

**Final Evaluation of the Projects of the MCA-Morocco Compact – Lot 3 –Final Evaluation of the “Artisan and Fez Medina” Project and the “Functional Literacy and Vocational Training (FLVT)” Activity, Contract No. APP/2012/PP10/QCBS/ME-16-lot-3**

# Methodology Report

Preliminary version 01

FLVT Activity  
Functional Literacy and Vocational Training

30/05/2013

**Acknowledgments**

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**Disclaimer**

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

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## ACRONYMS

AFM	Artisan and Fez Medina Project
AMU	Activity Management Unit
APP	Agence du Partenariat pour le Progrès
CFA	Centre de Formation par Apprentissage
CQPAT	Centre de Qualification Professionnelle des Arts Traditionnels
EQ	Evaluation question
ET	Evaluation topic
FG	Focus group
FL	Functional literacy activities
FLVT	Functional literacy and vocational training activities
MCA	Millennium Challenge Account
MCC	Millennium Challenge Corporation
MCQ	Multiple choice questions
ME	Microenterprise
NGO	Non-governmental Organization
OFPPT	Office de la Formation Professionnelle et de la Promotion du Travail
PAP	Population affected by the project
PEAQC	Programme d'Elargissement de l'Accès aux Qualifications et Compétences
RADEEF	Régie Autonome de Distribution d'Eau et d'Électricité de Fès
SMEs	Small and Medium-sized Enterprises
SVP	Please
SWOT	Strengths - Weaknesses - Opportunities - Threats
TOR	Terms of Reference
UNESCO	United Nations Educational Scientific and Cultural Organisation
VT	Vocational training
VTC	Vocational training center

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## Introduction

This report describes the methodology to be used in the final evaluation of the “Functional Literacy and Vocational Training (FLVT)” Activity, contract N°APP/2012/PP10/QCBS/ME-16-lot-3. It also analyzes the risks of the evaluation in question, as required by the *Agence du Partenariat pour le Progrès* (APP). This report was prepared after an in-depth document review and the initial meetings organized with APP, whom we thank for its spirit of collaboration.

## Incomplete documentation and databases – methodological repercussions

Thanks to the collaboration of APP and independent research, the team is now in **possession of several indispensable documents** that have enabled it to perform some of the analytical tasks programmed for the initial phase of the evaluation (phase 1 of the Terms of Reference). However, it should be noted that **several key documents**, such as the annual and final reports of the projects to be evaluated, the reports from the service providers, the logical frameworks of the interventions containing the analysis of assumptions and risks, and the financial and other reports **have not been received to date**. This less-than-optimal situation has kept the team from ascertaining precisely which activities have been carried out, their respective intervention logics, and their status.

This state of affairs has a **direct impact on the ability to finalize the matrix of several semistructured interviews**, which will therefore have to be finalized once the documents are received and as field activities progress. In order to minimize the impact of this situation on the evaluation tasks, an initial series of interviews will be conducted, mainly with APP, donors, the respective public authorities, and FLVT subcontractors. These interviews and their objectives must necessarily be flexible, since they cannot be based on a preliminary analysis of primary documents. The interviews will therefore be understood as a means to obtain missing contextual information about the project. The results of these initial interviews and the analysis of the missing documents will enable the evaluation team to proceed to the finalization of the later interviews.

The **impact** of this problem on the detailed design of the questions to explore in the **focus groups (FG)** is **minor** (considering the nature of this tool and its use in this evaluation) **but not negligible**.

In an evaluation, the identification of relevant documents commonly occurs in **successive cycles**, generally at the end of the evaluation. It is only during the document review that the team can learn about the existence of other relevant documents and then request them either from the evaluation’s sponsoring entity or other external entities. This standard procedure will obtain in this evaluation.

Beyond the fact that the documents have not been received, **the evaluators need to be informed about any initiatives** (conferences, presentations) **organized by the projects that will be evaluated** during the evaluation period and invited to attend. The decision about whether to participate in these types of activities will be up to each expert hired.

A **major impediment** to the detailed design of the methodology is the **failure to receive complete standardized databases containing information on the beneficiaries of the interventions** to be evaluated. The databases are either simply lacking (functional literacy and continuing education

activities); have incomplete contact information for the beneficiaries (in-house vocational training, vocational training through apprenticeship). This state of affairs **has repercussions** for the design of the **methodology** and especially the **survey work**. For the time being, the **high-level criteria have been established** to move forward with the preparatory work; however, the **sampling cannot be conducted, the database cannot be constructed, testing cannot be done**, and—naturally—the **surveys cannot be administered** until the complete databases are received, analyzed, and processed. This could lead to delays in the overall evaluation process.

It cannot be emphasized enough that the databases must contain **reliable, up-to-date contact information** (physical address, phone number) on the interventions' beneficiaries. Absent that information, it will be impossible to conduct the surveys on the rest of the interventions and a good part of the interviews and focus groups.

The TOR rightly stress inclusion of the **gender dimension** in the evaluation. This objective is fully understood and shared by the team, which has designed the evaluation tools with this in mind. Unfortunately, it must be noted that the databases received to date do not contain information on the beneficiaries' gender. In light of this, the design of the sample to interview must be based on arbitrary assumptions or it will be impossible to complete the task.

**The methodology design involved four phases:**

1. **Design of the preparatory internal tools, done jointly:** Based on the methodology outlined in the proposal and a prior document review, the methodology expert developed coherent preparatory and internal documentation tools for use by all the evaluators in the subsequent phases: these tools have been shared and documented internally.
2. **Assisted individual preparation:** Using a common methodology (see pt. 1) and the documentary analysis possible under the circumstances, each evaluator analyzed the topics pertinent to the evaluation activities under his/her purview, as formulated in the TOR, identifying the tools for each activity and target population (as appropriate). This assistance was provided remotely by the methodology expert.
3. **Methodology workshop:** This consisted of one week of intensive work (week of May 13, 2013) with the evaluators, the statistician, and the methodology expert in order to:
  - verify and validate the analysis of the evaluation topics and tools conducted by the subject specialist evaluators;
  - finalize the evaluation questions for each tool;
  - discuss new stratification criteria in response to APP's request to limit the geographic scope of the FLVT surveys, and analyze its implications (scenario analysis).
4. **Familiarization with the use of focus groups.** One day of the workshop was devoted to familiarizing the evaluators (internal training) with the use of FG in the evaluation in question, providing them with tools for bibliographic reference, simulations, and participant performance analysis through simulations. Training sheets (internal material) were prepared and distributed; these will be used by the evaluators as support in training the interviewers' supervisors.

**The work in designing the methodology has confirmed the validity of the approach and general structure outlined in the proposal. The choice of analytical tools has been confirmed, and the tools have been integrated by means of an additional tool (SWOT analysis).**

**Several changes have been made** to best meet the **evaluation objectives**. These will be described in the sections that follow

The evaluation of the Artisan and Fez Medina Project and the Functional Literacy and Vocational Training Activity having been conducted simultaneously, streamlining the activities **requires that both components of the evaluation be considered** for the description of the geographic scope and sampling approaches for the surveys of beneficiaries.

## Surveys of beneficiaries – geographic scope

- The geographic scope of the surveys for evaluating the **AFM is confirmed**.
- As for the surveys used to evaluate FLVT, at the meeting of May 9, 2013, APP suggested that the consultants **explore the methodological impact of reducing the geographic scope of the exercise, limiting the analysis to 2-3 Regions of the Kingdom** instead of the 14 mentioned in the TOR. The analysis revealed that the scope could be substantially reduced, all the while guaranteeing methodological rigor. However, for the **functional literacy activities** the reduction should not be to 2-3 but **4 Regions, and for vocational training, 5**. These Regions were selected because of the concentration of beneficiaries and their representativeness in the different professions targeted by the intervention.

The conditions for a reduction in the geographic scope of the analysis are the following:

	Functional literacy activities			Vocational training
	Fishing	Artisanry	Farming	
Marrakech		✓	✓	✓
Souss	✓	✓	✓	✓
Fez		✓	✓	✓
Tangier	✓	✓	✓	✓
Rabat				✓

The reasons for these choices are outlined in Annex A.

It should be noted that the new scenario would affect the way interviewers and their supervisors were chosen. While these professionals were originally to be sought and recruited throughout the Kingdom, adhering to the criterion of proximity (to capitalize on the agents' knowledge of the locations and guarantee efficiency in their travel by minimizing the length of hotel stays), the recruiting would have to change, using only interviewers and supervisors living in the Regions selected. Although this new scenario would complicate the recruitment process, primarily because of its partial repetition, it was still doable, as phase 1 of the evaluation called for the identification of a pool of 80 interviewers.

## Surveys of beneficiaries – sampling

**The size of the sample** was kept to 1297 individuals, pursuant to the TOR. The reasons for this choice are budgetary and quality concerns. First, the size of the sample was based on the budgetary credits allocated to the evaluation, after considering the cost of collecting the data on the statistical units. Second, the 1297 individuals selected respond to the need to obtain significant results for the main variables, which influences the inclusion of the beneficiaries (strata created), given the difficulties involved in collecting the statistical units and the problem of nonresponse, which is *de facto* relatively high for this type of study. The breakdown of the sample is presented in the following table, reproduced from the TOR:

Activity and subactivity	Number of strata	Number of beneficiaries	Sample size
Fez Medina	6	1000	100
Production support	18	2332	70
Promotion	36		100
Functional literacy activities	152	25000	500
In-house training (Intern Group 2012/13)	50	800	50
In-house training (Interns that dropped out)	50		50
Training through apprenticeship (First Group)	50	1500	50
Continuing education	50	15000	150
Increasing access to qualifications and competencies	12	7582	227
Total	424		1297

To better ensure achievement of the objectives and quality control of the survey results, the Consultant opted for **stratification of the target populations** to form homogeneous groups by variable in correlation with the variable of interest.

Effective stratification not only facilitates better representativeness of the population as a whole but improves the accuracy of the results for homogeneous groups. However, this method will not consist of a uniform comparison of the stratification variables, but will vary by level due to the very small size of the samples to be interviewed. Annex A contains the **definition of the sampling criteria (stratifications)**, which respect the choice of the 5 Regions for the interventions. These criteria represent a specification beyond the one contained in the initial proposal so as to better meet the evaluation objectives, adapt the study to the concentration of beneficiaries in the regions selected, and guarantee that the number of interviews conducted conforms to the TOR, while respecting the need to include the gender dimension in the evaluation.

It should be noted that the sampling was conducted under **less-than-optimal conditions**, due to problems connected with the nonreceipt or only partial receipt of the databases.

In preparing **the sample design**, contractual obligations were respected, as were the survey constraints, which consisted mainly of the means available and the delays incurred. The sampling technique chosen should minimize both bias and variance. Given the availability of a rich sampling base (exhaustivity and reliability) and evaluation context, the Consultant opted for **systematic sampling with equal probability within the strata constructed**. This type of sampling is very common, as it offers better-quality results and does not require any type of adjustment. With this



type of sampling, however, the sample is scattered over a wide geographical area. This has direct repercussions for the cost of data collection in the field. The beneficiaries will therefore be classified in a set order (according to the different modalities of the stratification variables), and the sample will be systematically selected with equal probability and the same interval between subjects.

**The starting unit is drawn by simple random sampling of** the names between 1 and the sampling interval. The units to interview are then automatically drawn using appropriate software, as described in the next section and Annex A.

## Surveys of beneficiaries – software

The interviewers will obtain the data through off-line interviews. The data will then be uploaded to the project database as soon as the interviewers have Internet access.

**Effective data processing software will be used** to permit consultation of the completed questionnaires and access the data required for the analysis. Within this context, the **CSPro** software package has been selected because it allows user to create, modify, and manage data entry, correct by editing lots, and prepare tables with a single integrated product. CSPro has a sophisticated programming language.

**CSPro applications** permit faster data entry and the development of effective procedures based on the inputs. Users can create rules and pathways that enable them to answer specific questions automatically based on the preceding responses and use the opening dashboard to quickly enter the data in a matrix similar to a spreadsheet.

The software allows users to create validation rules to ensure correct data entry through well-defined rules or error messages in the case of logical inconsistencies.

CSPro also enables users to set up a **data entry control module** to monitor proper entry of questionnaire data, automatically checking the consistency of the information inputted. For data entry or searching, the software has several screens that provide faithful representation of the information, displaying it as seen in the questionnaire. This module will be organized in menus to enable users to add, modify, or delete the data entered; register questionnaires, search for a questionnaire, etc. The automatic component for monitoring the consistency of the data entered will have an important place in this module. Two types of automatic monitoring will be used for the data entered:

- Automatic monitoring of a single datum
- Automatic monitoring of several data

This feature will **yield a coherent database** that will feed any other module created.

The software will also include a **module for adjusting the response rate** in order to identify which categories have a zero or low response rate, which could affect the quality of the results. The response rate below which the results are deemed not to be significant will be studied and established by the team statistician in close cooperation with the study's monitoring committee.

The Consultant will employ **two techniques for handling nonresponses to limit the bias** associated with nonresponse:

- Reweighting of respondents in the case of total nonresponse (no response to the survey): the weight of the sample of respondents is increased to compensate for the existence of nonresponse.
- Imputation of the missing values in the case of partial nonresponse (part of the questionnaire is incomplete): a “plausible” value will be substituted for missing responses.

After examining the quality of the information collected and calculating the response rate, **a list of tables will be prepared** and arranged to permit the exhaustive use of all information in the questionnaires and the calculation of all the established indicators. The output tables will be generated automatically (table-generation module) using **three types of tabulation**:

- Simple tables showing the distribution of variables by variable.
- Cross-tabulations showing the linked distributions
- Tables based on the variables designed

**The following data analysis methods will be used:**

- Impact analysis methods
- Quantitative and qualitative situation analysis techniques
- Before and after comparison testing
- Summary indicators
- Univariate, bivariate, and multivariate analyses

## **Matrices: Evaluation topics / tools / target groups**

As described in the proposal, the basis for developing the methodology was the preparation by each evaluator of a series of matrices on the evaluation topics /tools/ target groups (Section 2.3 of the proposal). In order to prevent any terminological ambiguity, the following convention was adopted:

- **Evaluation topic (ET)**: the questions formulated in the project’s Terms of Reference, to which the evaluation must respond
- **Evaluation questions (EQ)**: the questions formulated by the team through various tools

For each evaluation topic formulated in the TOR, the matrices identify the evaluation tools to employ and the target groups (in the case of several target groups—for example, beneficiaries/ service providers/ national authorities, etc.).

The “triangulation of findings” principle was applied insofar as possible, in order to approach the evaluation topics from different perspectives.

These matrices were then used in the preparation of the evaluation tools.

The following matrices appear as annexes to this document:

- Matrix: FLVT – Functional literacy activities (Annex B1)
- Matrix: FLVT – Vocational training (Annex B2)

## Surveys of beneficiaries – questions

Much of the work in the May 2013 workshop involved the design of the questions to include in the survey questionnaires.

All the methodological assumptions contained in the proposal are confirmed, namely:

- The interviews will be purely quantitative, as required in the TOR (pg. 35).
- Therefore, “pure” open questions will be avoided; instead, questions permitting unproblematic qualitative responses, multiple choice questions, dichotomous questions, closed multiple choice questions, or even open numerical questions have been used in the design of the survey questionnaires.
- Focused techniques make it possible to compile qualitative indicators and end up with quantitative elements. In light of this, some questions were formulated around the “agreement” and “disagreement” of the target groups. Such questions are based on the Likert “forced choice” scale—that is, using an even number of options from 1 to 6 to avoid having a middle response option. This situation — where a high frequency of interviewees choose the “neutral” option in the middle of a scale with an uneven number of possible responses—occurs rather often with sensitive questions and thus creates many problems for data preparation and interpretation. Having an even number of responses averts this problem by forcing interviewees to take a position, even with sensitive questions.
- To guarantee the internal consistency of the survey results, in all questions requiring a response based on a scale of 1 to 6 (Likert, or open numerical questions), the number 1 always represents the highest degree of satisfaction, while 6 always represents the highest degree of dissatisfaction.
- The interviewers will conduct the surveys face-to-face with the interviewees. The survey should take from 40 minutes to an hour, but this will vary with the complexity of the interventions evaluated. Each interviewer must be prepared to administer a maximum of 5 surveys per day. At day’s end, the interviewer should be in a position to transmit the surveys that he or she has administered and verified for final validation by the supervisor before their transmission to the central data processing center.

