checked="" type="checkbox"/> Resources & Tools</p> <p>Capacity</p>	<p>Incentives</p> <p>Motives</p>

Title Ref.: PS 41	Accelerate the Adoption and Use of Digital Information throughout the MOE
Performance area	Regionalization and Decentralization
Target Department/Staff	MOE: Administration of Information Systems AREFs
Relevance	<p>The recommended implementation of deployed strategic planning is not possible without a means to capture information, treat it, consolidate it and interpret it at a speed which enables it to influence daily decisions and make the best use of resources. It is therefore necessary to accelerate the digital conversion and consider it as a strategic condition for the success for Vision 2030.</p> <p>Conversion also means going beyond the sometimes-simplistic notion of putting into place a computerized information system. The latter presumes in fact to simply computerize daily actions with an objective to gain more productivity. Digital conversion means envisaging new behaviors that can affect the performance of the whole, which can result in innovation.</p> <p>For example, envisaging MASSAR in a context of digital conversion means to make it a tool with which each teacher could not only register student grades (or student accomplishments) but also compare daily their performance with other teachers of the province, identify ahead of time students' difficulties or receive advice from former teachers listed in the student's file, for example.</p>
Vision 2030 Goal and/or MOE Project	Lever 1, 2, 9, 15, 16, and 23
Priority	This is of high priority
Responsible party	Directorate of Information Systems
Suggested Activities/Topics	<p>The discussions in the field and at the central and local levels enabled us to identify some ideas which certainly would have to be validated and agreed upon within the strategic planning:</p> <p>De-clutter the main managerial procedures to streamline them and make up for the inadequate human management capacities (commitments, HR issues)</p> <p>Put into place a central purchasing platform with a mobile application available to all school directors, especially for furniture, computer equipment, consumables and small and large needs. This initiative has existed in the Ministry since 2009 but has run into juridical difficulties.</p> <p>Transform MASSAR from a management tool to one of global piloting of the performance of the Ministry (Central Level, AREF, PO and schools) and</p>

	<p>an intelligent assistant for teachers, students and parents. MASSAR can benefit from the experience of social media users as well as the capacities of big data technology and artificial intelligence.</p> <p>Overall, it is important to revise the direct computer/network setup and integrate it into a veritable plan of overhauling the most strategic processes.</p>		
Performance Indicators	<p>Extent of deployment of new systems</p> <p>Degree of adoption of tools</p>		
Schedule	<p>Approximately 18 months per project</p>		
Cost estimation	<p>Around 10 M DH per project/\$1,000,000</p>		
Type of intervention	<p>Information</p> <p><input checked="" type="checkbox"/> Knowledge & Skills</p>	<p>Resources & Tools</p> <p><input checked="" type="checkbox"/> Capacity</p>	<p>Incentives</p> <p>Motives</p>

Title Ref.: PS 42	Build up Human Resources for Decentralization by Bringing in Private Sector Contracted Resources
Performance area	Regionalization and Decentralization
Target Department/Staff	AREFs
Relevance	The inadequacies in number and capacities of administrative resources are clear. The AREFs and POs do not have sufficient resources to make decentralization succeed.
Vision 2030 Goal and/or MOE Project	Lever 1, 2, 3, 15, 16, and 23
Priority	This is of very high priority.
Responsible party	AREFs
Suggested Activities/Topics	<p>It is recommended that purely administrative resources linked to finance, control, assistance, audit and purchasing be carried out by contractual resources who, for example, would work with the AREFs and the POs as a career step between experience in the private sector.</p> <p>This “change in scenery” would guarantee more motivation among existing administrative resources as well as exposing them to the latest techniques of management used in the industrial or service sectors.</p> <p>Recruitment should target graduates of management schools and engineering schools as well as more experienced resources. An independent and competent remuneration committee could set salaries in function of the region and the skill level of new recruits. In the long term a genuine attraction for administrative jobs in national education could be developed. For example, experience in procurement at the Academy of Marrakesh could boost a person’s CV considering that several hundred million purchases take place every year, an experience that few private enterprises offer.</p> <p>For these decentralization resources, it is necessary to come up with good basic indicators of their yearly objectives, derived from their strategic planning.</p>
Performance Indicators	<p>Contractual recruitment of administrative resources linked to support functions:</p> <ul style="list-style-type: none"> Strategic planning functioning well Analytical and general accounting uniformly practiced Management supervision effective Audit implemented

	Purchasing/logistics function in place At least 15 junior and senior resources per academy are necessary as well as 5 per PO		
Schedule	One year minimum to identify and recruit appropriate resources		
Cost estimation	Average annual HR budget per academy of 4M Dhs. Average annual HR budget per PO of 1M Dhs. Total for all AREFs and POs: approximately 150 M Dhs		
Type of intervention	Information <input checked="" type="checkbox"/> Knowledge & Skills	Resources & Tools <input checked="" type="checkbox"/> Capacity	Incentives Motives

Title Ref.: PS 43	Select Two Pilot AREFs and Deploy Private-Sector Contracted Consultants to Support Decentralization
Performance area	Regionalization and Decentralization
Target Department/Staff	MOE: Director of Strategy, Statistics and Planning
Relevance	International experience in the private sector has shown that the success of a global implementation of reforms with methodical and supported steps depends on a temporary exceptional influx of resources. Organizing this transformation (or change behavior) in this way is called a <i>Delivery Unit</i> . It contains a team made up of the Ministry's own resources that is supported by teams of consultants backed by international networks. The latter can furnish the necessary efforts when overload of daily time-consuming work handicaps the internal (Ministry) resources.
Vision 2030 Goal and/or MOE Project	Lever 1, 2, 9, 15, 16, and 23
Priority	This is of very high priority.
Responsible party	MOE
Suggested Activities/Topics	<p>Adopt a holistic approach by deploying first into two control regions with progressive deployment into other regions</p> <p>Make support resources available at the central level, at the control (pilot) academies and at the level of the provincial offices</p> <ul style="list-style-type: none"> o The choice of control or pilot academies is important. One could be a large sized academy in an attractive region and the other in a smaller one located in a region considered a "<i>career passage</i>" where the problems may be different. <p>Approach the issues one by one by defining the indicators, setting up the organization, writing down procedures, job announcements and employer references and skills</p> <ul style="list-style-type: none"> o In addition, suggest the writing up of circulars, decrees and orders <p>Recommendation to bring in:</p> <ul style="list-style-type: none"> o 5 consultants at the central level o 3 consultants per academy (AREF) o 1 consultant per provincial office <p>The above suggested actions will enable the deployment of the strategy, putting into place tools for digital transformation, to reach a means of supervision and to</p>

