



ANNEX E: EEA Morocco Evaluation Report

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Acronyms

AFEM	Association des Femmes Entrepreneurs Marocaines (Association of Moroccan women business leaders)
AREF	Academie Régionale d'Education et de Fomation Professionnelle (Regional Education and Vocational Training Department)
CFAs	Centre de Formation par Apprentissage (Vocational Training Centers)
CJD	Centre des Jeunes Dirigeants (Center of Young Leaders)
EFE	Education for Employment Foundation
FGD	Focus Group Discussion (FGD)
FPME	Fondation des Petites et Moyennes Entreprises (Small and Medium Enterprises Foundation)
HJ	Heure Joyeuse Association
IT	Information Technology
IYF	International Youth Foundation
LS	Life Skills
LOP	Life of Project
MEEA	Morocco Education and Employment Alliance
ToMT	Training of Master Trainers
PTS	Passport to Success
ToT	Training of Trainers
USAID	United States Agency for International Development
WS	Workplace Success training program

Executive Summary

This final evaluation report aims to assess the immediate and mid-term results of the Morocco Education and Employment Alliance (MEEA) program that comprises seven projects, six of which were based in the poor neighborhoods of the Casablanca region of Morocco, and one in the city of Salé, outside of Rabat. The report was developed based on the EEA's Results Framework (see Section II) designed by the EEA global evaluation team and vetted by the International Youth Foundation (IYF). The report attempts to respond to four main evaluation questions:

1. To what extent did the Morocco Education and Employment Alliance approach succeed in building partnerships and promoting sustainable and scalable youth employability programs? (Intermediate Result One)
2. How successful was the MEEA program in improving access to and quality of education and employability opportunities for youth through the program interventions? (Intermediate Result Two)
3. How much did the MEEA program contribute to improving prospects for employment and successful entrepreneurship? (Intermediate Result Three)
4. Was there any indirect effect on families and communities of youth and if so, to what extent? (Intermediate Result Four)

This report is structured into four main sections. Section I outlines the objectives of the evaluation together with the evaluation questions the study aims to address, as well as the research design, evaluation methodology and limitations of this study. Section I also provides a project summary of the MEEA program and describes the "Development Problem" and MEEA's response while explaining the proposed intervention and its relevance to the challenges youth face in Morocco. Section II presents the MEEA Results Framework, followed by Section III which presents specific findings related to the four intermediate results or evaluation questions. Each sub-section under the Findings Section addresses a specific indicator by providing a finding statement, illustrative data supporting the statement, and an analysis of the finding. Section IV concludes the report, presenting challenges and lessons learned focusing on leveraging and alliance building, scalability, and sustainability.

Study Methodology

This evaluation is based on a mix of qualitative and quantitative methods: a) focus group discussions with the youth; b) the administration of survey tools; and c) key informant interviews. The survey tools have been developed to allow for measurements of how the seven projects performed against defined indicators, as well as to generate a free discussion that provided information that can lead to better understanding of the motivations, behavior and perspectives of MEEA partners, employers and the youth. Out of the 2,238 participants in MEEA-supported training programs,¹ 159 have been surveyed and 106 have attended focus group meetings organized by the M&E advisor. Additionally, 18 employers of MEEA trainees were interviewed for the purposes of this study. These responses provided numerous examples of skills, knowledge and attitudes acquired by the youth through the different projects implemented under the MEEA program between 2006 and 2009.

Findings

The evaluation findings support the position that MEEA was an effective mechanism for fostering new partnerships between diverse institutions to further youth employment. MEEA generated \$2,415,240 in leverage funds and forged over forty formal partnerships and over two hundred public/private collaborations.² All six MEEA subgrantees found that the Alliance experience taught them how to create new partnerships with diverse types of partners and access new funding to contribute to program sustainability. All subgrantees also said that the Alliance helped them improve their work with youth by strengthening their technical expertise and capacity.

Moreover, the findings show MEEA's concrete results in terms of improving employment opportunities, skills and attitudes of young people. To date, an aggregated 1,688 youth have completed training offered under the MEEA programs and of this number, 1,195 were placed in internships, 300 have been placed in jobs, and 15 youth have created their own small business. Key findings include:

- Fifty-seven percent of youth respondents said their internships were either *good* or *excellent*.

¹ An overall total of 1,688 youth completed MEEA-supported training programs. It should be noted that an additional 34,777 school children were indirect beneficiaries of one MEEA program, the Al Jisr Digital Opportunities Workshop project, because their schools received refurbished computers.

² IYF distinguishes between formal partnerships and public/private collaborations by defining formal partnerships as those in which there was either a written agreement or memorandum of understanding.

- Of employed youth respondents, 57% said they were happy with their work as a result of participation in the MEEA program.
- Seventy-five percent of youth respondents said they had referred another youth to MEEA-supported training program and 89% said they had acquired necessary technical skills needed to find a job.
- The evaluation findings along with the MEEA testing for technical and life skills competencies showed youth improved their skills in listening, conflict resolution, confidence, and felt a greater sense of responsibility as a result of their training.
- Sixty-nine percent of employers responded rated the technical skills of MEEA-trained youth as *good*. In terms of life or professional skills that were a significant focus of MEEA training programs, 18% of employer respondents rated capabilities of MEEA-trained youth as *excellent* and 47% as *good*.
- All employers surveyed said they would offer jobs to MEEA graduates in the future.

Challenges, Lessons Learned and Recommendations

Part I: Challenges

Given that MEEA was one of the pioneer programs in Morocco whose operational framework was based on public-private partnerships focusing on employment for out-of-school youth, the program experienced several noteworthy challenges.

Leverage and Alliance Building

- Changing the attitude of businesses toward youth education and employment requires the development of a strong advocacy network. The MEEA's Steering Committee, while comprised of several private sector representatives, did not consistently advocate for the Alliance with other businesses. This was in part because Steering Committee members were too senior to have time to devote to aggressive, regular outreach with employers and partly due to the Alliance's inability to sufficiently motivate them to play this role. To address this challenge, the Alliance would likely need to expand Steering Committee membership from among targeted communities and industries, as well as refine roles in order to maximize opportunities for outreach with businesses for job placement. On the other hand, collaboration and sharing of lessons learned among project partners within MEEA in developing effective placement strategies was quite successful, suggesting a more bottom-up and community based approach in this area is worthy of investment.
- Introducing the "Alliance" concept was challenging in the context of a Moroccan society where community spirit has been traditionally focused more on the immediate family circle and where civil society and the private sector actors played a very minor role (if at all) in the education of Moroccan youth.
- Fundraising to sustain project activities was initially a major challenge for most of the partners. Most of the implementing partners have benefited from foreign donor grants in the past, but their capacity to develop efficient strategies to raise leverage funds for their projects was very limited when MEEA was launched.