This work has yielded lists of questions to include in the survey questionnaires, attached as annexes to this report (the C annexes, where the **questions to include are found in the column “Evaluation questions”**). The next stage will be the statistician’s transposing of the survey questions to the selected software to permit their direct use by interviewers in the surveys.

The following specific cases should be noted:

- As amply described, the evaluation tools were designed under less-than-optimal conditions—that is, without having received several key documents on the interventions to be evaluated. Some of the questions included may therefore have to be reformulated (or integrated) after the missing documents are analyzed.
- The characteristics of the FLVT – Vocational training intervention are of a sort that requires three different surveys for the respective beneficiaries of the training through apprenticeship, in-house training, and continuing education.

The following matrices appear as annexes to this report:

- FLVT – Functional literacy activities survey (Annex C1)
- Matrices for three FLVT – Vocational training surveys (Annex C2)

## Focus Groups – discussion topics

The guidelines for the FG methodology as presented in the proposal are once again confirmed. However, some changes will be made to better meet the evaluation requirements:

- The methodological note proposed creating the FGs in a final step just before the session ended, when participants would be invited individually to make three recommendations for improving the FLVT interventions (*for example, “If FLVT activities continue, what three aspects would you like to see change?”*). An in-depth discussion with the local members of the team led the evaluators to decide that this technique could pose a problem because of the limited education of some of the participants or the fact that the technique could lead many of them to feel that they were being spied upon. And yet, the purpose of this technique was to give them an opportunity to provide input; this will be accomplished by including a final question in all focus groups to elicit recommendations from the participants without asking them to put them in writing. A “suggestion box” will also be placed on a table near the exit of the room where the FGs will be held to enable participants who wish to do so to leave their comments, while respecting their confidentiality concerns.
- The number of FGs was slightly more than the number in the proposal, and their location and participation were reviewed. The FG situation after the redefinition of the methodology is described in the D annexes and is now as follows:
  - FLVT – Functional literacy activities: 7 beneficiary FGs
    - 2 FGs - Artisanry (Fez, Marrakech)
    - 2 FGs - Fishing (Agadir, Larache)
    - 2 FGs - Farming (Larache, Marrakech)
    - 1 FG - PEAQC (Fez)
  - FLVT – Functional literacy activities: 1 FG – Literacy teachers (Agadir)
  - FLVT – Functional literacy activities: 1 FG - Operatives (Rabat)
  - FLVT – Vocational training:
    - 1 FG Directors of training centers – location to be determined
    - 4 FGs Trainers (one FG per profession) – location to be determined
    - 1 FG Continuing education facilitators - location to be determined

The annexes below present the discussion topics that will be addressed in the FGs. As indicated above, changes could be made in some of these FGs once the missing documentation on the situation is analyzed; this is particularly true for the FLVT – Vocational training FGs (hardly any information available).

- FG discussion topics - FLVT – Functional literacy activities (Annex D1)
- FG discussion topics - FLVT – Vocational training (Annex D2)

## Semistructured interviews – interview guides

As specified in the proposal, the evaluation interviews will be semistructured and administered by the expert evaluators (and not, therefore, by the interviewers or supervisors). The semistructured interviews will allow the evaluators to follow an interview guide, while giving them an opportunity to personalize the interview (adding questions, reformulating and/or omitting some questions). This will enable them to take better advantage of the opportunity for contact with the interviewees and tailor the interview content to the interviewees' knowledge and experience with their own projects. The structure of the interview guides prepared during the design of the tools should therefore be considered both flexible and open. It remains to point out that several discussion items were designed to cover a number of evaluation criteria simultaneously.

The E annexes contain the interview charts. The following case should be noted:

- FLVT – Vocational training: the charts could not be created due to the dearth of available information.

The following charts appear as annexes to the report:

- FLVT Interviews– Functional literacy activities/ Beneficiaries (Annex E1)
- FLVT Interviews – Functional literacy activities/ Service providers (trainers, training companies, training institutes, NGOs) (Annex E2)
- FLVT Interviews pending – Vocational training (Annex E3)

## Case study – Functional literacy and Continuing Education Activities

The case studies in the evaluation of the FLVT subactivities Functional Literacy and Continuing Education were handled as described in the proposal.

*“The case studies will be structured as a final phase of the interviews conducted by the subject specialist/evaluator in charge [note: of the selected beneficiaries of the interventions], with technical support from an interviewer. During these interviews, the interviewee will be encouraged to participate in a ‘narrative session.’”*

During these “narrative sessions” the evaluator will attempt to reconstruct the impact of two subactivities on the lives of the interviewees—and this, at three levels:

- In working life
- In family life
- In social life/relationships.

In particular, the interviewee will be led to describe the changes (if any) that he/she experienced after participating in the Training/Literacy programs. This technique should reveal the most significant changes in each person.

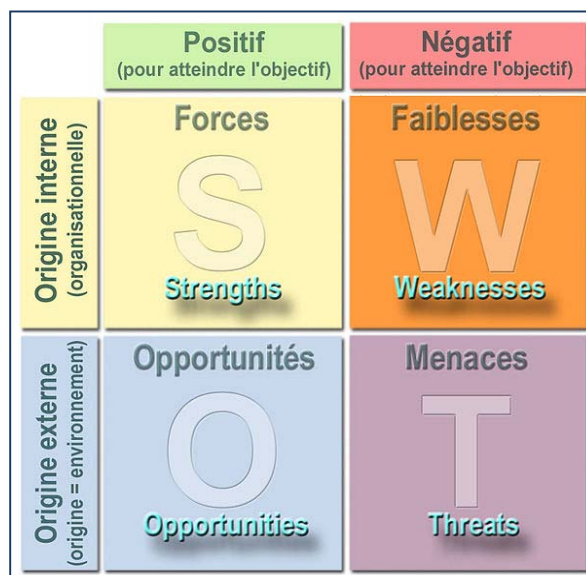
Each of the roughly 30-minute narrative sessions will be proposed to a subsample representing 10% of the interviews to be conducted for the two subactivities, (50 beneficiaries of the functional literacy and 15 of the continuing education activities, respectively). When selecting the participants for this technique, only two criteria for each subactivity will be considered: the regional and gender

dimensions. These criteria can be adapted as needed to the availability of the individuals chosen to participate in the narrative sessions.

## Case studies – PEAQC

As indicated in the proposal, this activity is not required in the TOR but could significantly enrich the evaluation. The advantage of this series of *a posteriori* case studies lies in the insight it provides into the strengths and weaknesses of the intervention methodology for each of the 10 innovative projects mentioned in Annex 7 of the TOR (pg. 69). The case studies will be conducted through group interviews of the heads of the 10 projects; the findings will then be compared with those from the interviews of the activities' beneficiaries. This qualitative *a posteriori* analysis will help the evaluators understand the reasons for success or common problems and highlight areas of excellence in the innovative projects supported by the program.

Reducing the geographic scope of the FLVT analysis will have an impact on the number of innovative projects analyzed in the case studies, as only those implemented in the 5 regions targeted (Marrakech, Souss, Fez, Tangier, Rabat) will be considered for inclusion in this activity. The list of PEAQC projects sent to the team shows that 9 the 10 training companies/ NGOs that implemented these innovative projects have at least one office in one of the 5 regions. The objective will be to conduct a case study of at least five of these projects. To meet this objective, the 9 training companies/ NGOs with an office in the 5 regions will be invited to participate in the case studies. All managers of innovative projects who respond affirmatively will be included.



The case study participants will be guided in the analysis of their project using the SWOT (Strengths, Weaknesses, Opportunities, Strengths) technique (see figure to the left showing the respective terminology of this technique and representing the analysis matrix).

Borrowed from the field of marketing and business planning, SWOT analysis is also used extensively in evaluation and is designed to identify strengths, weaknesses, opportunities, and threats in connection with the phenomenon evaluated (project, program, policy).

While the strengths and weaknesses analysis will focus on internal aspects of the project (its design, implementation, methods, user selection and participation, localization, logistics, training, practical aspects, etc.), the opportunities and threats analysis will revolve around external aspects that have played a role in the project's success, or rather, lack thereof, (competition with other similar initiatives, external barriers, reputation of the project manager, relations with local or regional authorities, work opportunities in the targeted sectors, etc.).

## Logistics – letters of introduction

To ensure smooth implementation of the evaluation and prevent potential problems at meetings with people targeted by the evaluation activities, APP was requested to write a **letter of introduction for each member of the team** to explain the purpose of the evaluation, introduce the members of the validated team, and thank evaluation's target groups for their active collaboration while reassuring them of the confidentiality of the opinions expressed.



## Evaluation risk analysis

The risk analysis shows that this evaluation could be threatened by two types of risk:

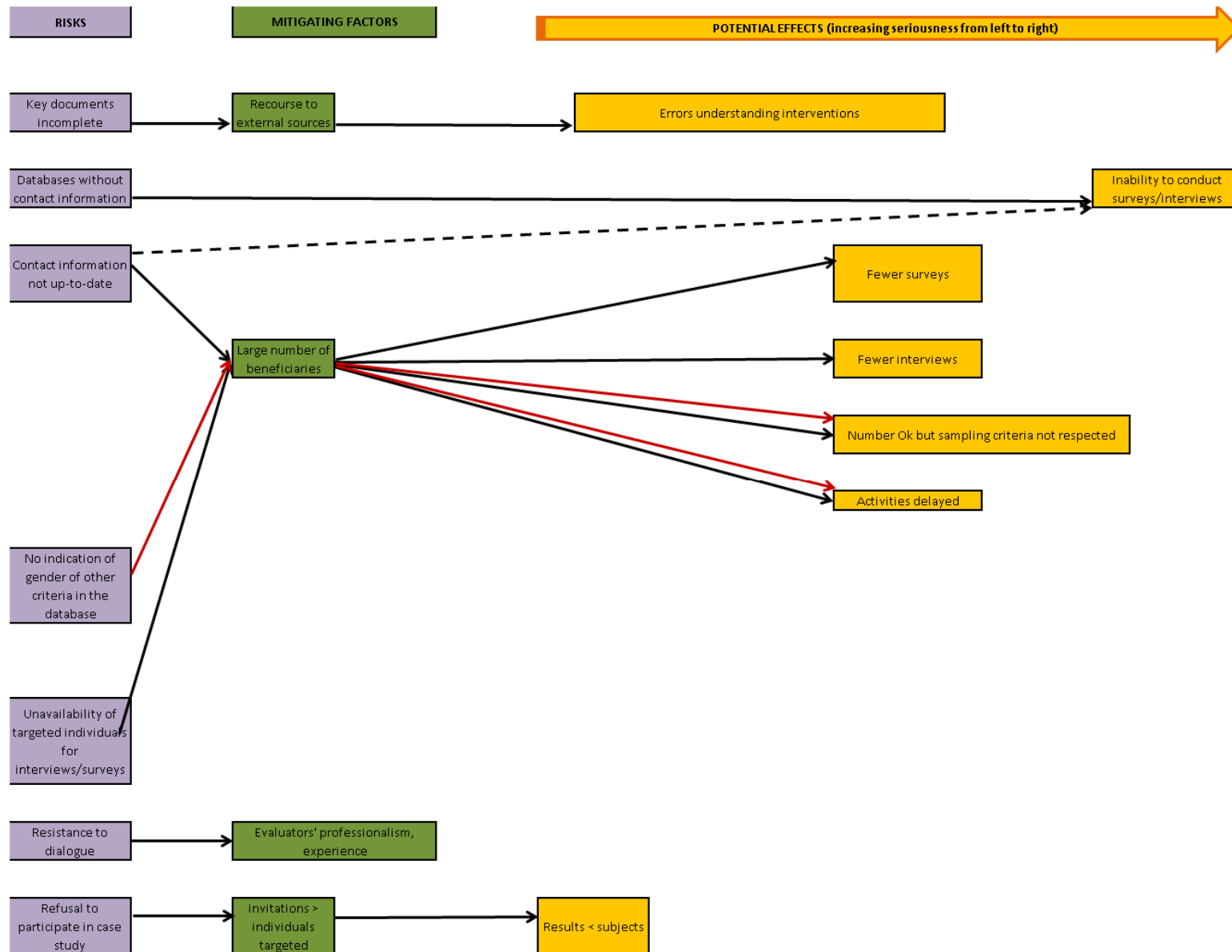
- Risks that can be mitigated by the team;
- Risks that cannot be mitigated by the team; (risks that, should they materialize, will have an impact on the validity of the evaluation itself.

The next figure shows the analysis of the evaluation risk factors, which are discussed in the table below:

Risk factors	Mitigation	Potential effects
Incomplete set of key documents: the team either did not receive all the documents necessary for the evaluation or the interventions were improperly documented	Recourse to complementary and additional sources (project partners, stakeholders)	This could lead to errors in understanding the interventions or methods, which could affect the quality of the reports. The seriousness of this problem may vary from case to case
Certain intervention databases lack contact information for the beneficiaries of the interventions (address, phone)	<i>No mitigation by the team is possible</i>	The fieldwork to evaluate these interventions (surveys, interviews, focus groups) cannot be conducted. This would have a very serious impact.
The contact information in some of the databases is not up to date.	The large number of beneficiaries should make it possible to substitute the selected individuals with others; however, this depends on the quality and completeness of the databases.	If substitution is impossible, the fieldwork to evaluate these interventions (surveys, interviews, focus groups) cannot be conducted. This would have a very serious impact. If substitution is possible, it could have four moderate-to-serious effects: <ol style="list-style-type: none"> <li>1. The anticipated number of surveys cannot be conducted;</li> <li>2. The anticipated number of interviews cannot be conducted;</li> <li>3. The anticipated number of surveys and interviews can be respected more or less, but the sampling criteria (gender, region, activities, etc.) may not be;</li> <li>4. Delays in the activities and deliverables are very likely.</li> </ol>
For certain beneficiaries, the databases lack information needed for sampling (gender, region, activities, etc.).	The large number of beneficiaries should permit the sampling of other individuals whose information is in the database; however, this again depends on the quality of the databases.	If the quality of the database permits the sampling of other individuals whose information is there, the problem could be solved. If, on the other hand, the problem of missing sampling information is found throughout the database, it would have major repercussions for the analysis, which would be random and unable to consider the established sampling criteria. There will be a high probability of delays in activities and deliverables.
Unavailability of the persons targeted for the interviews and surveys	The large number of intervention beneficiaries should make it possible to substitute the selected	This problem is foreseeable, but it is reasonable to assume that it falls within the norm of all evaluation activities; in effect, no



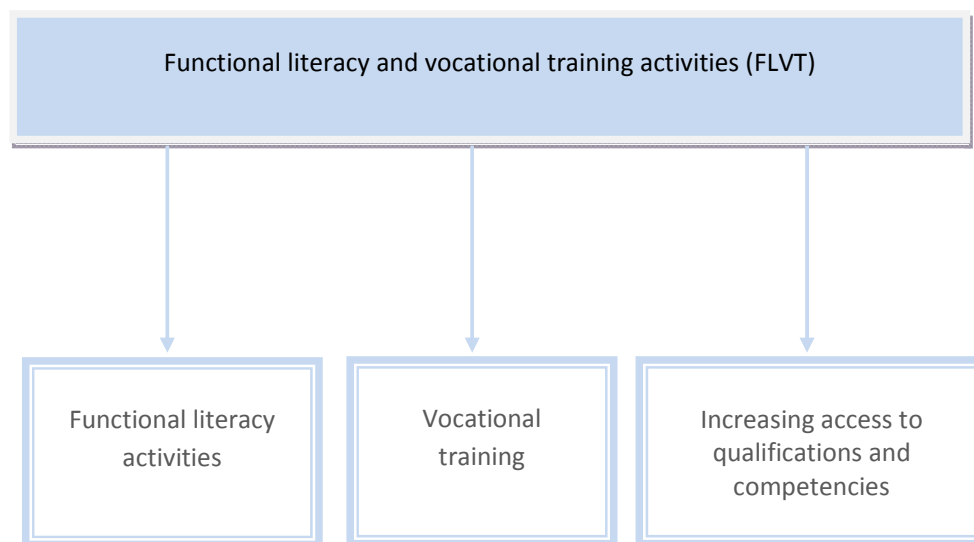
Risk factors	Mitigation	Potential effects
	individuals with others; however, this depends on the quality of the databases.	<p>major impact is anticipated.</p> <p>If, on the other hand, the phenomenon is widespread (a sufficiently large number refuse to participate) and/or the quality of the population in the database does not allow substitution with people who have the same characteristics, the following problems could arise:</p> <ol style="list-style-type: none"> <li>1. The anticipated number of surveys cannot be conducted;</li> <li>2. The anticipated number of interviews cannot be conducted;</li> <li>3. The anticipated number of surveys and interviews can be respected more or less, but the sampling criteria (gender, region, activities, etc.) may not be;</li> <li>4. There will be a high probability of delays in activities and deliverables.</li> </ol>
The persons targeted agree to be interviewed or participate in the survey but are unwilling to engage in a dialogue.	The professionalism and extensive experience of the evaluators, combined with the presence of a large number of Moroccan experts, should keep the impact of this problem to a minimum.	<i>No significant negative effects anticipated.</i>
Certain PEAQC project managers refuse to participate in the case studies	To prevent this problem, a large number of PEAQC managers were invited	The numerical objective may not be met, but this likelihood is minimal.