	“break in” the daily functioning of the desired efficient, decentralized system.		
Performance Indicators	TBD		
Schedule	Deployment over a period of approximately two years for two academies.		
Cost estimation	\$500,000. Training costs to be included in Master Training Plan included in Crosscutting Solutions. Other costs to be borne by MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	<input checked="" type="checkbox"/> Incentives Motives

J. School-Based Management (SBM)

Title Ref.: PS 44	Update the legislative texts including (a) the revision of the Statute for schools, (b) the definition of a special status for the “school director”
Performance area	School-Based Secondary School Management
Target Department/Staff	Department of National Education, especially AREFs, POs, schools and school directors
Relevance	This solution ensures the legal empowerment of the school director, allowing him/her to lead with effective management, including assuming responsibility, accountability and performance required by Vision 2030.
Vision 2030 Goal and/or MOE Project	<p>Lever 9 of Vision 2030: the education system will strive to “update the institutional and juridical framework; redefine the missions, roles and profiles linked to education jobs; identify domains and limits of the autonomy of management structures; put in place a national program for institutional upgrading...”</p> <p>Lever 23 on effective leadership: “Combining responsibility and accounting at the regional and local levels and at the level of education and training institutions; highly skilled human resources; qualifications aimed at developing the players’ management capacity”</p> <p>Integrated School Strategic Plan (ISSP) Program with MCC</p>
Priority	This is of high priority. This measure constitutes a fundamental condition for efficient management and output of schools, as well as for the successful launch of the School Development Integrated Plans (ISSP)
Responsible party	<p>Ministry: Director of Legal Affairs and Disputes, in collaboration with the Director of Human Resources; Director of Strategy, Statistics and Planning; and Director of General Affairs, Budget and Patrimony</p> <p>AREFs: Division of Pedagogical Affairs</p>
Suggested Activities/Topics	<p>Examine Decree no. 2.02.376 of 6 Jomada 1423 (17 July 2002) to identify gaps concerning schools and their directors</p> <p>Examine text of the Vision 2030 to highlight the required characteristics of the school, profile of the school director and his/her characteristics, as well as new style of governance</p> <p>Define incentives for school directors (financial and moral motivations) which would make the post attractive and stimulate good output</p> <p>Determine performance evaluation procedures for the school</p> <p>Conduct consultations with stakeholders (unions and other ministries concerned such as the Ministry of Public Service (<i>Fonction Publique</i>) and the Ministry of Finance) concerning the desired changes</p>

Performance Indicators	An approved statute for schools An approved statute for “school directors”		
Schedule	TBD		
Cost Estimation	\$30,000 for technical assistance. Other costs to be borne by MOE		
Type of intervention	<input checked="" type="checkbox"/> Information Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	Incentives Motives

Title Ref.: PS 45	Ensure that School Directors can perform all the necessary functions for autonomous schools and their legislated “special status”
Performance Area	School-Based Management
Target Department/Staff	School directors and school management staff
Relevance	<p>A large gap exists between the present reality and the ambitious situation of the Vision, with needs for numbers and the characteristics of school management HR (competences and roles, opportunities for training, etc.)</p> <p>The gap in school management HR is not only reflected in quantitative aspects (insufficient numbers of trainees) of school directors but also in their qualitative aspects (under qualification in relation to the components of autonomy such as accountability, contracting and performance evaluation, insufficient on-the-job training, etc.)</p> <p>The root cause of this gap is an accumulated deficit over the years in upgrading school management HR, and the professional qualification of school directors.</p>
Vision 2030 Goal and/or MOE Project	Vision 2030 advocates actions to “re-define the missions, roles and profiles linked to education posts, training and management,” and “uphold the autonomy of the management structures and upgrade them so that they can accomplish their missions.” For this upgrading, Vision 2030 attributes an important role to on-the-job training and to qualifications which “offer education players a renewed opportunity for professional growth, upgrading and development in their field.”
Priority	Short-term priority
Responsible Party	Director of Human Resources
Suggested Activities/Topics	<p>Implementing this action could include the following:</p> <ul style="list-style-type: none"> • Use the ISSP model as an instrument of school management • Redefine the roles of the various stakeholders in the management of the school: Management Council (<i>conseil de gestion</i>), school director, Parent Associations (<i>APTE</i>) • Establish on-the-job training programs for directors and administrative personnel in financial and administrative management • Put into place a mechanism to evaluate the management of schools <p>Provide numbers on school management personnel</p>

Performance Indicators	<p>A reinvented and high-performing management with upgraded jobs and access to professional development and performance improvement opportunities</p> <p>Responsible and accountable management in place subject to performance contracts and evaluation systems</p> <p>Professionalized school management, especially highly professional and capable school directors</p> <p>A system in place of professional and mandatory preliminary training and continuous qualifying training throughout professional life</p> <p>Adequate incentives for jobs that strengthen motivation and improvement of functions and encourage initiatives</p> <p>Expert financial management at all levels including schools, POs, and AREFs</p>		
Schedule	TBD		
Estimated cost	The cost for the training would be included in the MOE Master Plan discussed in crosscutting solutions. Other costs to be borne by the MOE.		
Type of Intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Incentives <input checked="" type="checkbox"/> Motives

Title Ref.: PS 46	Accelerate and Improve the Functioning and Use of the Information System for School Performance Monitoring
Performance area	School-Based Management
Target Department/Staff	Department of National Education, especially AREF, PO, inspectors, school directors, and teachers.
Relevance	This measure would reinforce a quality system already in place, by ensuring its use throughout the country and will bring continual improvement and maintenance to the system.
Vision 2030 Goal and/or MOE Project	Vision 2030 (Lever 15) advocates putting into place an “institutional information system which would pilot, evaluate and supervise the quality of the education system” with “piloting mechanisms based on analysis of available data on the development of research on the school” and “mechanisms providing access to viable information and its dissemination.”
Priority	This is of high priority. This measure constitutes important support in the piloting of the education system including school performance.
Responsible parties	<p>Department of National Education: Director of Information System (DSI), in collaboration with the Human Resources and In-Service Training Director, CNIPE and Director of Curricula (Division of Communication)</p> <p>AREFs: Regional Center for Information Systems and Human Resources</p> <p>Division Provincial Offices: Human Resources Management Section</p>
Suggested Activities/Topics	<p>Achievement and continual maintenance of the technical functioning of the systems</p> <p>Mobilization and coaching of managers in management structures and of teachers for dependable participation in the use of these systems</p> <p>Creation of an on-line training course on DSI products</p> <p>Creation of a set of incentives to reinforce this participation</p>
Performance Indicators	<p>% of school directors who use MASSAR (teacher information system) and MASIRH</p> <p>% of teachers who use MASSAR</p> <p>Number of hours of mobilization and supervision using the two systems by school directors and teachers</p> <p>Availability of an on-line course on the two systems, tested and approved</p> <p>Number of hours spent using on-line course</p>