Scalability

- Scaling up MEEA projects requires building new regional and local alliances in each region where a given MEEA project would be expanded or replicated. This in itself represents a major challenge, and requires a strong and local Steering Committee that would be fully committed to brokering partnerships, building partners' capacity in developing partnerships and leveraging resources, and in monitoring project quality.
- Finding jobs for the newly trained youth was a challenge for the EEA implementing partners, from the small to large scale projects. In order to achieve job placement on a larger scale, further efforts should build on job placement activities to develop a comprehensive job placement strategy that involves various stakeholders and coordinated outreach activities with businesses. This would go beyond the reasonably successful but more "opportunistic" and door-to-door approach undertaken by the MEEA program for job placement.
- Scaling programs is often best achieved through integration into existing institutions with broad reach, such as government. And yet partnering with government requires the government have a certain level of capacity and "buy in" to the project, as well as having a conducive policy environment. *Emploi Habilité*, MEEA's project which has best positioned itself for scale through significant integration within government institutions, was challenged by these issues and as a result, the project experienced some setbacks in terms of enrollment and job placement. Efforts have been made to improve such integration, and it will be important in future analyses to

identify best approaches in this area as the program continues to expand with USAID and other funding support.

Program Sustainability

- Sustainability can be viewed on multiple levels, at both the project and broader alliance levels. While significant progress was made in project based sustainability efforts, the overall Morocco Alliance's lack of an institutional "home" in Morocco and maturation beyond the intensive activity required for designing and distributing seed funds negatively impacted the ability of the Alliance to be sustainable on a macro level beyond IYF's direct role. Furthermore, while the prominent role of the private sector in the Alliance helped it to broker new partnerships, the private sector alone was not suitable to take on the role of leading the Alliance, and there were not civil society organizations positioned to lead it. Further efforts in this regard would likely require substantial resources given the array of institutional interests across all sectors to be represented, additional time and focus on the advocacy role beyond project specific activities, and a proper institutional framework to lead such efforts.

Part II: Lessons Learned and Recommendations

The final evaluation reveals several lessons learned that could be applied in implementation and management of similar projects.

Leverage and Alliance Building

- Alliance development efforts are more effective when private service actors and private businesses stop looking at their work with the alliance as mere charitable contributions, but because it makes good business sense. In this respect, MEEA programs that provide them with quality employees, which will ultimately contribute to the businesses' higher productivity, are the most likely to be valued and show program success.
- Regular follow up on youth and monitoring of their performance in training and their experience in internships is essential to ensure quality. Moreover, the monitoring visits are a good opportunity for the implementing partners to advocate for the MEEA graduates and to build a strong relationship with the private sector partners.
- In order to work effectively with government, the program has learned through MEEA to ensure project implementation and institutionalization, the program has to work simultaneously at the local, regional and central levels.

Scalability

- Capacity building of implementing partners in partnership development, project monitoring, reporting, and financial management contributed to making MEEA partners more capable of effectively designing and implementing alliance-based workforce development programs tailored to meet the needs of both youth and employers.
- Good trainers and a sound follow up system are the sine qua non conditions to scale up MEEA projects. Sufficient resources to cover trainers' salaries, and transport for follow up with trainees is essential.

Program Sustainability

- MEEA was quite successful in equipping its NGO partners with capacity to leverage resources and conduct effective outreach with donors and private sector, so that most of the seven partners have been able to sustain their programs with new funding and in new regions.
- Integration of life skills and language skills training was greatly valued by employers and youth themselves. More efforts by MEEA to pursue partnerships to facilitate language training (French and English) were needed, and employers and youth also expressed a need in this area.
- A system for tracking youth graduates and soliciting feedback such as mobile-based or online that youth can access easily would have been valuable for improving the responses from youth in the evaluation report and to track employment.
- Providing more systematic job counseling and guidance services to youth is a critically important component to ensure success in job searches, job placement and successful integration into the workforce.

Section I: Introduction

A. Evaluation Objectives and Scope

The goal of this final MEEA program evaluation is to examine the effectiveness, relevance and sustainability of the program; and to identify lessons learned and recommendations on program management and implementation approaches in order to strengthen impact of future youth employability development initiatives.

The evaluation focused on the activities of the MEEA program undertaken during the period between January 2005 and May 2009. The MEEA final country report aims to highlight the immediate and mid-term results of the Morocco Education and Employment Alliance (MEEA) program comprised of seven projects based in the regions of Casablanca and Rabat.

To achieve the evaluation objectives stated above, the report seeks to address four main evaluation questions based on EEA's four Intermediate Results (IRs) - see Section II:

1. To what extent did the Morocco Education and Employment Alliance approach succeed in building partnerships and promoting sustainable and scalable youth employability programs? (Intermediate Result I)
2. How successful was the MEEA program in improving access to and quality of education and employability opportunities for youth? (Intermediate Result II)
3. How much did the MEEA program contribute to improving prospects for employment and successful entrepreneurship? (Intermediate Result III)
4. Was there any indirect effect on families and communities of youth and if so, to what extent? (Intermediate Result IV)

The evaluation report is organized in four main sections:

Section I: Outlines the objectives of the evaluation and the evaluation questions the study aims to address, the research design and evaluation methodology applied, including the applied methodology for sampling, informants profile, data collection tools, data collection process and data analysis; as well as the limitations of this study. It provides a project summary of the EEEA program, describes the "Development Problem" and IYF's response while explaining the proposed intervention and its relevance to the challenges and needs youth face in Morocco.

Section II: Presents the EEA's Result Framework.

Section III: Presents specific findings according to four IRs or evaluation questions. Each sub-section under the Findings Section addresses a specific indicator by providing a finding statement, illustrative data supporting the statement, and an analysis of the findings.