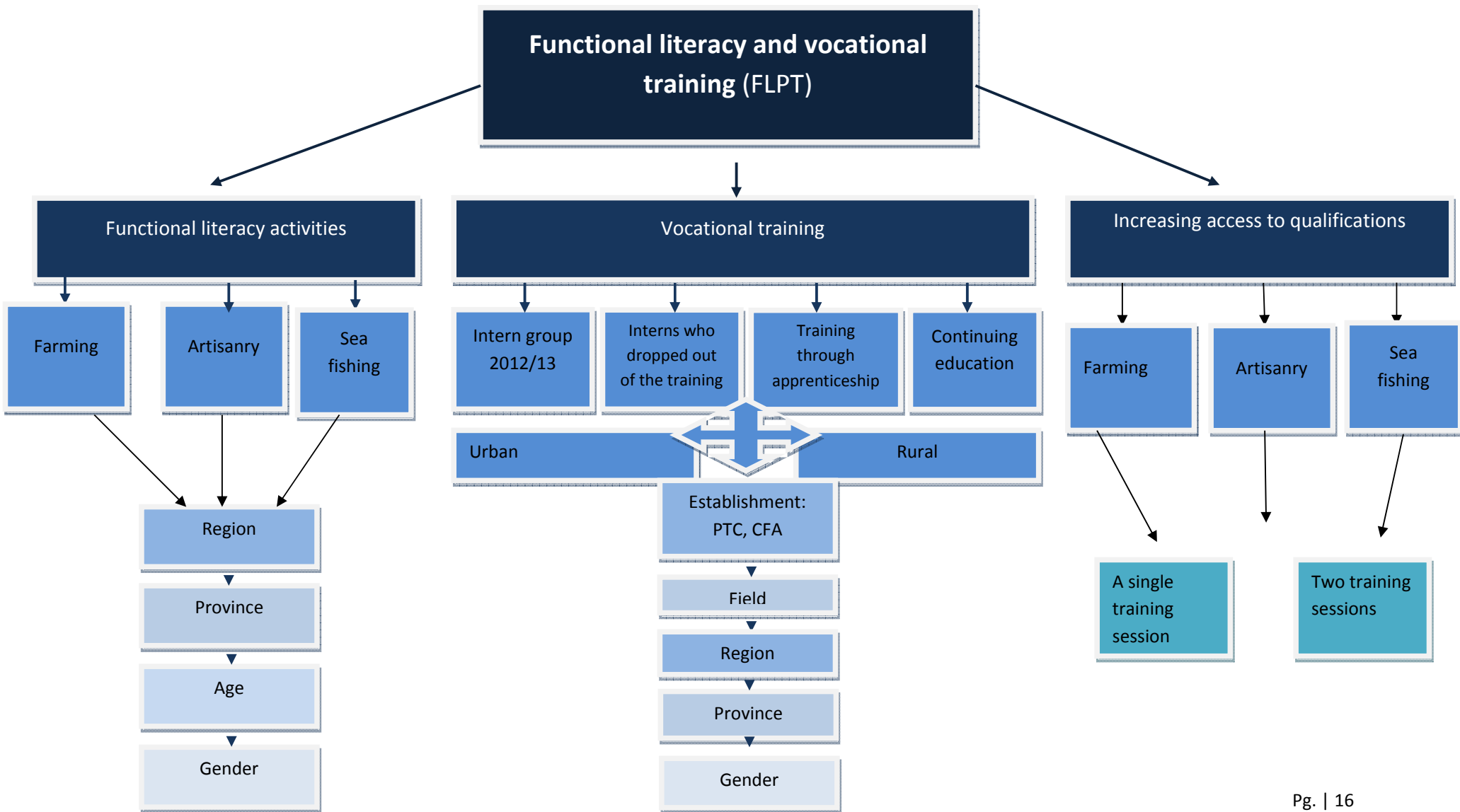


## ANNEX A

### STRATIFICATION CRITERIA - SURVEYS

#### Stratification scheme for the sample





a- Functional literacy activities:

Functional literacy activities	Class 2	Farming	MARRAKECH TENSIFT ALHAOUZ	MARRAKECH	Male	under 24	stratum 61	4
Functional literacy activities	Class 2	Farming	MARRAKECH TENSIFT ALHAOUZ	MARRAKECH	Female	under 24	stratum 62	4
Functional literacy activities	Class 2	Farming	MARRAKECH TENSIFT ALHAOUZ	MARRAKECH	Male	over 24	stratum 63	4
Functional literacy activities	Class 2	Farming	MARRAKECH TENSIFT ALHAOUZ	MARRAKECH	Female	over 24	stratum 64	4
Functional literacy activities	Class 2	Sea fishing	MARRAKECH TENSIFT ALHAOUZ	ESSAOUIRA	Male	under 24	stratum 65	6
Functional literacy activities	Class 2	Sea fishing	MARRAKECH TENSIFT ALHAOUZ	ESSAOUIRA	Female	over 24	stratum 66	6
Functional literacy activities	Class 2	Sea fishing	MARRAKECH TENSIFT ALHAOUZ	ESSAOUIRA	Male	under 24	stratum 67	6
Functional literacy activities	Class 2	Sea fishing	MARRAKECH TENSIFT ALHAOUZ	ESSAOUIRA	Female	over 24	stratum 68	6
Functional literacy activities	Class 2	Artisanry	MARRAKECH TENSIFT ALHAOUZ	KELAA SRAGHNA	Male	under 24	stratum 69	5
Functional literacy activities	Class 2	Artisanry	MARRAKECH TENSIFT ALHAOUZ	KELAA SRAGHNA	Female	over 24	stratum 70	5
Functional literacy activities	Class 2	Artisanry	MARRAKECH TENSIFT ALHAOUZ	KELAA SRAGHNA	Male	under 24	stratum 71	5
Functional literacy activities	Class 2	Artisanry	MARRAKECH TENSIFT ALHAOUZ	KELAA SRAGHNA	Female	over 24	stratum 72	5
Functional literacy activities	Class 2	Artisanry	SOUSS MASSA DRAA	OUARZAZATE	Male	under 24	stratum 73	5
Functional literacy activities	Class 2	Artisanry	SOUSS MASSA DRAA	OUARZAZATE	Female	under 24	stratum 74	5
Functional literacy activities	Class 2	Artisanry	SOUSS MASSA DRAA	OUARZAZATE	Male	over 24	stratum 75	5
Functional literacy activities	Class 2	Artisanry	SOUSS MASSA DRAA	OUARZAZATE	Female	over 24	stratum 76	5
Functional literacy activities	Class 2	Artisanry	SOUSS MASSA DRAA	TAROUDANT	Male	under 24	stratum 77	5
Functional literacy activities	Class 2	Artisanry	SOUSS MASSA DRAA	TAROUDANT	Female	under 24	stratum 78	5

<b>activities</b>								
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	SOUSS MASSA DRAA	TAROUDANT	Male	over 24	<b>stratum 79</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	SOUSS MASSA DRAA	TAROUDANT	Female	over 24	<b>stratum 80</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	SOUSS MASSA DRAA	TIZNIT	Male	under 24	<b>stratum 81</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	SOUSS MASSA DRAA	TIZNIT	Female	under 24	<b>stratum 82</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	SOUSS MASSA DRAA	TIZNIT	Male	over 24	<b>stratum 83</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	SOUSS MASSA DRAA	TIZNIT	Female	over 24	<b>stratum 84</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Sea fishing	SOUSS MASSA DRAA	AGADIR	Male	under 24	<b>stratum 85</b>	6
<b>Functional literacy activities</b>	<b>Class 2</b>	Sea fishing	SOUSS MASSA DRAA	AGADIR	Female	over 24	<b>stratum 86</b>	6
<b>Functional literacy activities</b>	<b>Class 2</b>	Sea fishing	SOUSS MASSA DRAA	AGADIR	Male	under 24	<b>stratum 87</b>	6
<b>Functional literacy activities</b>	<b>Class 2</b>	Sea fishing	SOUSS MASSA DRAA	AGADIR	Female	over 24	<b>stratum 88</b>	6
<b>Functional literacy activities</b>	<b>Class 2</b>	Farming	TANGIER TETOUAN	CHEFCHAOUEN	Male	under 24	<b>stratum 89</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Farming	TANGIER TETOUAN	CHEFCHAOUEN	Female	under 24	<b>stratum 90</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Farming	TANGIER TETOUAN	CHEFCHAOUEN	Male	over 24	<b>stratum 91</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Farming	TANGIER TETOUAN	CHEFCHAOUEN	Female	over 24	<b>stratum 92</b>	5
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	TANGIER TETOUAN	KSAR EL KEBIR	Male	under 24	<b>stratum 93</b>	6
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	TANGIER TETOUAN	KSAR EL KEBIR	Female	under 24	<b>stratum 94</b>	6
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	TANGIER TETOUAN	KSAR EL KEBIR	Male	over 24	<b>stratum 95</b>	6
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	TANGIER TETOUAN	KSAR EL KEBIR	Female	over 24	<b>stratum 96</b>	6
<b>Functional literacy activities</b>	<b>Class 2</b>	Artisanry	TANGIER TETOUAN	TANGIER	Male	under 24	<b>stratum 97</b>	6

Functional literacy activities	Class 2	Artisanry	TANGIER TETOUAN	TANGIER	Female	under 24	stratum 98	6
Functional literacy activities	Class 2	Artisanry	TANGIER TETOUAN	TANGIER	Male	over 24	stratum 99	6
Functional literacy activities	Class 2	Artisanry	TANGIER TETOUAN	TANGIER	Female	over 24	stratum 100	6
Functional literacy activities	Class 2	Farming	TANGIER TETOUAN	OUAZZANE	Male	under 24	stratum 101	4
Functional literacy activities	Class 2	Farming	TANGIER TETOUAN	OUAZZANE	Female	under 24	stratum 102	4
Functional literacy activities	Class 2	Farming	TANGIER TETOUAN	OUAZZANE	Male	over 24	stratum 103	4
Functional literacy activities	Class 2	Farming	TANGIER TETOUAN	OUAZZANE	Female	over 24	stratum 104	4
Functional literacy activities	Class 2	Farming	TANGIER TETOUAN	TETOUAN	Male	under 24	stratum 105	4
Functional literacy activities	Class 2	Farming	TANGIER TETOUAN	TETOUAN	Female	under 24	stratum 106	4
Functional literacy activities	Class 2	Farming	TANGIER TETOUAN	TETOUAN	Male	over 24	stratum 107	4
Functional literacy activities	Class 2	Farming	TANGIER TETOUAN	TETOUAN	Female	over 24	stratum 108	4
Functional literacy activities	Class 2	Sea fishing	TANGIER TETOUAN	LARACHE	Male	under 24	stratum 109	5
Functional literacy activities	Class 2	Sea fishing	TANGIER TETOUAN	LARACHE	Female	over 24	stratum 110	5
Functional literacy activities	Class 2	Sea fishing	TANGIER TETOUAN	LARACHE	Male	under 24	stratum 111	5
Functional literacy activities	Class 2	Sea fishing	TANGIER TETOUAN	LARACHE	Female	over 24	stratum 112	5
Functional literacy activities	Class 2	Farming	FES BOULEMANE	FEZ	Male	under 24	stratum 113	5
Functional literacy activities	Class 2	Farming	FES BOULEMANE	FEZ	Female	over 24	stratum 114	5
Functional literacy activities	Class 2	Farming	FES BOULEMANE	FEZ	Male	under 24	stratum 115	5
Functional literacy activities	Class 2	Farming	FES BOULEMANE	FEZ	Female	over 24	stratum 116	5
Functional literacy activities	Class 2	Artisanry	FES BOULEMANE	FEZ	Male	under 24	stratum 117	6

Functional literacy activities	Class 2	Artisanry	FES BOULEMANE	FEZ	Female	over 24	stratum 118	6
Functional literacy activities	Class 2	Artisanry	FES BOULEMANE	FEZ	Male	under 24	stratum 119	6
Functional literacy activities	Class 2	Artisanry	FES BOULEMANE	FEZ	Female	over 24	stratum 120	6
Functional literacy activities	Class 2	Artisanry	RABAT SALE ZEMMOUR ZAER	RABAT	Male	under 24	stratum 121	6
Functional literacy activities	Class 2	Artisanry	RABAT SALE ZEMMOUR ZAER	RABAT	Female	over 24	stratum 122	6
Functional literacy activities	Class 2	Artisanry	RABAT SALE ZEMMOUR ZAER	RABAT	Male	under 24	stratum 123	6
Functional literacy activities	Class 2	Artisanry	RABAT SALE ZEMMOUR ZAER	RABAT	Female	over 24	stratum 124	6
Functional literacy activities	Class 2	Sea fishing	RABAT SALE ZEMMOUR ZAER	RABAT	Male	under 24	stratum 125	5
Functional literacy activities	Class 2	Sea fishing	RABAT SALE ZEMMOUR ZAER	RABAT	Female	over 24	stratum 126	5
Functional literacy activities	Class 2	Sea fishing	RABAT SALE ZEMMOUR ZAER	RABAT	Male	under 24	stratum 127	5
Functional literacy activities	Class 2	Sea fishing	RABAT SALE ZEMMOUR ZAER	RABAT	Female	over 24	stratum 128	5
Functional literacy activities	Class 2	Artisanry	RABAT SALE ZEMMOUR ZAER	SALE	Male	under 24	stratum 129	6
Functional literacy activities	Class 2	Artisanry	RABAT SALE ZEMMOUR ZAER	SALE	Female	over 24	stratum 130	6
Functional literacy activities	Class 2	Artisanry	RABAT SALE ZEMMOUR ZAER	SALE	Male	under 24	stratum 131	6
Functional literacy activities	Class 2	Artisanry	RABAT SALE ZEMMOUR ZAER	SALE	Female	over 24	stratum 132	6
Functional literacy activities	Class 2	Sea fishing	RABAT SALE ZEMMOUR ZAER	SALE	Male	under 24	stratum 133	6
Functional literacy activities	Class 2	Sea fishing	RABAT SALE ZEMMOUR ZAER	SALE	Female	over 24	stratum 134	6
Functional literacy activities	Class 2	Sea fishing	RABAT SALE ZEMMOUR ZAER	SALE	Male	under 24	stratum 135	6
Functional literacy activities	Class 2	Sea fishing	RABAT SALE ZEMMOUR ZAER	SALE	Female	over 24	stratum 136	6
Functional literacy activities	Class 3	Farming	MARRAKECH TENSIFT ALHAOUZ	MARRAKECH	Male	under 24	stratum 137	1