Schedule	To Be Announced (TBA)		
Cost Estimation	The costs for this performance solution will be included in the Crosscutting Performance Solution on increasing use of information systems.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Incentives Motives

Title Ref.: PS 47	Strengthen the planning, budgeting and audit follow-up skills of regional and provincial personnel and facilitate their management work using appropriate tools, ensuring better supervision and functioning of schools
Performance area	Secondary School-Based Management
Target Department/Staff	Department of National Education
Relevance	This measure ensures the qualification and good performance of managers at the regional and provincial levels, guaranteeing effective supervision and support for school directors.
Vision 2030 Goal and/or MOE Project	Vision 2030 advocates actions to “re-define the missions, roles and profiles linked to education posts, training and management,” and “uphold the autonomy of the management structures and upgrade them so that they can accomplish their missions.” For this upgrading, Vision 2030 attributes an important role to on-the-job training and to qualifications which “offer education players a renewed opportunity for professional growth, upgrading and development in their field.”
Priority	This is of high priority. This measure qualifies regional and provincial personnel to provide support to school directors so that they can take over the demanding management (independent and responsible) of their school.
Responsible Party	<p>Department of National Education: Directorate of Human Resources and In-service Training (DRHFC), in collaboration with the Directorate of Strategy, Statistics and Planning (DSSP), the National Center for Pedagogical Innovations and Experimentation (CNIPE), and the Central Unit for Executive Training (UCFC)</p> <p>Regional level: CRMEFs; Division of General Affairs and Budget, Division of Information System</p> <p>AREFs: Human Resources Division, Division of Administrative and Financial Affairs</p>
Suggested Activities/Topics	<p>In addition to training in planning and financial management, the supervision of school directors by provincial authorities can be achieved with the following tools:</p> <ul style="list-style-type: none"> A School Development Integrated Plan An annual budget Performance contracts Regular follow up of performance indicators Coaching An integrated evaluation that relates performance measures with results

	<p>and academic performance</p> <p>An information system centered on learning and designed for users</p> <p>An on-line course on financial and administrative management for regional and provincial personnel</p>		
Performance Indicators	<p>Number and % of trained regional and provincial personnel</p> <p>Total number of training days for regional and provincial personnel</p> <p>Availability of at least 50% of the tools cited above</p>		
Schedule	TBD		
Cost Estimation	Costs for this training will be included in the overall master MOE Training Plan described in Crosscutting Solution.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Incentives Motives

Title Ref.: PS 48	Utilize the Integrated School Strategic Planning (ISSP) Model as an Instrument for School Management
Performance area	Secondary School Based Management
Target Department/Staff	Department of National Education; MCC
Relevance	This measure constitutes “the heart of the reform” since it allows for a multidimensional “entrance” of this reform into the school space, ensuring not only efficient management, but also an improvement in quality and learning relevance and employability of students at the secondary level.
Vision 2030 Goal and/or MOE Project	Vision 2030 (Lever 15) advocates “implementing the autonomy of the institution as the basic unit of the system”: “Setting up a restrictive control mechanism for all those responsible for the management of the education and training system” “The reinforcement of contracting mechanisms” “Striving for ‘successful governance’” “Procedures for assuming responsibility vis-a-vis stakeholders” “The delegation of powers towards the schools” “The adoption of the ISSP as a pillar of on-going development and good governance”
Priority	This is of high priority. All the components of the school-based management (SBM) totally depend upon it, especially because it establishes the link with MCC’s very promising ISSP program.
Responsible party	Department of National Education: Directorate of Strategy, Statistics and Planning, in collaboration with the Directorate of Human Resources and In-service Training (DRHFC); Central Unit of Executive Training (UCFC), DEVSFIA (School Life and Evaluation) Directorate of Legal Affairs and Dispute (DAJC), Directorate of General Affairs, Budget and Patrimony (DAGBP), and Directorate of Administrative and Financial Affairs (DAAF) MCC AREFs: Division of Human Resources (DRH), Section of Legal Affairs (SAJP) and <i>Service d’Amélioration de la Gestion des Etablissements Scolaire (SAGES)</i> with the Division of Administrative Affairs
Suggested Activities/Topics	Use the ISSP model to ensure the qualification (high level training) of school directors by instituting practices of autonomy (management, assuming responsibility, good governance, performance contract, evaluation for accountability) as well as infrastructure repair,

	<p>acquisition of pedagogical material and the improvement of learning and employability of students</p> <p>Human resources:</p> <ul style="list-style-type: none"> ○ Identify school directors with the desired profile and guarantee high-level training to assist them in assuming new management responsibilities, including pedagogical and management leadership ○ Ensure pedagogical upgrading of teachers to strengthen learning relevance and student employability <p>Communication:</p> <ul style="list-style-type: none"> ○ Guarantee effective communication about the ISSP model, not only when launched but also during the entire period of implementation <p>Partners:</p> <ul style="list-style-type: none"> ○ Mobilize pedagogical personnel of targeted schools ○ Mobilize economic and community partners for their active and committed participation in necessary support <p>Tools - Design management instruments such as:</p> <ul style="list-style-type: none"> ○ A guide on the design and specificities of the ISSP, with possible ISSP models ○ Contract models with school performance indicators ○ Guide to management procedures ○ Financial documents ○ Pedagogical guides for improving learning and employability ○ Institutional, pedagogical and evaluation guides <p>Material support:</p> <ul style="list-style-type: none"> ○ Ensure material contributions from the MOE for investing in heavy infrastructure repairs and for costly equipment ○ Reduce obstacles coming from financial management, with the support of the Ministry of Finance
Performance Indicators	<p>Availability of a validated training program for complete school director qualifications</p> <p>Budget allocated for this training</p> <p>Tools designed and validated (see section above)</p> <p>Material support program made a bylaw and approved</p>
Schedule	TBD

Cost Estimation	\$150,000 in technical assistance. Training costs to be included in Master Training Plan in Crosscutting Solutions. Other costs to be borne by the MOE.		
Type of intervention	☑ Information	☑ Resources & Tools	Incentives
	☑ Knowledge & Skills	☑ Capacity	Motives