Section IV: Summarizes challenges and lessons learned focusing on leveraging and alliance building, scalability and sustainability.

B. Research Design and Evaluation Methodology

The evaluation's data collection tools were designed by the EEA global evaluation team and adapted to the Moroccan context to identify factors critical to the current context analysis of youth education and employment in Morocco. Indicators were defined through a participatory process involving five EEA countries, and the framework includes both quantitative and qualitative indicators organized under four intermediate results – see Section II. Evaluation data were collected in the field over a period of three months from February to May 2009. Interviews, surveys and focus group discussions (FGDs) were conducted in French and/or Arabic. Survey data collected were then translated into English and entered in the *Survey Monkey* online database.

The EEA Global Evaluation team was composed of:

- Mrs. Mariam Britel Swift, Evaluation Coordinator for Global EEA Program and the MEEA Monitoring and Evaluation (M&E) Team Leader
- Mrs. Marcia Miranda, Evaluation Coordinator for the EEA-Philippines program
- Ms. Shereen Nasef, M&E Consultant for the EEA-Egypt program
- Ms. Lin Lin Aung, EEA Program Manager

The Morocco M&E Team Leader developed the M&E plans for each MEEA project and offered project implementers technical assistance and tools to collect data, monitor project implementation and assess

short and mid-term results. She designed the evaluation methodology for the MEEA country evaluation in close collaboration with the rest of the global evaluation team members, Mrs. Swift led the data collection process through the organization of focus group meetings, surveys and interviews, ensured the translation and entry of data into *Survey Monkey*, interpretation and analysis of collected data; and preparation of the final project and country reports. The following people participated in the data collection process in the field:

- Mrs. Noufissa Haidara: A Life Skills trainer in Abou Al Aalaa Training Center, working with youth in the Tourism Sector. She administered beneficiary youth and employer's questionnaires and final Life Skills acquisition test, and provided observations on youth she has trained and on the functioning of the training center where she worked.
- Mrs. Fatima Mouaouya and Mr. Mohamed Dbiri: Life Skills trainers and Master Trainers. Monitored performance of trainers, administered beneficiary youth and employers' questionnaires and final Life Skills acquisition test, and provided observations on youth she has trained and on the functioning of the training center where she worked.

Evaluation Methodology

Due to the diversity of activities and complexities associated with the MEEA program, it is obvious that no single source of evidence or analytical design will be able to address all evaluation issues. Multiple lines and levels of evidence (MLE) have been used for this country level evaluation, because it can infer relationships using various sources of information. Therefore, this country level evaluation of the MEEA program employed a variety of qualitative and quantitative techniques - summarized in Figure 1 below.

Figure 1: Data Collection Mechanisms and Sources

Evaluation Question/Intermediate Result	Data Collection Mechanism	Data Sources
To what extent did the Morocco Education and Employment Alliance (MEEA) approach succeed in building partnerships and promoting sustainable and scalable youth employability programs? (Intermediate Result I)	Interviews	Project implementers Alliance members
How successful was the MEEA program in improving access to and quality of education and employability opportunities for youth? (Intermediate Result II)	Focus groups Questionnaires Interviews Desk review	Project participants Employers Trainers
How much did the MEEA program contribute to developing improved prospects for employment and successful entrepreneurship? (Intermediate Result III)	Focus groups Survey Interviews	Employers Project participants
To what extent did the MEEA program succeed in improving youth engagement in their families and communities (Indirect effect on communities and families of youth)? (Intermediate Result IV)	Focus groups Survey questionnaires Interviews	Project participants, and their family members or relatives

The team verified the data using triangulation approach based on focus group discussions, surveys, and key informant interviews. Generic survey tools were developed to allow for measurements of how the indicators performed across the different EEA countries, as well as be used to generate a free discussion with the key informants on their EEA experience. The discussion provided information that led to a better understanding of the motivations, behavior and perspectives of our partners, employers and the youth. The evaluation used the following definitions for the three categories of data sources:

- Partners: Government, civil society and private sector partners who have directly or indirectly supported EEA programs. These included alliance/steering committee members, project implementers, partners or project implementers.
- Beneficiaries: A) Direct: youth who participated in EEA training programs, employability programs, coaching, or other EEA supported programs; B) Indirect: community, trainers, families and friends.
- Employers: Private or public sector employers who have offered internships and/or jobs to EEA youth. They may or may not be partners of the EEA alliance.

Surveys

Five comprehensive questionnaires were developed to gather input from the three groups of data sources described above.

Focus group interviews

Focus group protocols were developed to involve all youth who have completed a specific program, or just

a representative sample thereof. Nine focus group interviews were organized with the participation of 106 youth who graduated from the different projects. Each focus group discussion was attended by four to thirty participants and lasted approximately two hours. Participants were invited to complete the participant survey prior to the start of the focus group discussion.

Interviews

Interviews with the employers were conducted at their offices, and lasted between thirty minutes to an hour. A questionnaire prepared in collaboration with the EEA global evaluation team was used to guide the discussion. In most cases, these interviews were also used to further sensitize the employers about the MEEA program concept, and to encourage them to hire more youth in the future. Interviews with implementing partners were conducted either through the telephone, the internet, or in person. These interviews were also guided by the survey tool prepared in collaboration with the EEA global evaluation team.

Sampling

The global EEA evaluation team proposed the following guidelines for sampling to guarantee a full enumeration of partners, and a good sampling of employers and youth:

Sample Sizes

- Participants: A minimum of twenty youth per project in each country
- Employers: 50% of employers per project in each country
- Partners: At least 50-100% alliance members; 100% implementing partners

Composition of Samples

Participants: The samples were composed of youth who have completed EEA programs. The team attempted to have fair representation in terms of gender as well as those employed vs. not yet employed. It became obvious during the course of collecting project-related data that only a very small proportion of the population invited to participate in the focus groups and surveys would respond. Therefore, selection criteria for respondents were mainly based on the availability of youth and employers and their willingness to respond. Out of the 2,238 youth that have been trained under the MEEA-supported training projects, 159 youth have responded to the beneficiary survey questionnaire, and 106 participated in the nine focus groups organized by the M&E Team Leader. Four implementing partners responded to the implementing partner's survey; and 18 employers responded to the employer's survey. The implementing partners and employers under the project "Point Jeunes" were not interviewed because the project was terminated before its completion. The "Work Place Success Project" implemented by EFE, was evaluated separately by a New York University evaluation team.³