Functional literacy activities	Class 3	Farming	MARRAKECH TENSIFT ALHAOUZ	MARRAKECH	Female	under 24	stratum 138	1
Functional literacy activities	Class 3	Farming	MARRAKECH TENSIFT ALHAOUZ	MARRAKECH	Male	over 24	stratum 139	1
Functional literacy activities	Class 3	Farming	MARRAKECH TENSIFT ALHAOUZ	MARRAKECH	Female	over 24	stratum 140	1
Functional literacy activities	Class 3	Sea fishing	MARRAKECH TENSIFT ALHAOUZ	ESSAOUIRA	Male	under 24	stratum 141	1
Functional literacy activities	Class 3	Sea fishing	MARRAKECH TENSIFT ALHAOUZ	ESSAOUIRA	Female	over 24	stratum 142	2
Functional literacy activities	Class 3	Sea fishing	MARRAKECH TENSIFT ALHAOUZ	ESSAOUIRA	Male	under 24	stratum 143	1
Functional literacy activities	Class 3	Sea fishing	MARRAKECH TENSIFT ALHAOUZ	ESSAOUIRA	Female	over 24	stratum 144	1
Functional literacy activities	Class 3	Artisanry	MARRAKECH TENSIFT ALHAOUZ	KELAA SRAGHNA	Male	under 24	stratum 145	1
Functional literacy activities	Class 3	Artisanry	MARRAKECH TENSIFT ALHAOUZ	KELAA SRAGHNA	Female	over 24	stratum 146	1
Functional literacy activities	Class 3	Artisanry	MARRAKECH TENSIFT ALHAOUZ	KELAA SRAGHNA	Male	under 24	stratum 147	1
Functional literacy activities	Class 3	Artisanry	MARRAKECH TENSIFT ALHAOUZ	KELAA SRAGHNA	Female	over 24	stratum 148	1
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	OUARZAZATE	Male	under 24	stratum 149	2
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	OUARZAZATE	Female	under 24	stratum 150	1
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	OUARZAZATE	Male	over 24	stratum 151	1
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	OUARZAZATE	Female	over 24	stratum 152	1
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	TAROUDANT	Male	under 24	stratum 153	1
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	TAROUDANT	Female	under 24	stratum 154	2
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	TAROUDANT	Male	over 24	stratum 155	1
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	TAROUDANT	Female	over 24	stratum 156	1
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	TIZNIT	Male	under 24	stratum 157	1

Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	TIZNIT	Female	under 24	stratum 158	1
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	TIZNIT	Male	over 24	stratum 159	2
Functional literacy activities	Class 3	Artisanry	SOUSS MASSA DRAA	TIZNIT	Female	over 24	stratum 160	1
Functional literacy activities	Class 3	Sea fishing	SOUSS MASSA DRAA	AGADIR	Male	under 24	stratum 161	1
Functional literacy activities	Class 3	Sea fishing	SOUSS MASSA DRAA	AGADIR	Female	over 24	stratum 162	1
Functional literacy activities	Class 3	Sea fishing	SOUSS MASSA DRAA	AGADIR	Male	under 24	stratum 163	1
Functional literacy activities	Class 3	Sea fishing	SOUSS MASSA DRAA	AGADIR	Female	over 24	stratum 164	2
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	CHEFCHAOUEN	Male	under 24	stratum 165	1
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	CHEFCHAOUEN	Female	under 24	stratum 166	1
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	CHEFCHAOUEN	Male	over 24	stratum 167	1
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	CHEFCHAOUEN	Female	over 24	stratum 168	1
Functional literacy activities	Class 3	Artisanry	TANGIER TETOUAN	KSAR EL KEBIR	Male	under 24	stratum 169	2
Functional literacy activities	Class 3	Artisanry	TANGIER TETOUAN	KSAR EL KEBIR	Female	under 24	stratum 170	1
Functional literacy activities	Class 3	Artisanry	TANGIER TETOUAN	KSAR EL KEBIR	Male	over 24	stratum 171	1
Functional literacy activities	Class 3	Artisanry	TANGIER TETOUAN	KSAR EL KEBIR	Female	over 24	stratum 172	2
Functional literacy activities	Class 3	Artisanry	TANGIER TETOUAN	TANGIER	Male	under 24	stratum 173	2
Functional literacy activities	Class 3	Artisanry	TANGIER TETOUAN	TANGIER	Female	under 24	stratum 174	1
Functional literacy activities	Class 3	Artisanry	TANGIER TETOUAN	TANGIER	Male	over 24	stratum 175	1
Functional literacy activities	Class 3	Artisanry	TANGIER TETOUAN	TANGIER	Female	over 24	stratum 176	2
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	OUAZZANE	Male	under 24	stratum 177	2

Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	OUAZZANE	Female	under 24	stratum 178	2
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	OUAZZANE	Male	over 24	stratum 179	1
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	OUAZZANE	Female	over 24	stratum 180	1
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	TETOUAN	Male	under 24	stratum 181	1
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	TETOUAN	Female	under 24	stratum 182	2
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	TETOUAN	Male	over 24	stratum 183	2
Functional literacy activities	Class 3	Farming	TANGIER TETOUAN	TETOUAN	Female	over 24	stratum 184	2
Functional literacy activities	Class 3	Sea fishing	TANGIER TETOUAN	LARACHE	Male	under 24	stratum 185	2
Functional literacy activities	Class 3	Sea fishing	TANGIER TETOUAN	LARACHE	Female	over 24	stratum 186	2
Functional literacy activities	Class 3	Sea fishing	TANGIER TETOUAN	LARACHE	Male	under 24	stratum 187	2
Functional literacy activities	Class 3	Sea fishing	TANGIER TETOUAN	LARACHE	Female	over 24	stratum 188	2
Functional literacy activities	Class 3	Farming	FES BOULEMANE	FEZ	Male	under 24	stratum 189	2
Functional literacy activities	Class 3	Farming	FES BOULEMANE	FEZ	Female	over 24	stratum 190	2
Functional literacy activities	Class 3	Farming	FES BOULEMANE	FEZ	Male	under 24	stratum 191	2
Functional literacy activities	Class 3	Farming	FES BOULEMANE	FEZ	Female	over 24	stratum 192	1
Functional literacy activities	Class 3	Artisanry	FES BOULEMANE	FEZ	Male	under 24	stratum 193	1
Functional literacy activities	Class 3	Artisanry	FES BOULEMANE	FEZ	Female	over 24	stratum 194	1
Functional literacy activities	Class 3	Artisanry	FES BOULEMANE	FEZ	Male	under 24	stratum 195	1
Functional literacy activities	Class 3	Artisanry	FES BOULEMANE	FEZ	Female	over 24	stratum 196	1
Functional literacy activities	Class 3	Artisanry	RABAT SALE ZEMMOUR ZAER	RABAT	Male	under 24	stratum 197	1

Functional literacy activities	Class 3	Artisanry	RABAT SALE ZEMMOUR ZAER	RABAT	Female	over 24	stratum 198	1
Functional literacy activities	Class 3	Artisanry	RABAT SALE ZEMMOUR ZAER	RABAT	Male	under 24	stratum 199	1
Functional literacy activities	Class 3	Artisanry	RABAT SALE ZEMMOUR ZAER	RABAT	Female	over 24	stratum 200	1
Functional literacy activities	Class 3	Sea fishing	RABAT SALE ZEMMOUR ZAER	RABAT	Male	under 24	stratum 201	1
Functional literacy activities	Class 3	Sea fishing	RABAT SALE ZEMMOUR ZAER	RABAT	Female	over 24	stratum 202	1
Functional literacy activities	Class 3	Sea fishing	RABAT SALE ZEMMOUR ZAER	RABAT	Male	under 24	stratum 203	2
Functional literacy activities	Class 3	Sea fishing	RABAT SALE ZEMMOUR ZAER	RABAT	Female	over 24	stratum 204	1
Functional literacy activities	Class 3	Artisanry	RABAT SALE ZEMMOUR ZAER	SALE	Male	under 24	stratum 205	1
Functional literacy activities	Class 3	Artisanry	RABAT SALE ZEMMOUR ZAER	SALE	Female	over 24	stratum 206	1
Functional literacy activities	Class 3	Artisanry	RABAT SALE ZEMMOUR ZAER	SALE	Male	under 24	stratum 207	1
Functional literacy activities	Class 3	Artisanry	RABAT SALE ZEMMOUR ZAER	SALE	Female	over 24	stratum 208	1
Functional literacy activities	Class 3	Sea fishing	RABAT SALE ZEMMOUR ZAER	SALE	Male	under 24	stratum 209	2
Functional literacy activities	Class 3	Sea fishing	RABAT SALE ZEMMOUR ZAER	SALE	Female	over 24	stratum 210	2
Functional literacy activities	Class 3	Sea fishing	RABAT SALE ZEMMOUR ZAER	SALE	Male	under 24	stratum 211	1
Functional literacy activities	Class 3	Sea fishing	RABAT SALE ZEMMOUR ZAER	SALE	Female	over 24	stratum 212	1

b- In-house training (Intern Group2012/13):

Vocational training	In-house training (Intern Class 2012/13)	IAT Fez	Leatherworking	Male	stratum213	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Fez	Carpentry	Male	stratum214	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Fez	Pottery	Male	stratum215	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Fez	Weaving	Male	stratum216	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Fez	Leatherworking	Female	stratum217	1

Vocational training	In-house training (Intern Class 2012/13)	IAT Fez	Carpentry	Female	<b>stratum218</b>	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Fez	Pottery	Female	<b>stratum219</b>	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Fez	Weaving	Female	<b>stratum220</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Sefrou	Weaving	Male	<b>stratum221</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Sefrou	Weaving	Female	<b>stratum222</b>	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Marrakech	Ironworking	Male	<b>stratum223</b>	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Marrakech	Leatherworking	Male	<b>stratum224</b>	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Marrakech	Carpentry	Male	<b>stratum225</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Sefrou	Weaving	Female	<b>stratum226</b>	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Marrakech	Ironworking	Female	<b>stratum227</b>	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Marrakech	Leatherworking	Female	<b>stratum228</b>	1
Vocational training	In-house training (Intern Class 2012/13)	IAT Marrakech	Carpentry	Female	<b>stratum229</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Tangier	Leatherworking	Male	<b>stratum230</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Tangier	Carpentry	Male	<b>stratum231</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Tangier	Leatherworking	Female	<b>stratum232</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Tangier	Carpentry	Female	<b>stratum233</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Agadir	Leatherworking	Male	<b>stratum234</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Agadir	Leatherworking	Male	<b>stratum235</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Agadir	Leatherworking	Female	<b>stratum 236</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Agadir	Leatherworking	Female	<b>stratum 237</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Inezgane	Ironworking	Male	<b>stratum 238</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Inezgane	Carpentry	Male	<b>stratum 239</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Inezgane	Ironworking	Female	<b>stratum 240</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Inezgane	Carpentry	Female	<b>stratum 241</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ben Guérir	Ironworking	Male	<b>stratum 242</b>	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ben Guérir	Carpentry	Male	<b>stratum</b>	1

					243	
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ben Guérir	Ironworking	Female	stratum 244	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ben Guérir	Carpentry	Female	stratum 245	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Tiflet	Ironworking	Male	stratum 246	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Tiflet	Carpentry	Male	stratum 247	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Tiflet	Ironworking	Female	stratum 248	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Tiflet	Carpentry	Female	stratum 249	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ait Faska	Leatherworking	Male	stratum 250	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ait Faska	Carpentry	Male	stratum 251	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ait Faska	Pottery	Male	stratum 252	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ait Faska	Weaving	Male	stratum 253	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ait Faska	Leatherworking	Female	stratum 254	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ait Faska	Carpentry	Female	stratum 255	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ait Faska	Pottery	Female	stratum 256	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Ait Faska	Weaving	Female	stratum 257	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Takaddoum & Oudayas	Leatherworking	Male	stratum 258	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Takaddoum & Oudayas	Carpentry	Male	stratum 259	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Takaddoum & Oudayas	Pottery	Male	stratum 260	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Takaddoum & Oudayas	Weaving	Male	stratum 261	1
Vocational training	In-house training (Intern Class 2012/13)	CQPAT Takaddoum & Oudayas	Leatherworking	Female	stratum 262	1

c- In-house training (Interns who dropped out):

Vocational training	In-house training (Interns who dropped out)	IAT Fez	Leatherworking	Male	<b>stratum 263</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Fez	Carpentry	Male	<b>stratum 264</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Fez	Pottery	Male	<b>stratum 265</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Fez	Weaving	Male	<b>stratum 266</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Fez	Leatherworking	Female	<b>stratum 267</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Fez	Carpentry	Female	<b>stratum 268</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Fez	Pottery	Female	<b>stratum 269</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Fez	Weaving	Female	<b>stratum 270</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Sefrou	Weaving	Male	<b>stratum 271</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Sefrou	Weaving	Female	<b>stratum 272</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Marrakech	Ironworking	Male	<b>stratum 273</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Marrakech	Leatherworking	Male	<b>stratum 274</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Marrakech	Carpentry	Male	<b>stratum 275</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Sefrou	Weaving	Female	<b>stratum 276</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Marrakech	Ironworking	Female	<b>stratum 277</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Marrakech	Leatherworking	Female	<b>stratum 278</b>	1
Vocational training	In-house training (Interns who dropped out)	IAT Marrakech	Carpentry	Female	<b>stratum 279</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Tangier	Leatherworking	Male	<b>stratum 280</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Tangier	Carpentry	Male	<b>stratum 281</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Tangier	Leatherworking	Female	<b>stratum 282</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Tangier	Carpentry	Female	<b>stratum 283</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Agadir	Leatherworking	Male	<b>stratum 284</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Agadir	Leatherworking	Male	<b>stratum 285</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Agadir	Leatherworking	Female	<b>stratum 286</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Agadir	Leatherworking	Female	<b>stratum 287</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Inezgane	Ironworking	Male	<b>stratum 288</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Inezgane	Carpentry	Male	<b>stratum 289</b>	1



Vocational training	In-house training (Interns who dropped out)	CQPAT Inezgane	Ironworking	Female	<b>stratum 290</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Inezgane	Carpentry	Female	<b>stratum 291</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ben Guérir	Ironworking	Male	<b>stratum 292</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ben Guérir	Carpentry	Male	<b>stratum 293</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ben Guérir	Ironworking	Female	<b>stratum 294</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ben Guérir	Carpentry	Female	<b>stratum 295</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Tiflet	Ironworking	Male	<b>stratum 296</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Tiflet	Carpentry	Male	<b>stratum 297</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Tiflet	Ironworking	Female	<b>stratum 298</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Tiflet	Carpentry	Female	<b>stratum 299</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ait Faska	Leatherworking	Male	<b>stratum 300</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ait Faska	Carpentry	Male	<b>stratum 301</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ait Faska	Pottery	Male	<b>stratum 302</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ait Faska	Weaving	Male	<b>stratum 303</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ait Faska	Leatherworking	Female	<b>stratum 304</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ait Faska	Carpentry	Female	<b>stratum 305</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ait Faska	Pottery	Female	<b>stratum 306</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Ait Faska	Weaving	Female	<b>stratum 307</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Takaddoum & Oudayas	Leatherworking	Male	<b>stratum 308</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Takaddoum & Oudayas	Carpentry	Male	<b>stratum 309</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Takaddoum & Oudayas	Pottery	Male	<b>stratum 310</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Takaddoum & Oudayas	Weaving	Male	<b>stratum 311</b>	1
Vocational training	In-house training (Interns who dropped out)	CQPAT Takaddoum & Oudayas	Leatherworking	Female	<b>stratum 312</b>	1



d- Training through apprenticeship (First Group):