Title Ref.: PS 49	Develop standards for strong/lasting public-private partnerships (PPPs) which result in successful benefits, accountability of schools and education quality		
Performance area	Secondary School-Based Management		
Target Department/Staff	Department of National Education		
Relevance	This solution will strengthen private sector and civil society support to invest in schools, including educational output		
Vision 2030 Goal and/or MOE Project	Vision 2030 (Lever 15): the principle of “strengthening mechanisms amongst the State, education and training institutions and other stakeholders”, and operating procedures, notably (a) institutionalization of “partnership between economic actors and education and training institutes”, designing “contractual programs between the State and its institutions at the territorial level.”		
Priority	This is of average priority. This measure is important for the school rehabilitation program, including experimenting with the ISSP model with MCC		
Responsible parties	Ministry: Directorate/Division of Communication in collaboration with DSI, DEVSFIA (<i>Vie Scolaire</i>), DAGBP AREFs: DAP (Office for School Management Improvement) POs: SGRH, SAJP		
Suggested Activities/Topics	Develop a reference standards guide for PPP Conduct a government campaign for PPP including economic players such as CGEM to encourage partnerships for schools Promote a culture of partnerships using “success stories” and “profiles of successful partnerships” and other measures to encourage PPPs		
Performance Indicators	Availability of standards reference for PPPs Number of PPPs signed, focusing on secondary schools Level of investments in PPPs with MOE at the secondary school level		
Schedule	TBD		
Cost Estimation	\$100,000 in technical assistance. Other costs to be borne by MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	Incentives Motives

Title Ref.: PS 50	Develop use of multiple channels of information and experience exchange within and among schools, including a website for each school
Performance area	Secondary School-Based Management
Target Department/Staff	Department of National Education
Relevance	This solution will consolidate the skills of management personnel whilst strengthening practices of collaborative training and promoting the profession of school director, which facilitates effective management.
Vision 2030 Goal and/or MOE Project	Through several mechanisms in Lever 9, Vision 2030 presents the professional development of education system personnel. This development can be carried out in several ways including preliminary and on-the-job training but also collaborative training which is guaranteed through the informal exchange of information and experiences.
Priority	This is of average priority. This measure would strengthen the skills of school management personnel
Responsible Parties	Ministry: Directorate/Division of Communication in collaboration with the Directorate of Information System, the Directorate of Evaluation, School Life Organization, and Inter-Academy Training (<i>Vie Scolaire</i>), the Directorate of General Affairs, Budget and Patrimony (AGBP) AREFs: Division of Pedagogical Affairs (Section of School Management Improvement)
Suggested Activities/Topics	Create a website for each school Upgrade the status of the Community of Professional Practices (CPP), and regularly use their reports Strengthen the education managers' CPP through more regular and closer follow-up Encourage the participation in collaborative training (through incentives), including using this participation as promotion criteria Support the creation and professional activities of professional associations (e.g. School Directors Association) Regularly publish CPP on the websites of PO's and AREFs Regularly use these reports to underscore teachings in school management
Performance Indicators	Number of functional CPPs % of school directors having participated in at least one of the CPP meetings during the previous semester

	% of CPPs having produced at least two reports during the previous semester		
Schedule	TBD		
Cost Estimation	\$150,000 in technical assistance. Training costs to be included in Master MOE Training Plan included in the Master Training Plan.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input checked="" type="checkbox"/> Incentives Motives

Title Ref.: PS 51	Improve School Environment and Equipment to Guarantee Effective Management
Performance area	Secondary School-Based Management
Target Department/Staff	Department of National Education
Relevance	This solution would ensure the basic and necessary conditions for school management, including implanting the ISSP model
Vision 2030 Goal and/or MOE Project	Vision 2030 develops, through various provisions of Lever 9, the professional development of the education system managers. This development is feasible in several ways, including initial and in-service training, but also collaborative training which is ensured through the informal exchange of information and experience.
Priority	This is of high priority. The implementation of effective management, including implementing the ISSP cannot be carried out without an improvement in school infrastructure and materials.
Responsible party	Department of National Education
Suggested Activities/Topics	<p>Carry out heavy reparation and acquire costly equipment for schools</p> <p>Prioritize bottom up local planning</p> <p>Ensure equitable distribution of resources</p> <p>Diversify sources of financing, including public-private partnerships and the contribution of territorial collectivities</p> <p>Ensure equate maintenance of school spaces</p> <p>Provide the necessary pedagogical material</p>
Performance Indicators	<p>% of infrastructure repairs carried out</p> <p>% coverage of needs (in Dh) in equipment</p> <p>Non-governmental investment contributing to targeted schools</p> <p>Average budget allocated and available for each of the targeted schools</p>
Schedule	TBA
Cost Estimation	MCC to provide costs for pilot schools. Other costs to be borne by MOE. \$25,000 for technical assistance.

Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	Incentives Motives
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K. Gender-Responsive Programming

Title Ref.: PS 52	Organize and empower the MOE regional gender teams to train provincial and school staff in gender-responsive programming and to participate in curriculum development
Performance Area	Gender-Responsive Programming
Target Department/Staff	Regional: ERMG
Relevance	The ERMG's role is to ensure that gender-responsive programming is taken into consideration at the AREF, province, and school levels. Revitalizing this network will promote the exchange of information and good practices, and accelerate the setting of gender objectives, the design of gender-responsive curriculum and ECAs, and gender-sensitive teaching.
Vision 2030 Goal and/or MOE Project	S4: Governance and Change Management L23: Strong leadership and effective managerial capacity for the various levels of the school
Priority	This is of high priority
Responsible Party	ERMG
Suggested Activities/Topics	<p>Hold a consultation meeting to decide on the functioning of the network.</p> <ul style="list-style-type: none"> o Objective: Define a functioning way that is in coherence with the constraints of each member of ERMGs, since they have official tasks to work on. <p>Identify additional members to complete one-member-teams.</p> <ul style="list-style-type: none"> o Objective: Overcome the insufficiency of members within the ERMG. It is essential to have at least four people in each ERMG (two women and two men) from different departments/service (HR, planning, budgeting, etc.). Otherwise, coordination will not be easy. <p>Develop a network charter.</p> <ul style="list-style-type: none"> o Objective: Clarify the commitments of ERMG, describe ERMG guiding principles, strengthen the feeling of belonging and commitment to the network identity <p>Reminder of action plans and objectives.</p> <ul style="list-style-type: none"> o Objective: Remind the network of the operational guidelines and action plans; emphasize the importance of the role of ENMG/ERMG in supporting AREF/PO (eventually schools) in