Desk Review

The desk review of secondary data, consisting primarily of project documentation, was conducted prior to on-site data collection in order to identify potential topics for in-depth probing during interviews and focus groups. The following documents were reviewed:

- 1) EEA program description
- 2) EEA monitoring and evaluation plan
- 3) EEA quarterly reports
- 4) Subgrant project quarterly and final reports
- 5) USAID evaluation guidelines
- 6) Youth Exclusion in Morocco: Context, Consequences, and Policies, Brahim Boudrabat, Aziz, Ajbilou, Middle East Youth Initiative Working Paper, Wolfensohn Center for Development, Dubai School of Government.
- 7) EQUIP3 "Guide to Conducting USAID Cross-Sectoral Youth Assessments" Draft 2/21/08.
- 8) Evaluating Global Development Alliances: An Analysis of USAID's Public-Private Partnerships for Development, Tom Dewar (DAI).

³ EFE's evaluation was conducted to measure knowledge gains, and behavior changes. A different set of surveys and protocols were developed and used to gather information from direct beneficiaries under this particular project. To ensure a minimum synchronization of the EFE evaluation with the overall country level evaluation, the MEEA M&E Team Leader met with the New York University Evaluation Team to give them some guidance on the evaluation tools to be used and the indicators that should be included in their evaluation. A total of 26 youth responded to EFE's alumni questionnaire and six employers responded to the employer's questionnaire. EFE's NYU evaluation was not available to IYF at the time of writing this report.

Data Analysis

The data collected were analyzed according to specific indicators under each IR, specifying trends emerging from responses and analyzing reasons and justifications behind these trends. Data related to youth acquisition of skills was triangulated using test results, trainers' observations, and youth self-assessments.

Four instruments were developed to allow for the assessment of youth progress in acquiring the soft skills and technical skills that the MEEA supported training programs sought to develop in target youth. These different instruments served to triangulate the results to ensure data accuracy and validity:

1. Technical and life skills tests: administered to youth throughout the training and at the end of each training program.
2. The youth self assessment questionnaire: this questionnaire asks the youth to assess their own capacities before and after the program.
3. Teacher's observation: These observations were provided either orally, in writing or using a grid to rate youth progress in relation to each skill that the curriculum sought to develop in youth.
4. Employers' assessment of the performance of MEEA-trained youth as interns: questionnaire or interview of employers and direct supervisors of youth that can give first hand observation and assessment of the youth performance on the job (see indicator 2.6).

C. Limitations and Challenges

During the process of data collection, this evaluation faced a number of challenges that affected reporting on some specific indicators, particularly those related to youth employment. Some of these challenges are listed below:

- As no systematic data were available on participants' whereabouts it was not possible to develop a statistical sample, and much time was spent on finding participants to interview. Only 159 out of the 1,688 of the beneficiary youth that have completed MEEA-supported training have responded to the questionnaire and/or attended the focus groups.
- The largest cohort of youth trained by Emploi Habilité Casablanca did not complete training until June 2009. These youth were still being surveyed to get their feedback on the quality and relevance of the training they received, but it is still too early to check on their employment status, as this should normally be done three to six months after graduation.
- Some of the youth surveyed were semi-illiterate, and in certain cases, were unable to complete the survey or write down their comments. It was necessary during the data collection process to request the help of four to five people in order to provide one-on-one help to those youth who could not complete the questionnaire on their own. In ninety percent of the cases, completing the beneficiary questionnaire took almost two hours.
- Surveying MEEA working youth was challenging, due to the fact that most these youth found it difficult to take time out of their work to come to the focus group meetings or to complete the questionnaire. To accommodate these working youth, focus group meetings and surveys were conducted during weekends or after working hours.
- Partner employers who recruited MEEA youth were generally too busy to respond to our interview requests. These were heads of small or very small enterprises that were generally performing several functions at the same time, and their availability for interviews was very limited.

Additionally, as discussed in detail in the overall global evaluation, this study is inherently limited by the lack of a fully external evaluation of program outcomes. As noted in the global introduction, given both resource constraints and the desire to leverage the broad experience of program participants to fully compare and contrast approaches used in the different countries for governance, program design, leveraging of resources and other elements, a strategic decision was made to utilize participants in the overall program to support in the conduct of this evaluation. In the interest of promoting learning and improvement, the EEA teams have done their best to fully express challenges and problems within programs and the alliance structure, grounded in the reality of their experience in the program; however, the study does have this inherent limitation, which is important to disclose fully.

Problem Statement

Morocco's growing youth population needs to be fully engaged and gainfully employed. Although opportunities exist in Morocco's labor market and private sector, many young people lack the skills demanded by the market. Access to acquiring these skills is very limited for those who have dropped out of the educational system. Those who complete their education often do not have the portable and adaptable skills needed in today's competitive marketplace.

Moroccan youth face a number of challenges as they prepare for the world of work. The official unemployment rate for young people (ages 25-34) is 56.2% in the urban areas and 60.1% in the rural areas.⁴ While employment opportunities in the private sector are growing, few young people are equipped with the attitudes and skills required to thrive in the workplace. The country's education system, despite improvements, continues to produce young people who lack relevant skills for the globalizing economy. Even if youth possess relevant technical skills, the employers with which IYF has partnered over the last four years in Morocco note that young people do not join the workforce with the necessary critical thinking, communication, and other "soft" or behavioral skills they need to succeed at a given job. Moreover, youth lack confidence and knowledge of how to navigate the job market, use networks to look for jobs and then apply successfully for available jobs.

Program Response

The **Moroccan Educational and Employment Alliance** (MEEA) engaged business, government and NGOs to address the national priority of improving education and training for youth that is relevant to the job market. Through public-private partnerships, MEEA developed and expanded job training, placement and entrepreneurship programs for disadvantaged young women and men. MEEA implemented seven projects benefiting disadvantaged youth aged 16 to 25 in the Grand Casablanca region, and is presently scaling-up one of these projects "Emploi Habilité" in the Tétouan-Tangier region. Four other projects are being replicated in other regions of Morocco (The Digital Opportunity Workshop in Ouajda, and the Reprofileage project in Marakesh, WorkPlace Success in Tangier, School of Entrepreneurs in Agadir). The seven projects focused on different sectors (including IT/Hardware repair, Textile, Tourism, Preschool teaching, services, and other). These projects aimed to reach different categories of disadvantaged youth, ranging from illiterate young women, to out of school street children, to unemployed young female university graduates.