Vocational training	Training through apprenticeship (First Class)	IAT Fez	Leatherworking	Male	<b>stratum 313</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Fez	Carpentry	Male	<b>stratum 314</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Fez	Pottery	Male	<b>stratum 315</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Fez	Weaving	Male	<b>stratum 316</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Fez	Leatherworking	Female	<b>stratum 317</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Fez	Carpentry	Female	<b>stratum 318</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Fez	Pottery	Female	<b>stratum 319</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Fez	Weaving	Female	<b>stratum 320</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Sefrou	Weaving	Male	<b>stratum 321</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Sefrou	Weaving	Female	<b>stratum 322</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Marrakech	Ironworking	Male	<b>stratum 323</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Marrakech	Leatherworking	Male	<b>stratum 324</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Marrakech	Carpentry	Male	<b>stratum 325</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Sefrou	Weaving	Female	<b>stratum 326</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Marrakech	Ironworking	Female	<b>stratum 327</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Marrakech	Leatherworking	Female	<b>stratum 328</b>	1
Vocational training	Training through apprenticeship (First Class)	IAT Marrakech	Carpentry	Female	<b>stratum 329</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Tangier	Leatherworking	Male	<b>stratum 330</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Tangier	Carpentry	Male	<b>stratum 331</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Tangier	Leatherworking	Female	<b>stratum 332</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Tangier	Carpentry	Female	<b>stratum 333</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Agadir	Leatherworking	Male	<b>stratum 334</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Agadir	Leatherworking	Male	<b>stratum 335</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Agadir	Leatherworking	Female	<b>stratum 336</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Agadir	Leatherworking	Female	<b>stratum 337</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Inezgane	Ironworking	Male	<b>stratum 338</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Inezgane	Carpentry	Male	<b>stratum 339</b>	1

Vocational training	Training through apprenticeship (First Class)	CQPAT Inezgane	Ironworking	Female	<b>stratum 340</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Inezgane	Carpentry	Female	<b>stratum 341</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ben Guérir	Ironworking	Male	<b>stratum 342</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ben Guérir	Carpentry	Male	<b>stratum 343</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ben Guérir	Ironworking	Female	<b>stratum 344</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ben Guérir	Carpentry	Female	<b>stratum 345</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Tiflet	Ironworking	Male	<b>stratum 346</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Tiflet	Carpentry	Male	<b>stratum 347</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Tiflet	Ironworking	Female	<b>stratum 348</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Tiflet	Carpentry	Female	<b>stratum 349</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ait Faska	Leatherworking	Male	<b>stratum 350</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ait Faska	Carpentry	Male	<b>stratum 351</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ait Faska	Pottery	Male	<b>stratum 352</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ait Faska	Weaving	Male	<b>stratum 353</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ait Faska	Leatherworking	Female	<b>stratum 354</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ait Faska	Carpentry	Female	<b>stratum 355</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ait Faska	Pottery	Female	<b>stratum 356</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Ait Faska	Weaving	Female	<b>stratum 357</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Takaddoum & Oudayas	Leatherworking	Male	<b>stratum 358</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Takaddoum & Oudayas	Carpentry	Male	<b>stratum 359</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Takaddoum & Oudayas	Pottery	Male	<b>stratum 360</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Takaddoum & Oudayas	Weaving	Male	<b>stratum 361</b>	1
Vocational training	Training through apprenticeship (First Class)	CQPAT Takaddoum & Oudayas	Leatherworking	Female	<b>stratum 362</b>	1

e- Continuing education:

<b>Vocational training</b>	<b>Continuing education</b>	IAT Fez	<b>Leatherworking</b>	<b>Male</b>	<b>stratum363</b>	<b>3</b>
<b>Vocational training</b>	<b>Continuing education</b>	IAT Fez	Carpentry	Male	<b>stratum364</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Fez	Pottery	Male	<b>stratum365</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Fez	Weaving	Male	<b>stratum366</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Fez	Leatherworking	Female	<b>stratum367</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Fez	Carpentry	Female	<b>stratum368</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Fez	Pottery	Female	<b>stratum369</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Fez	Weaving	Female	<b>stratum370</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Sefrou	Weaving	Male	<b>stratum371</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Sefrou	Weaving	Female	<b>stratum372</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Marrakech	Ironworking	Male	<b>stratum373</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Marrakech	Leatherworking	Male	<b>stratum374</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Marrakech	Carpentry	Male	<b>stratum375</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Sefrou	Weaving	Female	<b>stratum376</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Marrakech	Ironworking	Female	<b>stratum377</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Marrakech	Leatherworking	Female	<b>stratum378</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	IAT Marrakech	Carpentry	Female	<b>stratum379</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Tangier	Leatherworking	Male	<b>stratum380</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Tangier	Carpentry	Male	<b>stratum381</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Tangier	Leatherworking	Female	<b>stratum382</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Tangier	Carpentry	Female	<b>stratum383</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Agadir	Leatherworking	Male	<b>stratum384</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Agadir	Leatherworking	Male	<b>stratum385</b>	3
<b>Vocational training</b>	<b>Continuing education</b>	CQPAT Agadir	Leatherworking	Female	<b>stratum386</b>	3

Vocational training	Continuing education	CQPAT Agadir	Leatherworking	Female	<b>stratum387</b>	3
Vocational training	Continuing education	CQPAT Inezgane	Ironworking	Male	<b>stratum388</b>	3
Vocational training	Continuing education	CQPAT Inezgane	Carpentry	Male	<b>stratum389</b>	3
Vocational training	Continuing education	CQPAT Inezgane	Ironworking	Female	<b>stratum390</b>	3
Vocational training	Continuing education	CQPAT Inezgane	Carpentry	Female	<b>stratum391</b>	3
Vocational training	Continuing education	CQPAT Ben Guérir	Ironworking	Male	<b>stratum392</b>	3
Vocational training	Continuing education	CQPAT Ben Guérir	Carpentry	Male	<b>stratum393</b>	3
Vocational training	Continuing education	CQPAT Ben Guérir	Ironworking	Female	<b>stratum394</b>	3
Vocational training	Continuing education	CQPAT Ben Guérir	Carpentry	Female	<b>stratum395</b>	3
Vocational training	Continuing education	CQPAT Tiflet	Ironworking	Male	<b>stratum396</b>	3
Vocational training	Continuing education	CQPAT Tiflet	Carpentry	Male	<b>stratum397</b>	3
Vocational training	Continuing education	CQPAT Tiflet	Ironworking	Female	<b>stratum398</b>	3
Vocational training	Continuing education	CQPAT Tiflet	Carpentry	Female	<b>stratum399</b>	3
Vocational training	Continuing education	CQPAT Ait Faska	Leatherworking	Male	<b>stratum400</b>	3
Vocational training	Continuing education	CQPAT Ait Faska	Carpentry	Male	<b>stratum401</b>	3
Vocational training	Continuing education	CQPAT Ait Faska	Pottery	Male	<b>stratum402</b>	3
Vocational training	Continuing education	CQPAT Ait Faska	Weaving	Male	<b>stratum403</b>	3
Vocational training	Continuing education	CQPAT Ait Faska	Leatherworking	Female	<b>stratum404</b>	3
Vocational training	Continuing education	CQPAT Ait Faska	Carpentry	Female	<b>stratum405</b>	3
Vocational training	Continuing education	CQPAT Ait Faska	Pottery	Female	<b>stratum406</b>	3
Vocational training	Continuing education	CQPAT Ait Faska	Weaving	Female	<b>stratum407</b>	3
Vocational training	Continuing education	CQPAT Takaddoum & Oudayas	Leatherworking	Male	<b>stratum408</b>	3
Vocational training	Continuing education	CQPAT Takaddoum & Oudayas	Carpentry	Male	<b>stratum409</b>	3
Vocational training	Continuing education	CQPAT Takaddoum & Oudayas	Pottery	Male	<b>stratum410</b>	3
Vocational training	Continuing education	CQPAT Takaddoum & Oudayas	Weaving	Male	<b>stratum411</b>	3

Vocational training	Continuing education	CQPAT Takaddoum & Oudayas	Leatherworking	Female	<b>stratum412</b>	3
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f- Increasing access to qualifications and competencies

<b>Increasing access to qualifications</b>	<b>Increasing access to qualifications</b>	<b>Male</b>	<b>Artisanry</b>	<b>beneficiary of a single subactivity</b>	<b>stratum413</b>	<b>31</b>
	<b>Increasing access to qualifications</b>	Female	Artisanry	beneficiary of a single subactivity	<b>stratum414</b>	31
	<b>Increasing access to qualifications</b>	Male	Farming	beneficiary of a single subactivity	<b>stratum415</b>	30
	<b>Increasing access to qualifications</b>	Female	Farming	beneficiary of a single subactivity	<b>stratum416</b>	30
	<b>Increasing access to qualifications</b>	Male	Fishing	beneficiary of a single subactivity	<b>stratum417</b>	31
	<b>Increasing access to qualifications</b>	Female	Fishing	beneficiary of a single subactivity	<b>stratum418</b>	30
	<b>Increasing access to qualifications</b>	Male	Artisanry	beneficiary of two subactivities	<b>stratum419</b>	8
	<b>Increasing access to qualifications</b>	Female	Artisanry	beneficiary of two subactivities	<b>stratum420</b>	7
	<b>Increasing access to qualifications</b>	Male	Farming	beneficiary of two subactivities	<b>stratum421</b>	7
	<b>Increasing access to qualifications</b>	Female	Farming	beneficiary of two subactivities	<b>stratum422</b>	7
	<b>Increasing access to qualifications</b>	Male	Fishing	beneficiary of two subactivities	<b>stratum423</b>	7
	<b>Increasing access to qualifications</b>	Female	Fishing	beneficiary of two subactivities	<b>stratum424</b>	8

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## **ANNEX B1**

**MATRIX: Evaluation topic / tool / target group**  
**‘FLVT – Functional Literacy activities’**

## FLVT Evaluation – Functional literacy activities

### Group categories

A: Beneficiaries; B: Managers; C: Literacy trainers; D: NGOs.

Matrix: Evaluation topic / tool / target group		Evaluation tools: FLVT – Functional literacy activities						
Evaluation Topic	An. Doc.	Interviews		Case Study		Survey	FG benef.	FG Lit.train er and NGOs
		A	B	Wome n - FL	PAEQ C			
Relevance: Are the global and specific objectives of the project relevant with regard to the context and needs of the beneficiaries.								
§ How valid is the FLVT activity’s intervention logic when it comes to the fight against poverty?	x	x					x	
§ Was the design of the activities in question in line with the project’s global and specific objectives, as well as with the different needs of the various target groups, particularly men and women?	x		x	y	y	x		
§ What are potential problems linked to the activity design (objectives, strategy, products and activities)?	x		x					x
§ To what extent did the design and implementation of the project allow the set objectives to be reached?	x		x	y		x	x	x
§ Possibly analyze the relevance of choices which were made with regard to adjusting the activities and the results of these adjustments on reaching the objectives which were set for the sub-activities?	x	y	x	y		x	y	y
§ Participative dimension: were the population (men and women of different age categories), local communities and civil society actors directly involved in the design and implementation of the activities? What was their level of involvement?	x	x	x	y	y	x	x	x
§ To what extent did the products which were obtained from the implementation of the activities in question meet the needs of direct beneficiaries (women and men)? Are they appropriate and of high quality?	x		x			x	x	
§ Are the beneficiaries able to make use of and apply the information and skills that they acquired in their daily lives? If so, how?	x	x		x	x		x	
§ (Measuring satisfaction) Did the content of the manuals and the program’s approach respond to the needs of the various categories of beneficiaries (women/men/sons and daughters of farmers, fishermen and artisans) in terms of acquiring the competencies they had hoped for (economic, social, other)?	x		x		y	x	x	
§ Did the training modules which were offered correspond well to the artisans’ priorities?	x	x					x	
COHERENCE: Examining coherence and complementarity based on the intervention axes and programs which are foreseen in the National Indicative Programs for Morocco for the timeframe 2007-2013								
§ Analyze the coherence of activities, firstly in terms of complementarity of the sub-activities and	x		x					x

the matching of mobilized means and set objectives								
§ Analyze the complementarity with other projects financed under the MCA-Morocco framework and the sectoral policies which are effected	x		x					
§ Analyze the coherence with other relevant interventions financed in Morocco by other providers of funds and donor organizations.	x		x					
<b>EFFECTIVENESS:</b> Determine to what extent the actions of the “FLVT” activity contributed to reaching the desired results and to fulfilling the specific objectives (the data must be presented by gender and by sector).								
§ To what extent were the expected results of the FLVT activity achieved? How could possible divergences which were observed be explained?	x		x			x	x	
§ To what extent did the effective results contribute to obtaining the final objective of the activity and/or could they contribute in the future?	x		x			x	x	
§ What are the limitations of the measures which were put in place to ensure the participation of women and girls in the activity? (The answers to this question will be the basis for the recommendations on best practices which can be documented in the case studies, in order to be useful to other similar projects in the future, specifically ones dealing with FL for women.)	x		x	y		x		y
§ Did the beneficiaries adopt the techniques which were advocated during the sub-activities “FL” and “PEAQC”?	x	x		x	x	x		x
§ Success rate of the certification planned for 69.000 beneficiaries?	x		x			x		
§ Are the certificates important to the beneficiaries? If so, how?		y		y			y	
§ Performance of the literacy trainers?	x	y	x	y			y	x
§ Performance of the NGOs?	x		x					x
§ Performance of the managers?	x		x					
§ Effectiveness of the delegated project management (“AFM 30” contract) in the overall management of the sub-activities?	x		x					
§ Divergences from the objectives, specifically under-performance: - factors for success? - factors for possible hold-ups?	x	x	x				x	x
§ Degree of implementation of the acquired skills?	x	x		x	x		x	
<b>EFFICIENCY :</b> assessing to what degree the various means which were mobilized by the FLVT activity economically translated into results								
§ Give the cost structure of each sub-activity (functional literacy activities, vocational training and PEAQC) and evaluate the average cost per beneficiary.	x		x					
§ Analyze and explain potential over-expenditure. What posts could be reduced or deleted without influencing the results?	x		x					
§ What was the difference between estimated costs and actual costs of the various sub-activities and activity components?	x		x					
§ Mobilization modalities for financial, technological, organizational and human resources (were they well mobilized within the desired time frame and at the lowest possible cost?)	x		x					x
§ Compare the results obtained within the planned budget with those obtained within the budget which was actually mobilized.	x		x					