	<p>the implementation process of gender equality actions as defined in the action plans resulting from the national strategic vision.</p> <p>Upgrade skills when necessary.</p> <ul style="list-style-type: none"> o Objective: Provide ERMGs (new members) with the necessary knowledge and skills related to gender. Transfer of knowledge is important when new members are introduced, and it is the responsibility of ERMG existing members to provide these trainings. <p>Plan coordination meetings.</p> <ul style="list-style-type: none"> o Objective: Keep the network alive, share good practices, support each other to overcome any barriers, encourage ERMG to achieve their objectives. <p>Provide the necessary support to Provincial Offices in terms of gender.</p> <ul style="list-style-type: none"> o Objective: Provide trainings in gender-related topics necessary for the work of provinces and their work with schools, assist provinces in mainstreaming gender in their activities <p>Develop and strengthen an influence network.</p> <ul style="list-style-type: none"> o Objective: Build a strong network to address local gender issues, sensitize the school community (teachers, partners, parents, leaders) and raise awareness on alarming issues such as child marriage; mobilize the community for a better understanding and integration of gender 		
Performance Indicators	<p>Number of new members in the ERMGs</p> <p>Number of charters developed (1)</p> <p>Number of meetings held (by geographic area)</p> <p>Number of actions organized by each AREF</p> <p>Number of good practices implemented by each AREF</p> <p>Number of activities organized at the provincial level</p> <p>Number of good practices implemented by each province</p>		
Schedule	TBD		
Cost Estimation	\$25,000 in technical assistance. Other costs to be borne by the MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	<input checked="" type="checkbox"/> Incentives <input checked="" type="checkbox"/> Motives

Title Ref.: PS 53	Strengthen the capacity of AREF and Provincial Offices in terms of gender-responsive programming, data analysis, monitoring and evaluation
Performance area	Gender-Responsive Programming
Target Department/Staff	Regional: AREF, ERMG Provincial: Provincial Offices, schools
Relevance	This project is of strategic importance because of the major challenges it is connected to. Effective implementation requires a good knowledge of concepts and capacity building to enable teams to understand the strategy and acquire adequate skills to accomplish the mission they carry out.
Vision 2030 Goal and/or MOE Project	S4: Governance and Change Management L23: Strong leadership and effective managerial capacity for the various levels of the school
Priority	This is of high priority
Responsible Party	ERMG
Suggested Activities/Topics	<p>Conduct a training in gender-related topics for ERMG team members.</p> <ul style="list-style-type: none"> o Objectives: Identify the key concept related to gender, understand the social construction of gender, understand the importance of conducting gender analyses (their aim, their impact), improve communication for positive change; gender data analysis; gender monitoring and evaluation; and gender curriculum <p>Develop AREF & Provincial Offices' technical capacities in gender-sensitive project cycle management and gender-sensitive results-based approach.</p> <ul style="list-style-type: none"> o Objectives: Provide AREF/PO/institutions with the necessary skills related to the project management cycle phases, sensitize participants to the risk of an inappropriate gender consideration in their projects, ensure that regional and provincial interventions are gender-sensitive for a successful implementation o Strengthen AREF/PO/schools capacity to integrate gender equality and a results-based approach in programming. <p>Conduct training to achieve the following:</p> <p>Capacity development in gender-sensitive data collecting tools and methods.</p> <ul style="list-style-type: none"> o Objectives:

	<p>Understand the difference between mere sex-disaggregated data and gender-sensitive data</p> <p>Understand the importance of gender-sensitive data in understanding the local context and designing gender-responsive activities, policies and strategies</p> <p>Gain skills in using data collecting tools and methods, and identify relevant data to collect</p> <p>Capacity development in gender-sensitive data analysis.</p> <ul style="list-style-type: none"> o Objectives: Gain knowledge in the different analysis tools and gender analysis frameworks, and understand the difference and the limit of each method. <p>Capacity building in gender-sensitive indicator development</p> <ul style="list-style-type: none"> o Objectives: <ul style="list-style-type: none"> Understand the use of gender-sensitive indicators Understand the difference between quantitative and qualitative gender-sensitive indicators Understand how to define gender-sensitive indicators from sought objectives, and how to set baselines from which progress will be measured, and milestones for proper evaluation <p>Capacity building in performing gender responsive evaluations.</p> <ul style="list-style-type: none"> o Objectives: Strengthen provinces and schools' capacities in the use and the analysis of gender-sensitive data, and compare results against baselines to identify gaps and document lessons learned. <p>Capacity building in using evaluation results.</p> <ul style="list-style-type: none"> o Objectives: Provide provincial offices and schools with the necessary knowledge to document the lessons learned from the evaluation, and to implement corrective measures using action planning and implementation.
Performance Indicators	<p>Number of participants in the training</p> <p>Number of trainings provided</p> <p>Number of actions implemented</p> <p>Number of objectives achieved</p>
Schedule	TBD
Cost Estimation	\$100,000 in technical assistance. Training costs to be included in the Master Training Plan in Crosscutting Solutions.

Type of intervention	Information <input checked="" type="checkbox"/> Knowledge & Skills	Resources & Tools <input checked="" type="checkbox"/> Capacity	Incentives Motives
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Title Ref.: PS 54	Develop Gender-Responsive Moroccan Schools
Performance area	Gender-Responsive Programming
Target Department/Staff	Provincial: Schools
Relevance	The importance of establishing gender-responsive schools lies in the fact that they will provide girls and boys with better environments and encourage effective teaching and learning, to prevent school drop-out and increase girls' and boys' retention.
Vision 2030 Goal and/or MOE Project	S3: For a school that promotes individuals and society L18: Building a citizen, democratic and equal society
Priority	This is of high priority
Responsible Party	AREF, Provincial Offices
Suggested Activities/Topics	<ul style="list-style-type: none"> • Capacity building in advocacy strategies. <ul style="list-style-type: none"> ○ Objectives: Mobilize the school community (teachers, students and parents) to the concept of a gender-friendly school and promote the benefits of gender equity in education • Mobilize community for a participatory School Strategic Plan. <ul style="list-style-type: none"> ○ Objectives: Increase stakeholder participation in the development of gender-responsive establishment plans which consider context-specific realities • Support schools in strengthening teachers' capacities. <ul style="list-style-type: none"> ○ Objectives: Develop teaching and learning processes that consider the specific needs of girls and boys, strengthen teachers' capacity to use gender-responsive innovative pedagogical approaches, develop teachers' capacity in analyzing gender stereotypes in textbooks, curricula and lessons teaching. • Support schools in gender sensitive environment/structure analysis. <ul style="list-style-type: none"> ○ Objectives: Strengthen schools' capacities in using gender-disaggregated data analysis in identifying gender issues and needs in school (classroom arrangements, facilities, transportations, etc.) to implement appropriate gender-responsive measures and activities