Six of the MEEA projects focused primarily on youth training and placement. Training programs lasted from nine months to two years and programs targeted different categories of disadvantaged youth (quasi illiterate young women, university under-graduate young women, school dropouts) aged 16-25. Two out of the seven MEEA subprojects were specifically designed for young women; all five others targeted both young males and females.

All training activities included two fundamental areas: 1) hard/technical skills, and 2) soft/life skills.

- 1) Technical skills training comprised two components: in-class/theory training and practical hands-on training at the enterprise.
- 2) Life skills training was designed to complement the technical skills training so that graduates know how to work in teams, communicate effectively, solve problems and adopt good work ethics at the workplace. Two life skills development curricula were used for this purpose: a) the Passport for Success curriculum, designed by IYF with funding from the GE Foundation, and adapted to the Moroccan context by a team of Moroccan Emploi Habilité experts; and b) The Workplace Success curriculum, designed by McGraw Hill University, and adapted to the Moroccan context by EFE experts.

Only one of the MEEA projects was focused on entrepreneurship development: School of Entrepreneurs Project, implemented by the Center of Young Leaders (CJD).

The following are brief descriptions of each of these projects and their immediate results:

DIGITAL WORKSHOP OPPORTUNITY: This program, implemented by the NGO Al Jisr, provided disadvantaged youth who have completed their high school education, practical training on computer hardware repair and maintenance, and couples this training with the Emploi Habilité life skills curricula. The program includes four months of computer repair training, basic software training and marketing, followed by two months of internships.

Project Results: Eighty-seven out of 92 participants completed the training, 67 completed two-month internships, and forty were placed in permanent employment. Over 2,333 computers were collected, repaired and redistributed to primary schools in poor neighborhoods, benefitting 34,777 students. Computers donated were refurbished by the trainees and distributed for use by 61 schools, seven associations and five training centers (CFAs). Al Jisr has entered into a new partnership with Banque Populaire to donate computers and other equipment for both the Casablanca and Oujda workshops. The Casablanca workshop model is being replicated in Oujda.

⁴ All statistics in this section are from the National Employment Survey (Direction de la Statistiques), 2006 or the DSSP – Division des études et des statistiques. –2007/2008 data.

Emploi Habilité (EH): This program, in its first phase implemented by the Mjid Foundation, sought to train school dropouts from disadvantaged neighbourhoods of Casablanca in the GE/Passport to Success Life Skills and Microsoft Unlimited Potential (UP) programs. Building on the success of its first phase, the project's second phase took the model of IT and life skills training and integrated this package into the Ministry of Education's Casablanca Academy's vocational training centers – Centres de Formation par Apprentissage (CFA). CFAs are based on a training model of twenty percent in-class training and eighty percent hands-on training for youth studying technical trades such as metal work, IT, early childhood education, and tourism/hospitality, over a one to two-year period. In the CFAs, the training package represented a complement to the normal offering of the vocational training centers, enabling graduates to strengthen the soft skills needed to accompany their technical skills during their internships and equip them with a foundation of computer applications that they can apply to their specific trade. Emploi Habilité is presently being replicated in the region of Tétouan-Tangier, as a first step towards scaling up the program nationwide.

Project results: This program trained 48 youth in the pilot phase, of whom 44 completed the training and internships. Sixteen graduates from the pilot phase secured jobs. During the phase two, a total of 816 CFA youth participated in three cohort classes focusing on life skills, basic IT and job search preparedness as elaborated below:

- Cohort Class I (September 2007 – June 2008): a total of 107 youth participated and completed the one-year track EH training - inclusive of internships, and 54 graduates have been placed in jobs.
- Cohort Class II (September 2007 – June 2009): a total of 314 youth participated and completed the two-year degree track training inclusive of internships.⁵
- Cohort Class III (September 2008 – June 2010): a total of 395 youth are currently undergoing in the two-year track training. Of these 395 youth, 380 have been placed in internships to date.

The success of the program has led to a number of new opportunities for expanding the project. MEEA/IYF continues to receive interest in the Life Skills curriculum from new public and private sector partners. Private sector and organizations that expressed interest and with whom IYF/MEEA has met include: ANAPEC, Auteuil Foundation (French NGO), McDonalds, Accor, Federation of Tourism, USAID-funded Civic Education Center, North-East Foundation, the Finnish Children and Youth Foundation and SILATECH. Through two phases, this project trained a total of 1,237 youth including 373 youth who received life skills training through other MEEA partners.

Workplace Success/EFE: This program, implemented by the Education for Employment Foundation (EFE), includes adaptation and translation of EFE's Workplace Success curriculum for Morocco and the training of 230 youth, including youth beneficiaries from two of MEEA's other programs – the first group of Al Jisr's Digital Opportunities Workshop trainees, and AFEM's Reprofilage program. Training was conducted in partnership and on the campus of University Hassan II, Morocco's largest public University. EFE's model entails partnering with companies seeking to train their new employees on Workplace Success, so participants receive the Workplace Success training along with their workplace experience and then can transition into permanent employment. EFE has such agreements in place with BMCE, YNNA Holdings and the Chabi group, and job placements were targeted for approximately 85% of trainees.

Project results: An aggregated 182 youth completed the training and 113 (49%) were placed in permanent jobs. The University Hassan II pilot courses were launched with the participation of students from the faculties of Sciences and Literature in March 2008. To ensure the sustainability of the program, EFE trained 1 Master trainer, who will start training the trainers in the University Hassan II.

Reprofilage/AFEM (Skills upgrading): The Reprofilage program, implemented by the women's business association, AFEM, identified jobs that were in demand among AFEM members and trained unemployed women to fill them. The program then secured commitment from the businesses that they would provide internships and hire the women with whom they were matched, following their successful completion of the training. This project helped reduce the number of young women who were unemployed by preparing them to successfully break into the job market while providing businesses that are members of AFEM with qualified employees.