§ Analyze alternatives which would have allowed to achieve the same results with more restricted means or with other instruments, or such which could have achieved more important benefits with the same means.		y	x	y			y	x
§ The relationship between planned budget / allocated budget for the training by beneficiary?	y							
<b>IMPACT:</b> to what extent did the « FLVT » activity contribute to achieving its global objectives, specifically with regard to changes (positive or negative, expected or unexpected changes exclusively due to the activity) in terms of behavior, practices and living conditions of the beneficiaries, specifically women. (case studies)								
§ (How) Did the literacy activities contribute to improving the living conditions of the beneficiaries (women and men), at home and at work?		y		x				
§ Did the PEAQC projects have an impact on the literacy activities and vocational training sessions in terms of governance and possibilities of improving these tools?					x			
§ Will the developments also have an impact on institutions, specifically administrative structures and partner NGOs in terms of their organization, their working methods, as well as their role in the implementation of Functional Literacy or Vocational Training programs?								x
§ Verify to what extent the actions to strengthen capacities which were carried out for the beneficiaries of the FL and PEAQC, specifically trainers, had the desired effect in terms of best practices in the areas of environment and health and safety at work.	y		y	x	x			
§ What other impacts were there?								
<b>SUSTAINABILITY:</b> analyze the sustainability of the results for the beneficiaries of the FLVT activity, particularly within the national political context of the fight against illiteracy and professional training sessions for artisans with a strong cultural element. Also analyze the factors for ensuring sustainability.								
§ What is the likelihood of the results being sustainable in the long term when it comes to (i) impact on policies, (ii) replication, (iii) equipment and services provided, (iv) benefits for individuals, households, and communities, (v) the sustainability of access to equipment and services which were provided by the activities?	x		x					
§ Analyze the experiences of different partner who took inspiration from the approach and intervention mode of the FLVT activity, both in terms of design and implementation.	x		x		x			
§ Analyze the sustainability of action advocated by the FLVT activity, at the institutional, socio-economic environment and financial level (what was put in place within the context of the “FLVT” follow-up activity).	x		x					
§ Is the FL program sustainable/viable?	x		x					
§ Are the departments that are involved committed to staying involved?	x		x					

## **ANNEX B2**

**MATRIX: Evaluation topic / tool / target group**

**‘FLVT – vocational TRAINING’**

**FLVT Evaluation – Vocational training**  
**Matrix: Evaluation topic / tool / target group**

			Evaluation tool: FLVT – Vocational training							
Evaluation Topic	An. Doc.	Int : cat 1	Case Study	Surv1	Surv2	Surv3	FG1	FG2	FG3	
RELEVANCE										
Are the aims of the PT sub-activity in line with the mission and the broad national strategic guidelines?	x	x								
Do the objectives of the PT sub-activity respond to the broad political guidelines and to the needs of direct beneficiaries (including women and young people)? How valid is the FLVT activity's intervention logic when it comes to the fight against poverty? Identify potential problems linked to the activity design (objectives, strategy, products and activities). Possibly analyze the relevance of choices which were made with regard to adjusting the activities and the results of these adjustments on reaching the objectives which were set for the sub-activities. Was the design of the activities in question in line with the project's global and specific objectives, as well as with the different needs of the various target groups, particularly men and women? To what extent did the design and implementation of the project allow the set objectives to be reached? Participative dimension: were the population (men and women of different age categories), local communities and civil society actors directly involved in the design and implementation of the activities? What was the level of their involvement? To what extent did the products which were obtained from the implementation of the activities in question meet the needs of direct beneficiaries (women and men)? Are they appropriate and of high quality?	x	x		x	x	x	x	x		
Initial Training (in-house or through apprenticeship): Did the new programs, manuals and guides respond to the need of the labor market and the sector?	x	x		x	x		x	x		
Continuing Education: Did the training offer meet the needs of the artisans? Did the training modules on offer correspond to the artisans' priorities?			x			x			x	
COHERENCE										
Are the structure and design of the PT sub-activity and the choice of its components in line with the global and specific objectives which were set, with the means put in place and with the needs of the different target groups (men and women)?	x	x		x	x	x	x	x	x	
Is the PT component of the project in line coherent with and/or complementary to other activities financed in Morocco by other providers of funds?	x	x		x	x	x	x	x	x	
Is the choice of strategic intervention approach and process approach appropriate to ensure that the set objectives are reached?	x	x					x	x	x	
Was the gender approach introduced throughout the entire project cycle of the PT sub-activity: Planning, Implementation, Monitoring, Evaluation?	x	x		x	x	x	x	x	x	
Was the input (resources and means) which was chosen adequate and in line with reaching the program's objectives?	x	x		x	x	x	x	x	x	
Were the activities processes and means well understood and shared by actors and stakeholders?	x	x					x	x	x	
EFFECTIVENESS										
Were the desired results, measured with the help of performance indicators, in line with the original objectives of the program?	x	x					x	x	x	

Evaluation Topic	An. Doc.	Int : cat 1	Evaluation tool: FLVT – Vocational training						FG3
			Case Study	Surv1	Surv2	Surv3	FG1	FG2	
Had the desired results (measured with the help of performance indicators) been achieved by the end of the program?	X	X					X	X	X
Did the observed results – output, effect and impact – fulfill the desired objective?	X	X	X	X	X	X	X	X	X
Did the program lead to any unexpected results of effects (research – action) throughout the implementation of the program?			X				X	X	X
<b>EFFICIENCY</b>									
Did the program achieve its aims and results at the best possible cost (quality/cost ratio or cost/benefit ratio)?	X	X							
Did the program achieve its aims and results within the planned timeframe?	X	X							
Did the input quality and quantity allow the expected output to be achieved in the time which was foreseen?	X	X							
Did the input quality and quantity allow the expected effects to be achieved in the time which was foreseen?	X	X							
Did the implementation administration of the program allow results to be achieved in the time which was foreseen?	X	X							
<b>IMPACT</b>									
Do the observed impact results correspond to the needs and expectations of actors, stakeholders and beneficiaries?	X	X					X	X	X
Did the beneficiaries claim ownership over the results of the program and of the implemented process?	X	X					X	X	X
Will the program have an impact on the development of PT systems for artisanry?	X	X					X	X	X
Has the program generated (or will it generate) an impact and have an effect beyond 2013?	X	X					X	X	X
<b>SUSTAINABILITY</b>									
Did the support program focusing on research-action documented the experiences and results and did it produce new knowledge?	X	X					X	X	X
Was the program engineered in such a way that it will place value on the production and sharing of experiences and lessons learnt from these experiences?	X	X					X	X	X
Did the program contribute to promoting the Knowledge Generation within the ministry of artisanry?	X	X							

**ANNEX C1**  
**SURVEY QUESTIONS**  
**‘FLVT – Functional literacy activities’**

FLVT Evaluation		Functional literacy activities
Tool/target group : Survey/beneficiaries		Evaluation Questions
Evaluation Topic		
RELEVANCE		
§ Was the design of the activities in question in line with the project's global and specific objectives, as well as with the different needs of the various target groups, particularly men and women?	<ul style="list-style-type: none"> <li>- To what extent did FL fulfill your needs and expectations? (1 to 6) ;</li> </ul>	
§ To what extent did the design and implementation of the project allow the set objectives to be reached?	<ul style="list-style-type: none"> <li>- What were your aims when you chose to take part in the training? <ul style="list-style-type: none"> <li>• Learning to read;</li> <li>• Learning to write;</li> <li>• Learning to do arithmetic;</li> <li>• Learning about the job;</li> <li>• Learning about new techniques;</li> <li>• Applying new techniques to my professional activity;</li> <li>• Improve my professional income;</li> <li>• Change specialization;</li> <li>• Move my career forward;</li> <li>• Learn about my rights and responsibilities as a citizen and a worker.</li> </ul> </li> <li>- Which of these aims had you achieved at the end of the training? <ul style="list-style-type: none"> <li>• Learning to read;</li> <li>• Learning to write;</li> <li>• Learning to do arithmetic;</li> <li>• Learning about the job;</li> <li>• Learning about new techniques;</li> <li>• Applying new techniques to my professional activity;</li> <li>• Improve my professional income;</li> <li>• Change specialization;</li> <li>• Move my career forward;</li> <li>• Learn about my rights and responsibilities as a citizen and a worker.</li> </ul> </li> </ul>	
§ To what extent did the results which were obtained from the implementation of the activities in question meet the needs of direct beneficiaries (women and men)? Are they appropriate and of high quality?	<ul style="list-style-type: none"> <li>- How would you rate the teaching quality with regard to: <ul style="list-style-type: none"> <li>• Literacy activities;</li> <li>• Acquiring new professional skills;</li> <li>• Acquiring new life skills (rights, administrative management, accounting, associative organization, etc...).</li> </ul> </li> </ul>	
§ (Measuring satisfaction) Did the content of the manuals and the program's approach respond to the needs of the various categories of beneficiaries, (women/men/sons and daughters of farmers, fishermen and artisans) in terms of acquiring the competencies they had hoped for (economic, social, other...)?	<ul style="list-style-type: none"> <li>- How would you rate the quality of the manuals?</li> <li>- How would you rate the practical aspect of the program (exercises, examples, case studies...)?</li> <li>- How would you rate the quality of the following: <ul style="list-style-type: none"> <li>• Training room (tables, chairs, ventilation, noise, light, toilets...);</li> <li>• Reception and refreshments;</li> <li>• Didactical equipment;</li> </ul> </li> <li>- How would you rate the clarity of the trainer's explanations?</li> <li>- How would you rate the atmosphere in your class?</li> <li>- On average, how much time did it take to get to the place of training: <ul style="list-style-type: none"> <li>• Less than half an hour;</li> <li>• Between 30 min and 1h ;</li> <li>• More than 1 hour.</li> </ul> </li> <li>- Were the times of the training sessions convenient for you in terms of: <ul style="list-style-type: none"> <li>• Family life;</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Professional life;</li> </ul> <p>- Was the duration of the training sessions convenient for you in terms of:</p> <ul style="list-style-type: none"> <li>• Family life;</li> <li>• Professional life.</li> </ul>
<b>EFFECTIVENESS</b>	
§ To what extent did the effective results contribute to obtaining the final objective of the activity and/or could they contribute in the future?	<p>- To what extent do you feel that the training improved your employability (for those under 24 years of age)?</p> <p>- To what extent do you feel that the training improved your revenue (over 24 years of age)?</p>
§ Success rate of the certification planned for 69.000 beneficiaries?	- Did you receive the certificate at the end of the training? (Yes – No)
<b>EFFICIENCY</b>	
§ Analyze alternatives which would have allowed to achieve the same results with more restricted means or with other instruments, or such which could have achieved more important benefits with the same means.	- To what extent was the training long enough? (1 to 6)
<b>SUSTAINABILITY</b>	
§ Is the FL program sustainable/viable? § Are the departments that are involved committed to staying involved?	<p>- What changes would you like to see in a future training program?</p> <p>Longer;          Shorter;          Include more practical workshops;          Include more aspects on business management.</p>

**ANNEX C2**  
**SURVEY QUESTIONS**  
**‘FLVT – VOCATIONAL TRAINING’**



**FLVT Evaluation – Vocational training  
Beneficiary survey**

I.T. beneficiaries apprenticeships	I.T. beneficiaries in-house	Continuing education beneficiaries
<b>IDENTIFICATION</b>		
<b>Sex :</b> F, M <b>Age :</b> <b>level of education:</b> Primary Secondary Higher education <b>Name of training institute:</b> CQPAT IAT CFA <b>Location:</b> <b>Years of formal education:</b> <b>Area of training:</b> <ul style="list-style-type: none"> <li>Artistic metalwork</li> <li>Artistic woodwork</li> <li>Pottery/ceramics</li> <li>Leatherworks</li> <li>Traditional weaving/carpets</li> </ul> <b>Apprenticeship contract</b> Yes No If yes <b>Apprenticeship with:</b> Artisan Business Other (to be specified) <b>Area of activity in which the apprenticeship is taking place:</b> <ul style="list-style-type: none"> <li>Artisan artistic metalwork</li> <li>Artisan artistic woodwork</li> <li>Artisan pottery/ceramics</li> <li>Artisan leatherworks</li> <li>Artisan traditional weaving / carpets</li> <li>Other (to be specified)</li> </ul> <b>length of the apprenticeship:</b> <b>Apprenticeship remuneration:</b> Yes no If yes, the amount per month is: Less than 100dh	<b>Sex :</b> F, M <b>Age :</b> <b>level of education:</b> Primary Secondary Higher education <b>Name of training institute:</b> CQPAT IAT <b>Location:</b> <b>Years of formal education:</b> <b>Area of training:</b> <ul style="list-style-type: none"> <li>Artistic metalwork</li> <li>Artistic woodwork</li> <li>Pottery/ceramics</li> <li>Leatherworks</li> <li>Traditional weaving/carpets</li> </ul> <b>Internship contract</b> Yes No If yes <b>Internship with:</b> Artisan Business Other (to be specified) <b>Area of activity in which the internship is taking place:</b> <ul style="list-style-type: none"> <li>Artisan artistic metalwork</li> <li>Artisan artistic woodwork</li> <li>Artisan pottery/ceramics</li> <li>Artisan leatherworks</li> <li>Artisan traditional weaving / carpets</li> <li>Other (to be specified)</li> </ul> <b>length of the internship:</b> <b>Internship remuneration:</b> Yes no If yes, the amount per month is: Less than 100dh	<b>Sex :</b> F, M <b>Age :</b> <b>Marital status</b> widowed, divorced, married, single <b>Number of children:</b> 0 1 2 3 4 5 other (to be specified) <b>level of education:</b> No education Msid Primary Secondary Higher education Literacy activities <b>What is your current professional activity?</b> Independent artisan Artisan Apprentice Employee in an artisanal business Other (to be specified) Years of experience in your current profession Under 5 years Between 5 and 10 years More than 10 years <b>What is your socio-professional profile:</b> <ul style="list-style-type: none"> <li>Producer</li> <li>Sub-contractor</li> <li>Provider of raw materials</li> <li>Worker</li> </ul> <b>In which area did you attend the continuing education session?</b> <ul style="list-style-type: none"> <li>Artistic metalwork</li> <li>Artistic woodwork</li> <li>Pottery/ceramics</li> <li>Leatherworks</li> <li>Traditional weaving/carpets</li> <li>Other (to be specified)</li> </ul> <b>What were the topics of the training session?</b> <u>(List of topics from the activity reports which are not yet available)</u>

I.T. beneficiaries apprenticeships	I.T. beneficiaries in-house	Continuing education beneficiaries
Between 100 and 200dh More than 200 dh Promise to hire Yes, No, Doesn't know	Between 100 and 200dh More than 200 dh Promise to hire Yes, No, Doesn't know	<b>Do you own your own home?</b> Yes, No <b>Do you rent your home?</b> Yes, No <b>What is your daily income?</b> Less than 50 dh Between 50 and 100dh Between 100 and 150 dh Between 150 and 200 dh More than 200 dh  <b>If you are an independent artisan, do you:</b> Rent your business space? Yes, No Own your business space? Yes, No
<b>RELEVANCE:</b> Is the programming of the vocational training sub-activity of the MCA Compact for supporting initial vocational training in the areas of artisanry professions for young apprentices and interns as well as the continuing education to improve the skills of working artisans in the same areas of work relevant?		
<b>What led you to sign up to a PTC for the initial training through apprenticeship?</b> This training mode offered me the possibility to find work Artisan is an important profession I come from a family of artisans I was not accepted into a different system I work well with my hands I don't know Other (to be specified)	<b>What led you to sign up to a PTC for the initial training internship?</b> This training mode offered me the possibility to find work Artisan is an important profession I come from a family of artisans I was not accepted into a different system I work well with my hands I don't know Other (to be specified)	<b>What led you to sign up for a continuing education program in the field of artisanry?</b> This training mode offered me the chance to improve my income This training mode offered me the chance to improve the quality of my products This training mode offered me the chance to diversify my products This training mode offered me the chance to respond to market needs This training mode offered me the chance to export my products I learned on the job that I need to improve my skills I don't know Other (to be specified)
<b>COHERENCE</b>		
		<b>Have you benefitted from any other support or training programs other than those offered within the MCC framework?</b> Yes, No If yes, which ones? What was the content of this support? <b>What did this program provide you with?</b> Financial support Training and skills development Coaching and personal development