Performance Indicators	<ul style="list-style-type: none"> • Number of gender-responsive School Strategic Plan developed (1) • Number of gender-responsive measures taken • Evolution of drop-out rate by gender and level 		
Schedule	TBD		
Cost Estimation	\$500,000 in technical assistance. Other costs to be borne by the MOE.		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input type="checkbox"/> Resources & Tools <input checked="" type="checkbox"/> Capacity	<input type="checkbox"/> Incentives <input type="checkbox"/> Motives

Title Ref.: PS 55	Develop a gender-sensitive MOE organizational chart at the central, AREF, and PO levels
Performance Area	Gender-Sensitive Programming
Target Department/Staff	MOE
Relevance	Central, Regional, Provincial
Vision 2030 Goal and/or MOE Project	<p>The non-formalization of ENMG does not allow members to regularly reflect on gender issues. To clarify the roles and responsibilities of those responsible for gender issues, it is necessary to rethink the institution through an organizational chart that is faithful to the image that should be portrayed by a Ministry that respects the principles of equity and gender equality.</p> <p>Axis 4: Governance and Change Management</p> <p>Pillar 23: Energetic leadership and efficient managerial skills for the various levels of the school</p>
Priority	Medium
Responsible Party	Directorate of Human Resources, Directorate of Strategy, Statistics and Planning, Directorate of General Affairs, Budget and Patrimony (DAGBP)
Suggested Activities/Topics	<ol style="list-style-type: none"> 1. Analyze the existing organizational chart 2. Define the issues and priorities of the gender strategic vision 3. Develop a draft organizational chart highlighting the transversely of gender issues (the main aim being to recast the current organization chart and not to recruit new staff) 4. Implement the new change
Performance Indicators	<p>Number of org charts changed (1)</p> <p>Number of Gender Missions "created"</p>
Schedule	TBD

Estimated cost	\$25,000 in technical assistance. Other costs to be borne by the MOE.
Type of Intervention	<input type="checkbox"/> Information <input type="checkbox"/> Knowledge & Skills <input checked="" type="checkbox"/> Resources & Tools <input type="checkbox"/> Capacity <input type="checkbox"/> Incentives <input type="checkbox"/> Motivations

Title Ref.: PS 56	Establish a Women's Mentoring Program
Performance Area	Gender-Responsive Programming
Target Department/Staff	Executive women
Relevance	<p>Mentoring is a tool for building human capacity for better empowerment. Within the framework of this project, mentoring is a means of enabling the Department of National Education to integrate more women in positions of responsibility, thus achieving a high level of vertical integration. The forthcoming publication of the new organizational chart will be accompanied by an important offer of positions of responsibility, which could be an opportunity to be seized by women.</p> <p>The program provides women executives in the Department of National Education with an accompanying period of approximately 10 months to shadow a woman or a man in a position of responsibility within the department, thus offering them the opportunity to develop their capacities and take off in their careers.</p> <p>After training, women managers (called 'mentees') will begin the cycle of exchange and development with their mentors.</p> <p>Based on the principle of a win-win exchange, mentoring support will enable women to understand the internal functioning of the Department of National Education by benefiting from the experience of their mentors and to evaluate their real abilities to hold positions of responsibility. On the other hand, mentoring will allow the mentor to learn about the issues faced by women in the workplace and to strengthen internal teams. Once in positions of responsibility, women can in turn become mentors for other female colleagues and encourage them to apply for positions of responsibility.</p>
Vision 2030 Goal and/or MOE Project	Axis 6 - Integrated and renewed governance to improve the effectiveness and efficiency of the vocational training system
Priority	This is a medium-term priority
Responsible Party	Directorate of Human Resources

Suggested Activities/Topics	<p>The objective of this solution is to increase the representativeness of women in positions of responsibility at the regional and provincial levels.</p> <p>Proposed activities include:</p> <ul style="list-style-type: none"> Use of external expertise to support the development of a mentoring system within the Department of National Education Definition of the selection criteria for mentees Launch of the call for candidates for mentees Selection of beneficiary profiles (mentees) Selection of mentor profiles Launch of mentoring training in which women managers should identify their needs, fears and ambitions Launch of the mentoring cycle (regular follow-up at the rate of one meeting per week for example) and periodic monitoring of the evolution of the objectives Simulation of a real scenario, where women will have to act as leaders and make decisions Application for open positions Evaluation of project results
Performance Indicators	<p>Women assume more positions of responsibility</p> <p>Women's motivation to succeed is improved</p>
Schedule	TBD
Cost Estimation	\$100,000 in technical assistance. Other costs to be borne by MOE.
Type of Intervention	HR coaching platform

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Human Resources

Title Ref.: PS 57	Clearly Define Roles, Tasks and Responsibilities of Human Resources and Directorates to Achieve Vision 2030
Performance Area	Human and Institutional Capacities
Target Department/Staff	All entities of the Ministry
Relevance	<p>The MOE's Vision 2030 aims to be a catalyst for the development of the sector following an innovative approach based on quality, equity and accessibility for an education in line with the strategic orientations of the country.</p> <p>The implementation of Vision 2030 requires alignment between operational orientations and staffing at all levels through an HR strategy to attract, retain and develop the necessary human skills and thus ensure the commitment of individuals and teams as part of the institution's project.</p> <p>The role of the central level of the MOE will need to be redefined as decentralization advances. A major aspect of this performance solution hence is facilitating the process of redefining the roles and responsibilities of the central level.</p> <p>In this perspective, the HICD Assessment proposes avenues of improvement aimed at better orienting the HR strategy of the Ministry and to accompany the current efforts of the Directorate of Human Resources Management and Development of Managers to mobilize all the employees and create the conditions necessary for the efficient and optimal implementation of Vision 2030.</p>
Vision 2030 Goal and/or MOE Project	Improved Management in MOE
Priority	This is of high priority for the short to medium term
Responsible Party	Directorate of HR
Suggested Activities/Topics	<p>Strengthen the clarity of roles, tasks and responsibilities of human resources and directorates in relation to Vision 2030 through:</p> <ul style="list-style-type: none"> Reassess function of each central level Directorate, Service, and Section to determine new functions and how to delegate authority to regions Work with MOE to draw up new functions and job descriptions with new roles Provide orientation and training for new roles Develop a revised educational system with modified business processes, culture, values, and practices that support decentralization