Project results: The Reprofilage/AFEM grant drew to a close in June 2008, training a total of 61 women

⁵ Job placement figures were not available for cohort class II and III because participants were in the process of being placed in jobs or undergoing internships in early-mid 2009 when the evaluation was being completed.

of whom 41 completed, placing 38 in internships (target of fifty) and placing 32 of the graduates in jobs or 64% (target of 38). The Reprofilage project generated many lessons of broader interest to MEEA because of its approach of targeting youth unemployed graduates (“diplomés chomeurs”) in Morocco and particularly young women. Learnings from Reprofilage related to the importance of orienting employers as well as employees prior to internships and the need for stronger mentorship among business partners are issues that have emerged across several of the MEEA grants. While the number of women reached remained small, the program was successful in receiving additional funding from a Canadian donor to replicate the program in Tangier.

School of Entrepreneurs/CJD: With support from MEEA, the NGO Center for Youth Leaders (or Centre des Jeunes Dirigeants - CJD) offered youth a dynamic training program that would allow them to discover their entrepreneurship capacity and develop enterprise management skills. The program worked through the USAID-funded partner project, ALEF’s “Entrepreneurial Spirit Program” (ESP) and “Entrepreneurial Development Program” (EDP). CJD also offered young entrepreneurs opportunities to participate in other seminars to complement their entrepreneurship training, including “Finance for Non Finance Professionals” and “Negotiating with Your Banker.” Participants who successfully completed the ESP modules could also benefit from an advanced Entrepreneurship Spirit Program (ESP II). Following the first stage training workshops, the program selected a small number of potential entrepreneurs with strong a commitment to receive direct coaching and mentorship from businesses for a period of over 18 months. Additionally, an agreement with Hassan II University in Casablanca will integrate and mainstream the training into their bachelor and masters programs to ensure the sustainability of the project beyond the pilot period.

Project results: A total of 433 young men and women have received the Entrepreneurship Spirit (ESP) training, and 13 young men and women have been selected to benefit from coaching services for the creation of small enterprises in Agadir.

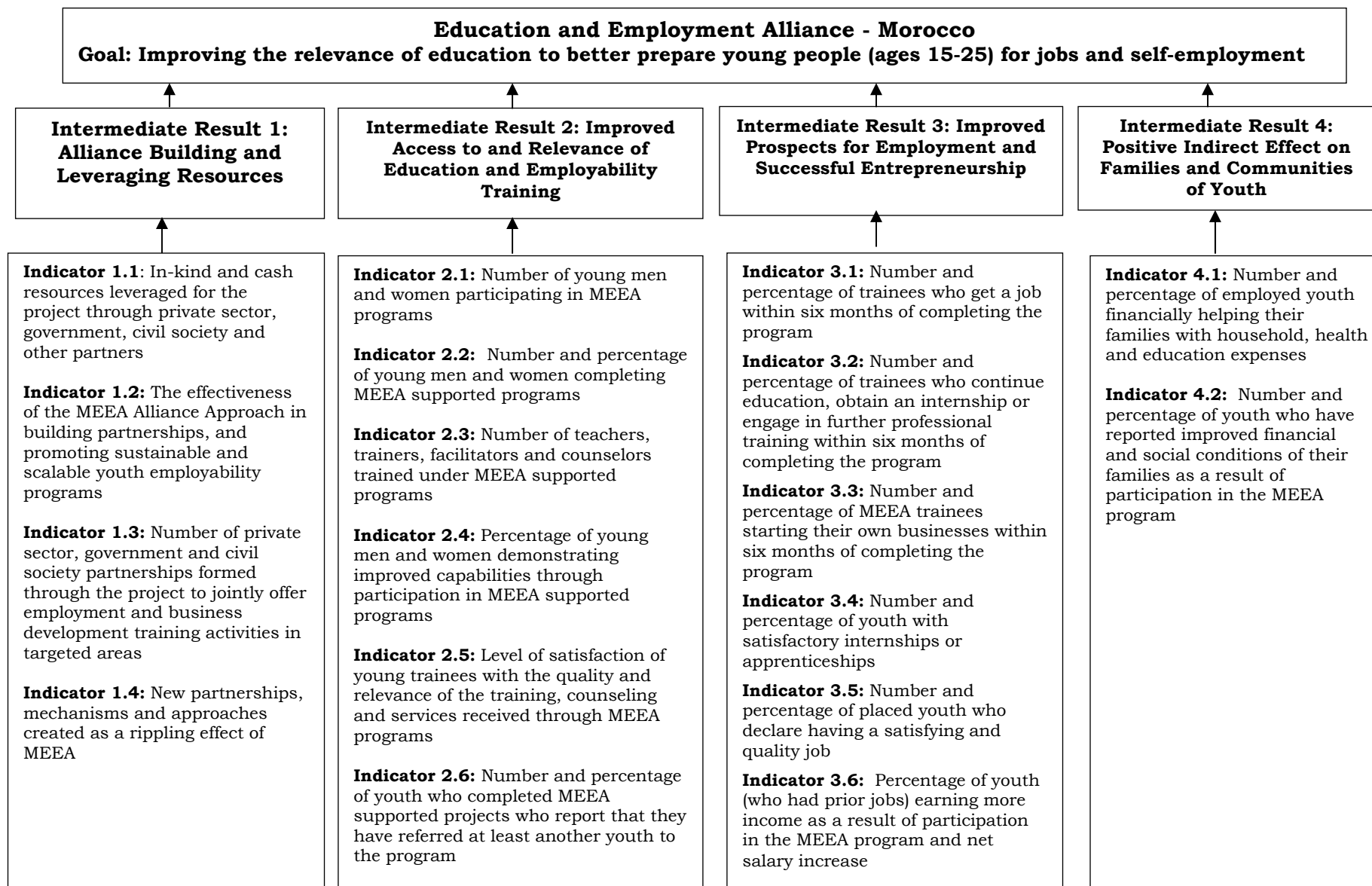
“Point Jeunes” Digital Workshop / Job Nest – ENDA Maghreb: The “Point Jeunes” project led by ENDA Maghreb aimed to improve the employability of Moroccan youth in Salé through demand-driven training and job placement services through a “Job Nest” or employment center housed at a newly-built Community Center - Dar El Hay. Among the training programs offered were the “Digital Opportunities Workshop” led by Ateliers Sans Frontières, Life Skills for Employability/Passport to Success training as well as basic IT office skills and job searching techniques training.