I.T. beneficiaries apprenticeships	I.T. beneficiaries in-house	Continuing education beneficiaries
		Improving my income Other (to be specified)
<b>EFFECTIVENESS:</b> to what extent did the actions of the PT activity contribute to reaching the desired objectives and achieving the specific objectives?		
<b>What did you gain from this apprenticeship training?</b> A job A diploma The opportunity to easily find a job Nothing I don't know <b>Did you receive a learning guide during the training sessions?</b> Yes No If yes, this guide was: In Arabic, in French Free, had to be paid for Useful, not useful  <b>Do you believe you had access to all the didactic tools and materials which you needed during your apprenticeship?</b> Yes, no If no, what were you lacking?  <b>On a scale from 1 to 4, were the apprenticeship programs satisfactory?</b>  <b>On a scale from 1 to 4, were the trainers satisfactory?</b>  <b>Do you feel ready to carry out an artisanal job after the training you received?</b> Yes, no If no, why not?  <u><b>For women and young people</b></u> <b>Did you receive any particular support in carrying out your apprenticeship?</b>	<b>What did you gain from this internship training?</b> A job A diploma The opportunity to easily find a job Nothing I don't know <b>Did you receive a learning guide during the training sessions?</b> Yes No If yes, this guide was: In Arabic, in French Free, had to be paid for Useful, not useful  <b>Do you believe you had access to all the didactic tools and materials which you needed to get the most out of the training?</b> Yes, no If no, what were you lacking?  <b>On a scale from 1 to 4, were the training programs satisfactory?</b>  <b>On a scale from 1 to 4, were the performances of the trainers satisfactory?</b>  <b>Do you feel ready to carry out an artisanal job after the training you received?</b> Yes, no If no, why not?  <u><b>For women and young people</b></u> <b>Did you receive any particular support in carrying out your training?</b> Yes no If yes, what kind of support?	<b>What did you gain from this continuing education?</b> Improvement in income Improvement in the quality of my products An opportunity to shift to a more lucrative profession A chance to export my products A chance to develop new products Better selling my products Nothing I don't know Did the training content meet your needs? Yes no If no, what are the areas in which you feel you need training?  <b>What was the duration of the training?</b> Do you feel that this was long enough? Yes, no If no, what do you feel would have been the right length? <b>Did you receive training support?</b> Yes No If yes, this support was: In Arabic, in French Free, had to be paid for Useful, not useful  <b>Do you believe you had access to all the didactic tools and materials which you needed to develop your skills?</b> Yes, no If no, what were you lacking?  <b>On a scale from 1 to 4, were the training programs satisfactory?</b>  <b>On a scale from 1 to 4, were the performances of the trainers satisfactory?</b>  <b>Do you feel that this training allowed you to develop certain skills?</b> Yes no

I.T. beneficiaries apprenticeships	I.T. beneficiaries in-house	Continuing education beneficiaries
<p>Yes no</p> <p>If yes, what kind of support?</p> <p>What kind of support would you have liked in order to do better?</p> <p>Was the program suitable for you?</p> <p>Yes, no</p> <p>What times would have suited you?</p> <p>Was the place of the apprenticeship close to your home?</p> <p>Yes no</p> <p>If yes, was this a handicap for you? What solutions are you thinking about?</p> <p><b>Do you think you will be able to easily find work after the conclusion of your training?</b></p> <p>Yes no</p> <p>If no, what are the difficulties you face?</p>	<p>What kind of support would you have liked in order to do better?</p> <p><b>Do you think you will be able to easily find work after the conclusion of your training?</b></p> <p>Yes no</p> <p>If no, what are the difficulties you face?</p>	<p>If yes, which ones?</p> <p>Professional</p> <p>Relational</p> <p>Personal</p> <p><b><u>Please name examples for each category</u></b></p> <p><b>Do you think that this training allowed you to improve your income?</b></p> <p>Yes no</p> <p>If yes, by how much?</p> <p>Under 50dh per day</p> <p>Between 50 and 100 dh per day</p> <p>More than 100 dh per day</p> <p><b><u>For women and young people</u></b></p> <p><b>Did you receive any particular support during your training?</b></p> <p>Yes no</p> <p>If yes, what kind of support?</p> <p>If no, what kind of support would you have liked in order to attend the training?</p> <p>Was the program suitable for you?</p> <p>Yes, no</p> <p>If no, what days would have suited you?</p> <p>What times would have suited you?</p> <p>Was the place of the training close to your home?</p> <p>Yes no</p> <p>If yes, was this a handicap for you?</p>

**ANNEX D1**  
**FOCUS GROUPS**  
**‘FLVT – FUNCTIONAL LITERACY ACTIVITIES’**

### **FGs FLVT/Literacy activities 1 – Beneficiaries FL**

**Set-up:** 8 participants (50/50 M/F; 50/50 +/- 24 years)

**Number of FGs:** 7

- Artisans : Fez – Marrakech (including PEAQC if possible)
- Fishery: Agadir – Larache (including PEAQC if possible)
- Farming : Larache – Marrakech (including PEAQC if possible)
- PEAQC : Fez
  
- Selection procedure: how were you selected as a participant?
  - By whom?
  - Why?
  - Were the objectives clearly explained to you?
- During Training:
  - Condition of materials, logistics
  - Content and progress
  - Practical exercises, home exercises...
  - Quality of trainers
  - Atmosphere
  - Duration / times (including the gender dimension)
- Results:
  - Achievements (reading, writing, arithmetic)
  - Achievements (technical skills)
  - Life skills (rights and responsibilities)
  - The certificate: what is its value?
- Perspectives :
  - Professional (personal experiences, case studies...)
  - Private (at family level)
  - Social (changes in behavior, neighborhood, local life, relationships...)
- Lessons to be learnt:
  - Imagine MCC were to organize another series of FL activities. They ask you to suggest possible improvements...

### **FGs FLVT/Literacy activities – Literacy trainers FL**

**Set-up:** 8 participants (50/50 M/F or 5 F - 3 M; 5 NGOs – 3 public ones)

**Number of FGs:** 1 (Agadir)

- Selection procedure: how were you selected as a trainer?
  - By whom?
  - Why? Relevant previous experiences?
  - Were the training objectives clearly explained to you, including your tasks and what kind of support you could expect?
- During Training:
  - Condition of materials, logistics
  - Didactical tools
  - Content and progress
  - Practical exercises, home exercises...
  - Atmosphere
  - Duration / times (including the gender dimension)
  - Pedagogical evaluation?
- Results:
  - Achievements (reading, writing, arithmetic)
  - Achievements (technical skills)
  - Life skills (rights and responsibilities)
  - The certificate: what is its value?
- Perspectives :
  - Professional (do you intend to continue / why? career?)
- Lessons to be learnt:
  - Imagine MCC were to organize another series of FL activities. They ask you to suggest possible improvements...

**FGs FLVT/Literacy activities – Managers FL**

**Set-up:** 9 participants (50/50 M/F if possible; 2 MSI – 3 Technical Directors – 4 NGOs)

**Number of FGs:** 1 (Rabat)

- Definition of the program design
  - In what way did you participate in the program design?
  - How did the beneficiaries participate in the design?
  - How did the literacy trainers participate in the design?
- Selection procedure: how did you select the trainers and participants?
  - By whom?
  - Why? Relevant previous experiences?
- During Training (*focusing on what did or didn't go well*):
  - Condition of materials, logistics
  - Didactical tools
  - Content and progress
  - Practical exercises, home exercises...
  - Program monitoring
  - Duration / times (including the gender dimension)
  - Pedagogical evaluation?
- Results for the beneficiaries:
  - Achievements (reading, writing, arithmetic)
  - Achievements (technical skills)
  - Life skills (rights and responsibilities)
  - The certificate: what is its value?
- Perspectives :
  - Do you intend to continue, duplicate or expand this sort of activity...?
- Lessons to be learnt:
  - Imagine MCC were to organize another series of FL activities. They ask you to suggest possible improvements...



**ANNEX D2**  
**FOCUS GROUPS**  
**‘FLVT – VOCATIONAL TRAINING’**

## FLVT Evaluation – Vocational training

### Focus Groups

Heads of training center	Trainers by area	Trainers continuing education
<b>IDENTIFICATION</b>		
<b>Sex :</b> F, M <b>Age :</b> <b>Name of the training center</b> CQPAT IAT CFA <b>Location:</b>	<b>Sex :</b> F, M <b>Age :</b> <b>Name of the training center</b> CQPAT IAT CFA <b>Location:</b>	<b>Sex :</b> F, M <b>Age :</b> <b>What is your current professional activity?</b> <b>In which area did you lead the continuing education sessions?</b> <ul style="list-style-type: none"> <li>• Artistic metalwork</li> <li>• Artistic woodwork</li> <li>• Pottery/ceramics</li> <li>• Leatherworks</li> <li>• Traditional weaving/carpets</li> <li>• Other (to be specified)</li> </ul> <b>What were the topics of the training session?</b> <u><b>(List of topics from the activity reports which are not yet available)</b></u>
<p>SWOT analysis of the strengths and weaknesses/threats and opportunities for the training centers in the area of professional artisanry in addition to some evaluation questions</p> <p>From a global management point of view, what best practices were developed within this project?</p> <p>What were the difficulties which were encountered?</p> <p>If it had to be redone, what would you do differently?</p>	<ul style="list-style-type: none"> <li>• Selection procedure: how were you selected as a trainer to develop the program according to the approach by skill?               <ul style="list-style-type: none"> <li>○ By whom?</li> <li>○ Why? Relevant previous experiences?</li> </ul> </li> <li>• Did you attend a training session on the methodology of the approach by skill?</li> <li>○ Were the training objectives clearly explained to you, including your tasks and what kind of support you could expect?</li> <li>• During Training               <ul style="list-style-type: none"> <li>○ Condition of materials, logistics</li> <li>○ Didactical material</li> <li>○ Participative approach of professionals from the artisan sector</li> <li>○ Content and progress</li> <li>○ Practical aspect, exercises</li> <li>○ Atmosphere</li> <li>○ Duration / times</li> <li>○ Pedagogical evaluation?</li> <li>○ Manuals</li> </ul> </li> <li>• Results:               <ul style="list-style-type: none"> <li>○ KNOWLEDGE</li> <li>○ Know-how (technical skills)</li> <li>○ Life skills</li> </ul> </li> <li>• Perspectives               <ul style="list-style-type: none"> <li>○ Professional (do you intend to continue / why? career?)</li> </ul> </li> <li>• Lessons to be learnt:               <ul style="list-style-type: none"> <li>○ Imagine MCC asked you to suggest possible improvements for colleagues on another program.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Selection procedure: how were you selected as a trainer?               <ul style="list-style-type: none"> <li>○ By whom?</li> <li>○ Why? Relevant previous experiences?</li> <li>○ Were the training objectives clearly explained to you, including your tasks and what kind of support you could expect?</li> </ul> </li> <li>• During Training               <ul style="list-style-type: none"> <li>○ Condition of materials, logistics</li> <li>○ Didactical material</li> <li>○ Content and progress</li> <li>○ Practical aspect, exercises at home...</li> <li>○ Atmosphere</li> <li>○ Duration / times (including the gender dimension)</li> <li>○ Pedagogical evaluation?</li> </ul> </li> <li>• Results:               <ul style="list-style-type: none"> <li>○ Achievements in terms of knowledge</li> <li>○ Achievements (technical skills)</li> <li>○ Social and relational skills</li> </ul> </li> <li>• Perspectives :               <ul style="list-style-type: none"> <li>○ Professional (do you intend to continue / why? career?)</li> </ul> </li> <li>• Lessons to be learnt::               <ul style="list-style-type: none"> <li>○ Imagine that for another program MCC asked you to suggest possible improvements for other continuing education sessions.</li> </ul> </li> </ul>

**ANNEX E1**  
**SEMI-STRUCTURED INTERVIEWS**  
**‘FLVT – FUNCTIONAL LITERACY ACTIVITIES’**  
**BENEFICIARIES**

FLVT – FUNCTIONAL LITERACY ACTIVITIES / BENEFICIARIES	
RELEVANCE	
EVALUATION TOPIC	EVALUATION QUESTIONS
§ How valid is the FLVT activity's intervention logic when it comes to the fight against poverty?	<ul style="list-style-type: none"> <li>- What were your aims when you chose to participate in the training (<i>understand whether or not the interviewee sees the link between FL and the fight against poverty</i>)?</li> <li>- Which of these aims had you achieved at the end of the training?</li> <li>- Why? / Can you explain?</li> </ul>
§ Are the beneficiaries able to make use of and apply the information and skills that they learned in their daily lives? If so, how?	<ul style="list-style-type: none"> <li>- How would you rate the teaching quality with regard to: <ul style="list-style-type: none"> <li>• Literacy activities;</li> <li>• Acquiring new professional skills;</li> <li>• Acquiring new life skills (rights, administrative management, accounting, associative organization, etc...).</li> </ul> </li> <li>- Do you feel able to make use of these skills in your professional life?</li> <li>- How will you implement them?</li> </ul>
§ Did the training modules which were offered correspond well to the artisans' priorities?	<ul style="list-style-type: none"> <li>- Did the training content correspond to your priorities (<i>focus on the gender dimension</i>)?</li> </ul>
EFFECTIVENESS	
§ Did the beneficiaries adopt the techniques which were advocated during the sub-activities "FL" and "PEAQC"?	<p>(ONLY FOR PEAQC)</p> <p>Did "PAEQC" teach you new techniques? Which ones?</p> <p>How do you intend to make use of them?</p>
§ Are the certificates important to the beneficiaries? If so, how?	<ul style="list-style-type: none"> <li>- Did you receive the certificate at the end of the training? (If not, why not?)</li> </ul> <p>What does the certificate mean to you?</p> <p>How can it be useful?</p>
§ Performance of the literacy trainers?	<ul style="list-style-type: none"> <li>- How would you rate the performance of your literacy trainers?</li> </ul>
§ Divergences from the objectives, specifically under-performance: <ul style="list-style-type: none"> <li>- factors for success?</li> <li>- factors for possible hold-ups?</li> </ul>	<ul style="list-style-type: none"> <li>- What made the training you followed a success?</li> <li>- What problems did you (<i>or your colleagues</i>) encounter? (organization, content)</li> </ul>
EFFICIENCY	
§ Analyze alternatives which would have allowed to achieve the same results with more restricted means or with other instruments, or such which could have achieved more important benefits with the same means.	<ul style="list-style-type: none"> <li>- To what extent was the training length and content satisfactory?</li> </ul> <p>FOR WOMEN</p> <ul style="list-style-type: none"> <li>• Find out whether the organization of the sessions and the times were compatible with family commitments.</li> <li>• Same question for transport / distance from the home to the place of training.</li> <li>• Logistical aspects which could have presented an obstacle to the participation of women</li> </ul>
	<ul style="list-style-type: none"> <li>- Could it have been done differently?</li> </ul>
IMPACT	
§ (How) Did the literacy activities contribute to improving the living conditions of the beneficiaries (women and men), at home and at work?	<ul style="list-style-type: none"> <li>- After this training, what will change in your : <ul style="list-style-type: none"> <li>.home life</li> <li>.work life</li> <li>.relationships you have</li> </ul> </li> </ul>