	<p>The development and implementation of Initiatives of Operation (PMO) of Vision 2030</p> <p>Drawing up and signing Contracts Programs (CPs) with the AREFs according to clearly defined objectives, specifying the actions to be carried out, the persons in charge and the resources allocated</p> <p>Drawing up and signing Objective Contracts (OCs) with schools following specific results to be achieved and defining the roles, activities and human, material, information and financial resources to be made available</p> <p>Creation of a Job and Occupational Guidelines (REM) and a Repository of Employment and Skills (REC) according to the new status of the professions of education considering the three professions: Teaching, Management and Inspection/Audit, while maintaining the consistency between the PMO / CP / CO (actions to be implemented) and the REM / REC (tasks, responsibilities and competencies required)</p> <p>Support for the appropriation by all REM / REC staff by considering the following actions:</p> <ul style="list-style-type: none"> o Involvement of staff in the validation and deployment of REM / REC o Enrichment of jobs by defining more responsibilities at the operational level according to the prerogatives of decentralization o Revision of the new organizational structure according to the REM / REC to avoid any phase shifts at the operational level o Definition of performance standards for each job, thus expressing operational expectations o Deployment of a communications plan for all staff through itinerant workshops 						
Performance Indicators	TBD						
Schedule	TBD						
Cost Estimation	\$600,000 in technical assistance. Other costs to be borne by the MOE.						
Type of Intervention	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Information</td> <td><input checked="" type="checkbox"/> Knowledge & Skills</td> </tr> <tr> <td><input checked="" type="checkbox"/> Resources & Tools</td> <td><input checked="" type="checkbox"/> Capacity</td> </tr> <tr> <td>Incentives</td> <td>Motives</td> </tr> </table>	<input checked="" type="checkbox"/> Information	<input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools	<input checked="" type="checkbox"/> Capacity	Incentives	Motives
<input checked="" type="checkbox"/> Information	<input checked="" type="checkbox"/> Knowledge & Skills						
<input checked="" type="checkbox"/> Resources & Tools	<input checked="" type="checkbox"/> Capacity						
Incentives	Motives						

Title Ref.: PS 58	Develop improved business processes, including the development and institutionalization of IIS.
Performance Area	Human Capacities
Target Department/Staff	All entities of the Ministry, especially the regional and provincial level
Relevance	<p>The MOE's Vision 2030 aims to be a catalyst for the development of the sector following an innovative approach based on quality, equity and accessibility for an education in line with the strategic orientations of the country.</p> <p>The implementation of Vision 2030 requires alignment between operational orientations and staffing at all levels through an HR strategy to attract, retain and develop the necessary human skills and thus ensure the commitment of individuals and teams as part of the institution's project.</p> <p>In this perspective, the HICD Assessment proposes avenues of improvement aimed at better orienting the HR strategy of the Ministry and to accompany the current efforts of the Directorate of Human Resources Management and Development of Managers to mobilize all the employees and create the conditions necessary for the efficient and optimal implementation of Vision 2030.</p>
Vision 2030 Goal and/or MOE Project	Improved Management in MOE
Priority	This is of high priority for the short to medium term
Responsible Party	Directorate of HR
Suggested Activities/Topics	<p>Strengthen the means of support to the implementation of the PMOs and the CPs and the COs through:</p> <ul style="list-style-type: none"> The development of program flows, re-engineering of processes and formalization of procedures in the framework of the implementation of the REM / REC and the PMO / CP / CO Determination of information requirements according to the requirements of the REM Development and implementation of a Computer Master Plan according to the needs of information resources by business line Strengthening the interoperability of IT platforms and developing business-oriented applications according to new operational requirements <p>More efforts in terms of training and support to facilitate the use of technological applications at all levels</p>

Performance Indicators	TBD		
Schedule	TBD		
Cost Estimation	\$500,000		
Type of intervention	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools Capacity	<input checked="" type="checkbox"/> Incentives Motives

Title Ref.: PS 59	Establish a Professional Development System that Rewards Talent
Performance Area	Human Capacities
Target Department/Staff	Directorate of HR All entities of the Ministry, especially the regional and provincial level
Relevance	<p>The MOE's Vision 2030 aims to be a catalyst for the development of the sector following an innovative approach based on quality, equity and accessibility for an education in line with the strategic orientations of the country.</p> <p>The implementation of Vision 2030 requires alignment between operational orientations and staffing at all levels through an HR strategy to attract, retain and develop the necessary human skills and thus ensure the commitment of individuals and teams as part of the institution's project.</p> <p>In this perspective, the HICD Assessment proposes avenues of improvement aimed at better orienting the HR strategy of the Ministry and to accompany the current efforts of the Directorate of Human Resources Management and Development of Managers to mobilize all the employees and create the conditions necessary for the efficient and optimal implementation of Vision 2030.</p> <p>This solution aims to identify and develop high potential internally to ensure managerial succession.</p>
Vision 2030 Goal and/or MOE Project	Improved management of the MOE
Priority	This is of average priority
Responsible Party	Directorate of HR
Suggested Activities/Topics	<p>To develop, according to the REM, a system of talent management and professional development through:</p> <p>Identification of high potential according to defined and measurable criteria of performance, competence and behavior for each category: teaching, management and inspection/audit</p> <p>The definition of professional and managerial development paths at the level of each category and between different professions in favor of high potential</p> <p>Career development paths should consider the skill needed of the target job and occupation and therefore follow development methods based on an individualized coaching and mentoring system.</p>

Performance Indicators	TBD						
Schedule	TBD						
Cost Estimation	\$100,000 in technical assistance. Other costs to be borne by MOE.						
Type of Intervention	<table> <tr> <td>Information</td> <td>Knowledge & Skills</td> </tr> <tr> <td><input checked="" type="checkbox"/> Resources & Tools</td> <td>Capacity</td> </tr> <tr> <td><input checked="" type="checkbox"/> Incentives</td> <td><input checked="" type="checkbox"/> Motivations</td> </tr> </table>	Information	Knowledge & Skills	<input checked="" type="checkbox"/> Resources & Tools	Capacity	<input checked="" type="checkbox"/> Incentives	<input checked="" type="checkbox"/> Motivations
Information	Knowledge & Skills						
<input checked="" type="checkbox"/> Resources & Tools	Capacity						
<input checked="" type="checkbox"/> Incentives	<input checked="" type="checkbox"/> Motivations						