Project results: Two groups of ten disadvantaged completed internships. In addition, 18 youth were trained on IT and life skills, and 22 youth completed training on micro-enterprise development by the Zakoura Foundation. Despite Point Jeune’s small-scale successes of training youth within the Salé communities, the intractability of the management problems within Enda ultimately led EEA/IYF to decide to terminate the grant a month early in May 2008. Parallel to IYF’s decision to end the grant, IYF learned that the organization’s poor management actually forced Enda to close down its program in Morocco. IYF channeled the remaining funds from the grant to contribute to the GE/Passport to Success Life Skills Master training that IYF conducted in October 2008.

Training Young Women to Work in the Apparel Sector/L’Heure Joyeuse: This program, implemented by the NGO l’Heure Joyeuse, and supported by Nike, targeted 130 young women from disadvantaged neighborhoods of Casablanca to improve their skills in clothes-making, as well as their life skills and entrepreneurship skills, with the goal of placing 31 of them in jobs in the apparel sector. A high quality package of training was provided in life skills, basic entrepreneurship skills, job searching techniques, basic literacy and numeracy, as well as language training.

Project results: A total of 68 youth out of the 93 participants completed the training, 45 were placed in internships, out of which 31 (target of 31) were placed in permanent employment, and 15 are still in internships at the moment this report was developed. L’Heure Joyeuse also worked with Emploi Habilité to train additional youth in their other programs in Life Skills as part of the “pre-orientation for vocational training” consisting of Life Skills, ESP Basic, and basic literacy and numeracy package. As a result, the program has been able to reach a greater number of disadvantaged young men and women through the life skills program and other basic skills training. They can then be eligible to participate in the MEEA-funded textile training program, CFA programs, as well as L’Heure Joyeuse’s other vocational training programs. L’Heure Joyeuse has been discussing this new model with GTZ and ESITH, a business association of textile businesses in Morocco, who would assist in promoting program among partner factories and lining up factories to participate in the program.

Section II: MEEA Results Framework



Section III: Findings and Analytical Review of Project Achievements

Intermediate Result I: Alliance Building and Leveraging Resources

The findings presented in this evaluation are organized by intermediate result presented according to four key evaluation questions. The findings are meant to provide a broad picture of the effectiveness of the MEEA projects and to identify good practices, areas for improvement, challenges, and lessons learned related to the MEEA program implementation.

Intermediate Result/Evaluation Question I: To what extent did the MEEA Alliance approach succeed in building partnerships, promoting sustainable and scalable youth employability programs? To respond to this question, the evaluation used the following four indicators:

- Indicator 1.1: In-kind and cash resources leveraged for the project through private sector and government partners
- Indicator 1.2: The effectiveness of the EEA Alliance approach in building partnerships, and promoting sustainable and scalable youth employability programs
- Indicator 1.3: Number of private sector, government and civil society partnerships formed through the project to jointly offer employment and business development training activities in targeted areas
- Indicator 1.4: New partnerships, mechanisms and approaches created as a rippling effect of working with EEA programs to support youth employability

Summary of Intermediate Result I Findings

The Morocco Alliance successfully leveraged over two million dollars and built the capacity of the seven local NGO partners to develop strategies for outreach with donors and partners and who as a result were successful in leveraging additional funding. Moreover, the Alliance succeeded in fostering new and diverse partnerships among NGOs, private and government institutions which contributed to sustainability of most of the seven projects beyond MEEA. At the country level, however, the Alliance was not able to sustain itself beyond the EEA program due in part to factors related to the Steering Committee.

Indicator 1.1: In kind and cash resources leveraged for the project through private sector, government, civil society and other partners

Contributions leveraged since the MEEA program inception totaled \$2,415,240 including \$543,718 in cash and \$1,871,521 in in-kind contributions. In addition to these funds, the Finnish Children and Youth Foundation (FCYF) and EFE-Maroc approved a \$270,000 grant to support adaptation of the PTS program to specific business sectors and train youth for placement in these over the next three years. An additional \$310,000 has been provided by SILATECH, a new Qatari initiative, to support the program in training youth in the tourism sector. Illustrated in Figure 2 are the total amounts of cash and in-kind leverage from six out of seven sub-grantees.

Figure 2: Resources Leveraged by Project

	Cash	In-kind
IYF Secretariat	\$4,000	\$11,350
Digital Opportunities Workshop	\$88,914	\$451,606
Emploi Habilité	\$33,696	\$1,204,328
Workplace Success	\$266,964	\$15,000
School for Entrepreneurs	\$0	\$25,463
Reprofilage	\$50,144	\$163,774
Point Jeune ⁶	\$0	\$0
Preparing Disadvantaged Young Women for Apparel Sector Employment	\$100,000	\$0
TOTAL	\$543,718	\$1,871,521
	\$2,415,239	

⁶ Project terminated early and leverage documentation collected by partner was not sufficient to confirm leverage amounts.

Leverage contributions by year (2005-09) are presented in Figure 3 below:

Figure 3: Leverage Resources by Year

Fiscal Year	Cash	In-kind
FY 2005	\$ -	\$ 11,350
FY 2006	\$ 170,335	\$ 1,405,000
FY 2007	\$ 283,992	\$ 96,876
FY 2008	\$ 33,412	\$ 297,732
FY 2009	\$ 55,980	\$ 60,563
TOTAL	\$ 543,718	\$ 1,871,521
	\$2,415,239	

In 2005, when the MEEA program was launched in Morocco, Moroccan civil society organizations in general, including the six NGOs that implemented MEEA projects, had only a limited capacity to leverage cash contributions to support project implementation. In fact, with the exception of Education for Employment (EFE) --which is an international organization that has a broad experience in leveraging resources and fund raising-- the five Moroccan local NGOs (Al Jisr, AFEM, M'Jid, ENDA, CJD, and l'Heure Joyeuse) did not have a specific plan or strategy to leverage resources. Advocacy and outreach activities were conducted on an ad-hoc basis, without any systematic or rational planning. Most NGOs depended on small cash donations from government institutions or international organizations. Contributions from local businesses were very limited and consisted mostly of in kind contributions such as used furniture and computers.