## **ANNEX E2**

### **SEMI-STRUCTURED INTERVIEWS**

#### **‘FLVT – Functional Literacy Activities’**

**Service providers (trainers, training companies, training centers, NGOs)**

**FLVT – FUNCTIONAL LITERACY ACTIVITIES / SERVICE PROVIDERS**
**RELEVANCE**

§ Was the design of the activities in question in line with the project's global and specific objectives, as well as with the different needs of the various target groups, particularly men and women?	- How would you analyze the design of the aims of the project activities in relation to the needs of the target groups?
§ Potential problems linked to the activity design? (Objectives, strategy, products and activities)?	- Can you make a hierarchy of the problems you encountered during the design phase?
§ To what extent did the design and implementation of the project allow the set objectives to be reached?	- Did the design of the training allow the expected objectives in the following areas to be reached: <ul style="list-style-type: none"> <li>• Learning to read, write and do arithmetic;</li> <li>• Learning about the job;</li> <li>• Learning about new techniques;</li> <li>• Applying new techniques to my professional activity;</li> <li>• Improve the participants' income;</li> <li>• Teaching participants about their rights and responsibilities as citizens and workers.</li> </ul>
§ Possibly analyze the relevance of choices which were made with regard to adjustment.	- How many of the objectives which were set in the beginning were reached?
§ Participative dimension: level of involvement of the target groups, local communities and NGOs in the design and implementation of the activities?	- How would you rate the contribution of the stakeholders: <ul style="list-style-type: none"> <li>. target population</li> <li>. local communities</li> <li>. NGOs <ul style="list-style-type: none"> <li>• During the design phase?</li> <li>• During the implementation phase?</li> </ul> </li> </ul>
§ To what extent did the results which were obtained from the implementation of the activities in question meet the needs of direct beneficiaries (women and men)? Are they appropriate and of high quality?	- How would you rate the quality of training in the following areas: <ul style="list-style-type: none"> <li>• Literacy activities;</li> <li>• Acquiring new professional skills;</li> <li>• Acquiring life skills (rights, administrative management, accounting, associative organization, etc...).</li> </ul>
§ (Measuring satisfaction) Did the content of the manuals and the program's approach respond to the needs of the various categories of beneficiaries, (women/men/sons and daughters of farmers, fishermen and artisans) in terms of acquiring the competencies they had hoped for (economic, social, other)?	<ul style="list-style-type: none"> <li>- How would you rate the quality of the manuals?</li> <li>- How would you rate the practical qualities of the program (exercises, examples, case studies...)?</li> <li>- How would you judge the quality of the following: <ul style="list-style-type: none"> <li>• Training room (tables, chairs, ventilation, noise, light, toilets...);</li> <li>• Reception and refreshments;</li> <li>• Didactical equipment;</li> </ul> </li> <li>- What action was undertaken in order to ensure training consistency independent of the different trainers?</li> <li>- How would you rate the economic conditions which the project offered the trainers / training instituted?</li> <li>- What action was taken in order to ensure that the classes were well put together in order to foster an atmosphere of collaboration between the participants?</li> <li>- On average, how much time did it take to get to the place of training: <ul style="list-style-type: none"> <li>• Less than half an hour;</li> <li>• Between 30 min and 1h ;</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• More than 1 hour.</li> </ul> <ul style="list-style-type: none"> <li>- To what extent were the training times and the time frame compatible with : <ul style="list-style-type: none"> <li>• Family life (including the gender dimension: did female trainers have difficulties in participating in this professional activity due to the times / time frame of the training?);</li> <li>• The participants (if applicable: did you adapt the programs to any constraints they had?)</li> </ul> </li> </ul>
<b>COHERENCE</b>	
§ Analyze the coherence of activities, firstly in terms of complementarity of the sub-activities and the matching of mobilized means and set objectives.	<ul style="list-style-type: none"> <li>- Rate: The level of complementarity of the sub-activities (reference to the PEAQC case) The matching of means/objectives</li> </ul>
§ Analyze the complementarity with other projects financed under the MCA-Morocco framework and the sectoral policies which are affected.	<ul style="list-style-type: none"> <li>- Rate: The level of complementarity with other MCA projects and sectoral policies</li> </ul>
§ Analyze the coherence with other relevant interventions financed in Morocco by other providers of funds and donor organizations.	<ul style="list-style-type: none"> <li>- Rate: The level of complementarity with other projects financed by the donors in Morocco.</li> </ul>
<b>EFFECTIVENESS</b>	
§ To what extent were the expected results of the FLVT activity achieved? How could possible divergences which were observed be explained?	How can divergences from the expected results which were observed be explained?
§ To what extent did the effective results contribute to obtaining the final objective of the activity and/or could they contribute in the future?	<ul style="list-style-type: none"> <li>- To what extent do you believe that the training improved your employability (for those under 24 years of age)? Do you have any detailed information on this?</li> <li>- To what extent do you believe that the training will improve your income (for those over 24 years of age)? Do you have any detailed information on this?</li> </ul>
§ What are the limitations of the measures which were put in place to ensure the participation of women and girls in the activity?	<ul style="list-style-type: none"> <li>- What were the constraints and what measures were put in place to ensure the participation of women and girls in the activity?</li> </ul>
§ Success rate of the certification planned for 69.000 beneficiaries	<ul style="list-style-type: none"> <li>- FOR TRAINING COMPANIES</li> <li>- What was the certification success rate in relation to your estimates?</li> </ul>
§ Performance of the literacy trainers?	<ul style="list-style-type: none"> <li>- Did the means which were in place allow to recruit literacy trainers at a level which was in line with the objectives?</li> </ul>
§ Performance of the NGOs?	<ul style="list-style-type: none"> <li>- FOR THE DEPARTMENTS:</li> <li>- How would you rate the performance of the NGOs?</li> </ul>
§ Performance of the managers?	<ul style="list-style-type: none"> <li>- FOR THE DEPARTMENTS:</li> <li>- How would you rate the performance of the other managers?</li> </ul>
§ Effectiveness of the delegated project management ("AFM 30" contract) in the overall management of the sub-activities?	<ul style="list-style-type: none"> <li>- Is delegated project management an efficient formula?</li> <li>- How could this formula be improved?</li> </ul>
§ Divergences from the objectives, specifically under-performance:	<ul style="list-style-type: none"> <li>- What contributed to the success of this activity?</li> <li>- What problems did you encounter? (organization, content, management)</li> </ul>

<b>EFFICIENCY</b>	
§ Give the cost structure of each sub-activity (functional literacy activities and PEAQC) and evaluate the average cost per beneficiary.	<ul style="list-style-type: none"> <li>- Can you analyze the cost structure?</li> <li>- Average cost per beneficiary</li> </ul>
§ Analyze and explain potential over-expenditure. What posts could be reduced or deleted without influencing the results	<ul style="list-style-type: none"> <li>- Can you suggest savings in the different sections without influencing the results?</li> </ul>
§ The difference between estimated costs and actual costs of the various sub-activities and activity components.	<ul style="list-style-type: none"> <li>- (IF THIS IS THE CASE)</li> <li>- How do you explain differences between the estimated costs and the actual costs</li> </ul>
§ Analyze alternatives which would have allowed to achieve the same results with more restricted means or with other instruments, or such which could have achieved more important benefits with the same means.	<ul style="list-style-type: none"> <li>- Is there a more efficient alternative?</li> </ul>
<b>IMPACT</b>	
§ Verify to what extent the actions to strengthen capacities which were carried out for the beneficiaries of the FL and PEAQC, specifically trainers, had the desired effect in terms of best practices in the areas of environment and health and safety at work. § What other impacts were there?	<ul style="list-style-type: none"> <li>- Did the best practices in the areas of environment and health and safety which were proposed have an impact / could they have an impact?</li> </ul>
<b>SUSTAINABILITY</b>	
§ What is the likelihood of the results being sustainable in the long term when it comes to (i) impact on policies, (ii) replication, (iii) equipment and services provided, (iv) benefits for individuals, households, and communities, (v) the sustainability of access to equipment and services which were provided by the activities?	<ul style="list-style-type: none"> <li>- What is the sustainable impact on policy?</li> <li>- What is the likelihood that this program will be replicated?</li> <li>- How can the equipment and access to services provided be made sustainable?</li> <li>- How can the benefits for individuals, households, and communities be made sustainable?</li> </ul>
§ Analyze the experiences of different partner who took inspiration from the approach and intervention mode of the FLVT activity, both in terms of design and implementation.	<ul style="list-style-type: none"> <li>- Where does this program fit in with regard to other relevant experiences in this sector?</li> </ul>
§ Analyze the sustainability of action advocated by the FLVT activity, at the institutional, socio-economic environment and financial level (what was put in place within the context of the “FLVT” follow-up activity).	<ul style="list-style-type: none"> <li>- Making the program sustainable at the institutional, socio-economic environment and financial level.</li> </ul>
§ Is the FL program sustainable/viable? § Are the departments that are involved committed to staying involved?	<ul style="list-style-type: none"> <li>- Do you think that the stakeholders involved are committed to prolonging and further developing the project?</li> </ul>



**ANNEX E3**  
**SEMI-STRUCTURED INTERVIEWS**  
**‘FLVT – VOCATIONAL TRAINING’**  
**To be developed at a later stage**

## **ANNEX F**

### **PRELIMINARY TIMETABLE**

Submitted separately in Excel

**PRELIMINARY NARRATIVE, submitted May 17, 2013**

**Final evaluation of the MCA-Morocco Compact – Lot 3 – Final evaluation of the “Artisan and Fez Medina” Project and the “Functional Literacy and Vocational Training (FLVT)”Activity, Contract N°APP/2012/PP10/QCBS/ME-16-Lot-3**

**\*\*GENERAL APPROACH \*\***

The timetable’s breakdown by stage considers the following main steps and lines of action:

- The evaluation results—that is, submission of the deliverables
- The methodological requirements outlined in the Terms of Reference
- The methodology proposed by the AC-TT consortium
- The exchanges between APP and the consortium at meetings and areas of progress

The object of developing this tool is to create a document that reflects contractual obligations (static tool), while at the same time serving as an instrument for communication between APP and the consortium. This will facilitate a better understanding of operational realities.

At this point, the second timetable, or work plan, has been submitted and remains an intermediate document. A final work plan, including a description of the field activities, should be submitted on May 30, at the time the methodological report is finalized. However, this assumes:

- APP’s prior delivery of all databases, which are required for extracting the variables essential for completing the sampling, which in turn requires the ability to locate the survey subjects
- APP’s preapproval of the sampling process, necessary for a decision on the location of the field activities (submission, followed by approval of the interview schedule for the subsequent launch of phase 2).

The design of this work plan requires consideration of the strong interdependence between the project activities (only rarely can one activity begin before the preceding one ends). The design of the phase 2 elements is again dependent on receipt of the complete databases for the components evaluated.

## **\*\*PHASE 1\*\***

### **Part 1.1: Signing of contract and kick-off on April 15, 2013**

#### **Part 1.2: Human resources – management team**

Objective: Secure approval of the experts described in the Terms of Reference (civil and environmental engineers).

*Nota bene:* In this case, the contractor was faced with a situation of *force majeure*—that is, the resignation of the team leader for health reasons. Therefore, to guarantee that the activities go forward, it is suggested that May 31, 2013 be set as the deadline for approval of one of the replacement candidates that the contractor will suggest.

#### **Part 1.3: Submission of information by the contractor – presentation of the evaluation to stakeholders and definition of the interview schedule**

Objective: To enable the subject specialists to connect with the stakeholders who participated in the activities evaluated and assist with the sampling and definition of the interview schedule.

Meeting this objective depends on obtaining the databases with information on the project beneficiaries and stakeholders.

##### Description of tasks:

For both AFM and FLVT:

- Meetings and presentations between consortium experts and their APP counterparts;
- Request for secondary sources (database and project documents);
- Following receipt of the databases, coordination with the both statistician (to establish the sampling) and the logistics expert;
- Planning of meetings on the databases by the subject specialists;
- Communication of a detailed agenda of meetings on analyses of the complete databases submitted by APP;
- Introduction of the subject specialists to stakeholders by APP.

#### **Part 1.4: Design of evaluation tools**

Objective: Design the tools for evaluating the entire methodology

##### Description of tasks:

For both the AFM and FLVT components:

- Analysis of secondary sources by the experts, after obtaining these documents from open source sites or requesting them from APP;
- Development of evaluation tools for surveys, interviews, focus groups, and case studies;
- The methodology seminar will be the main phase of coordination between the experts and the methodology expert to finalize the methodology and evaluation tools, tailored to each component and based on the information furnished by APP up to this point.
- This seminar, among other things, will produce the design of the format and content of the focus groups and the design of the matrix for each component, based on the available

- documentation on the intermediate sampling, which will be provided at the time of the seminar.
- The methodology report will be prepared once this seminar is concluded and will be remitted to APP.

*Nota bene:* Given the available time and the June 30, 2013 deadline for the first deliverables, the contractor strongly recommends that two versions of the methodology report (preliminary and final versions) be provided for and that the principle of 3 versions of the first thematic reports, to be submitted on June 30, be upheld. This suggestion is aimed at getting a good start and ensuring good coordination of all phase 2 activities.

### **Part 1.5: Design of data collection tools**

Objective: To design and implement the means necessary for data collection during field operations.

Description of tasks:

**1. Design and organization of data collection:**

- The sampling will be conducted and presented on 2 occasions: simultaneously with the methodology report and after receipt of the data from APP. It is imperative that the databases be received by May 20, 2013 at the latest.
- An operational plan of action, prepared in advance using the timetables, will be prepared based on the sample to be approved and the methodology options retained after submission of the note.

**2. Human resources:**

- The names of the field resources (supervisors, interviewers, and moderators) will be submitted to APP for approval far enough in advance to guarantee the training, testing, and deployment of these resources in the field as established in the current timetable to meet the deadlines for the first deliverables.
- The final selection of candidates will follow the different stages in the preparation and approval of the sample and depend on the receipt of the complete databases.

**3. Material resources and support:**

- Advance identification of service providers; price quotes, drafting of the budget, and reservation of the material.
- Finalization of the sample and operational plan of action on receipt of the complete databases; final reservation, purchase, and deployment.
- The material resources will be deployed under a plan for ongoing monitoring and restocking of these resources, overseen by the logistics expert.

## **\*\*PHASE 2\*\***

### **Part 2.1 Data collection**

Objective: To collect the data necessary for the evaluation.\*

Description of tasks:

#### **1. Human resources: supervisors, interviewers, moderators**

- Training the teams involved in fieldwork will make it possible to test the evaluation tools, instruct each member about his or her activities, and establish a mechanism for transmitting information, mainly survey data.
- The testing will be done in the presence of the subject specialists and the team leader to capitalize on the results of the tests and make the necessary adjustments to the tools designed. Any changes will be communicated to APP.

#### **2. Fieldwork**

- Scheduling of the fieldwork, interviews, focus groups, and case studies will be based on the deadlines for submission of the deliverables and the time needed for their preparation/translation from Arabic, when necessary, and the operational plan.

### **Part 2.2: Data analysis**

Objective: To set up a system to ensure a continuous streamlined flow of information from the field to facilitate preliminary data analysis by the subject specialists and use of the data in the evaluation reports.

#### **1. Primary sources:**

- Collection and processing of the results of the surveys, focus groups, and questionnaires for the FLVT (PEACQ included) and AFM components.

#### **2. Database:**

- Systematic daily analysis of the data collected by the teams of interviewers; dissemination of the results by the statistician under the coordination of the logistics expert to ensure continuous use of the results in the team members' evaluation reports.

### **Part 2.3: Reporting**

The following approach will be used in the reports prepared:

- All reports will be subject to quality control before transmission to the client. This control will be exercised by Methodology Expert M. Lorenzoni and Evaluation Manager Mrs. Ferreira (see paragraph below to review the quality control mechanism).
- Pursuant to Aide-memoire N°1, each report will strive to comply with the principle of 3 versions (preliminary, intermediate, and final). A period of 5 to 7 business days will be set aside for the review and editing of the deliverables, pursuant to the Terms of Reference. (pg. 85)
- The format of each report will follow the guidelines contained in the Terms of Reference (pages 50–51).

- The translation will be based on the final version of the deliverables and will require 10 business days..

***Cross-cutting activity: Quality control:***

Design of a quality control plan via:

- **The design of evaluation tools.**
- **Monitoring of the interview data**
  - The selected software: through automatic monitoring that guarantees that all required fields are complete
  - Supervisors: monitoring of the internal consistency of the interviews
- **Monitoring of the FG data.** Quality control of the first three reports from the FGs will be performed by Quality Expert M. Lorenzoni before the next FGs are held. Quality control will focus particularly on the exhaustiveness of the results and the logical consistency of their organization in relation to the evaluation questions.
- **Quality control of the reports.** All evaluation reports (deliverables) will be subject to a “peer review”—that is, a review by Methodology Expert Marco Lorenzoni and Transtec Evaluation Manager Aurélie Ferreira.