Title Ref.: PS 60	Develop a professional development program, with courses to be taken by employees to strengthen personnel commitment to Vision 2030
Performance Area	Human Capacities
Target Department/Staff	Directorate of HR All entities of the Ministry, especially the regional and provincial levels
Relevance	<p>The MOE's Vision 2030 aims to be a catalyst for the development of the sector following an innovative approach based on quality, equity and accessibility for an education in line with the strategic orientations of the country.</p> <p>The implementation of Vision 2030 requires alignment between operational orientations and staffing at all levels through an HR strategy to attract, retain and develop the necessary human skills and thus ensure the commitment of individuals and teams as part of the institution's project.</p> <p>In this perspective, the HICD Assessment proposes avenues of improvement aimed at better orienting the HR strategy of the Ministry and to accompany the current efforts of the Directorate of Human Resources Management and Development of Managers to mobilize all the employees and create the conditions necessary for the efficient and optimal implementation of Vision 2030.</p>
Vision 2030 Goal and/or MOE Project	Improve management of the MOE
Priority	This is of average priority.
Responsible Party	Directorate of HR
Suggested Activities/Topics	<p>Strengthen work commitment and encourage staff involvement through:</p> <ul style="list-style-type: none"> The development of an institutional charter to promote the values, standards and commitments accompanying the orientations of Vision 2030 The organization of inter-regional HR conventions to convey institutional values, strengthen the sense of belonging and community and share good practices The deployment of a knowledge management platform facilitating the capitalization and sharing of experiences of excellence in education and learning Strengthen participatory management and team coaching when making decisions at all levels (Central, AREFs, POs and schools)

Performance Indicators	TBD	
Schedule	TBD	
Cost Estimation	TBD	
Type of Intervention	<ul style="list-style-type: none"> ✓ Information ✓ Resources & Tools ✓ Incentives 	<ul style="list-style-type: none"> Knowledge & Skills Capacity Motivations

Title Ref.: PS 61	Improve the quality and qualifications of staff recruited
Performance Area	Human Capacities Strengthen the convergence between individual interests and the objectives of the professions and the institution
Target Department/Staff	Directorate of HR All entities of the Ministry, especially the regional and provincial levels
Relevance	<p>The MOE's Vision 2030 aims to be a catalyst for the development of the sector following an innovative approach based on quality, equity and accessibility for an education in line with the strategic orientations of the country.</p> <p>The implementation of Vision 2030 requires alignment between operational orientations and staffing at all levels through an HR strategy to attract, retain and develop the necessary human skills and thus ensure the commitment of individuals and teams as part of the institution's project.</p> <p>In this perspective, the HICD Assessment proposes avenues of improvement aimed at better orienting the HR strategy of the Ministry and to accompany the current efforts of the Directorate of Human Resources Management and Development of Managers to mobilize all the employees and create the conditions necessary for the efficient and optimal implementation of Vision 2030.</p>
Vision 2030 Goal and/or MOE Project	Improve management of the MOE
Priority	This is of high priority.
Responsible Party	Directorate of HR
Suggested Activities/Topics	<p>Strengthen the correspondence between person-employment & person-institution through:</p> <p>Development and implementation of a system of in-service training in relation to the PMO / CP / CO, the REM / REC and the needs for decentralization according to the following actions:</p> <p style="padding-left: 40px;">Integration at the level of teacher training centers of a unit with the necessary expertise in the engineering of training plans</p> <p style="padding-left: 40px;">Such a unit will be responsible for defining the needs for continuing training at the level of the three professions in consultation with the parties concerned, ensuring the efficient execution of the said plans and their evaluation</p>

	<p>Prioritization of technical skills for teachers (e.g. modern pedagogy, classroom management, etc.) and managerial skills for the benefit of the directors of AREFs, POs and schools;</p> <p>Improvement in the success rate of recruitment through the training of recruiters at the central level for better control of recruitment techniques according to the criteria of employment and the use of psycho-technicians with recruitment committees for a better evaluation of individual teacher skills.</p>						
Performance Indicators	TBD						
Schedule	TBD						
Cost Estimation	TBD						
Type of Intervention	<table> <tr> <td>✓ Information</td> <td>Knowledge & Skills</td> </tr> <tr> <td>✓ Resources & Tools</td> <td>Capacity</td> </tr> <tr> <td>✓ Incentives</td> <td>Motivations</td> </tr> </table>	✓ Information	Knowledge & Skills	✓ Resources & Tools	Capacity	✓ Incentives	Motivations
✓ Information	Knowledge & Skills						
✓ Resources & Tools	Capacity						
✓ Incentives	Motivations						

Title Ref: PS 62	Establish a Performance-Based Employee Evaluation System
Performance Area	Human Capacities: To strengthen the commitment of individuals and teams in the implementation of Vision 2030
Target Department/Staff	Directorate of HR All entities of the Ministry, especially the regional and provincial levels
Relevance	<p>The MOE's Vision 2030 aims to be a catalyst for the development of the sector following an innovative approach based on quality, equity and accessibility for an education in line with the strategic orientations of the country.</p> <p>The implementation of Vision 2030 requires alignment between operational orientations and staffing at all levels through an HR strategy to attract, retain and develop the necessary human skills and thus ensure the commitment of individuals and teams as part of the institution's project.</p> <p>In this perspective, the HICD Assessment proposes avenues of improvement aimed at better orienting the HR strategy of the Ministry and to accompany the current efforts of the Directorate of Human Resources Management and Development of Managers to mobilize all the employees and create the conditions necessary for the efficient and optimal implementation of Vision 2030.</p>
Vision 2030 Goal and/or MOE Project	Improve management of the MOE
Priority	This is of average priority
Responsible Party	Directorate of HR
Suggested Activities/Topics	<p>Strengthen the commitment of individuals and teams through:</p> <p>The design and deployment of a CP/CO performance appraisal system for the three professions: Teaching, Management and Inspection/Audit</p> <ul style="list-style-type: none"> ○ The performance appraisal system should consider outcome and behavioral criteria in relation to the requirements of the REM / REC ○ This system must inform HR decision-making in terms of training and mobility in the event of discrepancies in performance ○ The system must also enable the identification of high potential for professional and managerial career paths, thus reinforcing achievement based on merit

Performance Indicators	TBD	
Schedule	TBD	
Cost Estimation	TBD	
Type of Intervention	<ul style="list-style-type: none"> ✓ Information ✓ Resources & Tools ✓ Incentives 	<ul style="list-style-type: none"> Knowledge & Skills Capacity Motivations

For additional information on this report, please see the full report entitled “HICD Assessment of the Ministry of National Education, Vocational Training, Higher Education, and Scientific Report – Final Report for the Department of National Education” – June 2017.

HICD ASSESSMENT

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MINISTRY OF NATIONAL EDUCATION, VOCATIONAL
TRAINING, HIGHER EDUCATION & SCIENTIFIC RESEARCH



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