Once these NGOs started working with IYF using the Alliance approach, they realized that they had to develop sound outreach strategies to properly leverage required funding to support their projects. Hence, under the MEEA program, each one of the partner NGOs developed an outreach plan in one form or another, and all of them organized communication and advocacy events, where individual MEEA projects were presented to potential donors. As a result, all MEEA sub-grantees have developed their capacities to leverage resources in a more organized way; and have managed by the end of 2008 to leverage at total of \$2,399,889 (excluding \$15,350 leverage from IYF Secretariat) in support of their project implementation. In addition, through the experience acquired during their collaboration with MEEA, five out of seven sub-grantees managed to attract funding to continue, expand, or replicate their projects beyond the MEEA funding (see the figure under indicator 1.4) which helped promote long term program sustainability.

Indicator 1.2: The effectiveness of the EEA Alliance Approach in building partnerships, and promoting sustainable and scalable youth employability programs

From the outset, the Morocco Alliance emphasized the importance of the private sector's role in youth employment programs. In fact, the Alliance's emphasis on the private sector greatly influenced the composition of its Steering Committee which in turn positively affected the program's effectiveness in building partnerships and eventually its sustainability. The MEEA Steering Committee was originally comprised of the following members:

- General Confederation of Moroccan Enterprises (CGEM)
- Moroccan American Chamber of Commerce
- PME-PMI, the Federation of small and medium enterprises
- AFEM, a women's business association
- AL JISR, a Moroccan NGO led by a VP of a major Moroccan bank that fostered links between Moroccan businesses and local public schools
- USAID/Morocco
- IYF

During 2007-2008, as the program's priority shifted to the sustainability of the Moroccan Alliance, IYF and the Committee decided to expand the membership of the Steering Committee to include representatives of other NGOs partners involved in the Alliance and to identify a few replacements to represent existing member organizations. Therefore, in the spring of 2008, several new members were nominated such as l'Heure Joyeuse and the Center for Young Leaders (CJD). A new representative from CGEM was invited but did not join. The central role of the private sector in MEEA's Steering Committee

contributed to its effectiveness in building partnerships with variously sized-businesses, yet it may have contributed to its difficulties in sustaining itself.

Between 2005 and 2008, MEEA awarded seven grants to six local NGOs/associations. Following the award process, the IYF Secretariat, and the Steering Committee to a lesser extent, focused more on program monitoring, technical support around job and internship placements, and fostering partnerships. The Moroccan Alliance used several strategies for building partnerships and capitalizing on its network of partners once they had joined. Firstly, the IYF Secretariat⁷ drew upon IYF's global partners to add leverage funding and in-kind resources to the program. IYF brought partnerships with Microsoft, Oracle and Nike to MEEA that enhanced several of the sub grants. The IYF Secretariat organized promotional events such as at Morocco's annual "Fundamentals of Investment Conference" to raise visibility of the program among businesses.

The IYF Secretariat also conducted outreach efforts with businesses through meetings and phone calls to enlist new businesses and to identify internship and job opportunities for MEEA youth. As the training subprojects became more mature and the job placement needs were greater, this one-on-one outreach was less effective and so MEEA turned to other means to promote the program such as direct outreach with the Steering Committee members and organizing the MEEA Forum through which MEEA invited businesses, public sector, and youth to attend the event to learn more about various subprojects and hear testimonials about the program. Finally, during the last year of MEEA, the IYF Secretariat facilitated regular project director meetings to which it invited directors from each of the partner organization. These meetings were quite valuable in allowing the implementing organizations to share lessons and strategies, and to foster further cross-project partnerships.

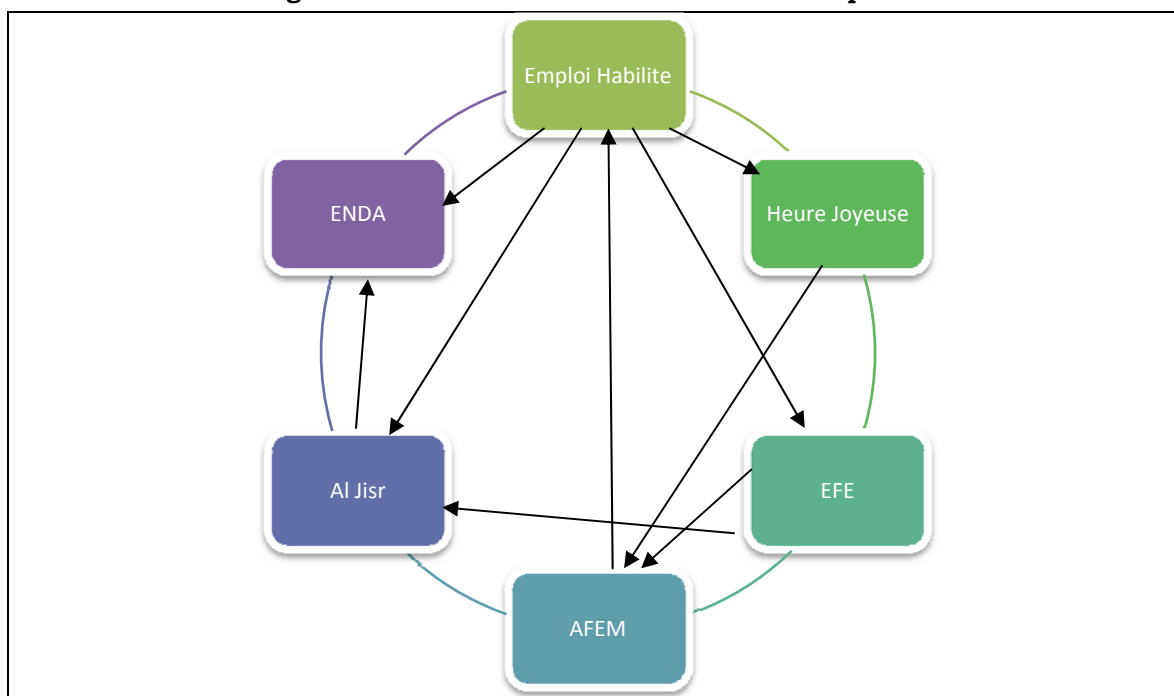
As a result of a combination of the strategies described above, MEEA proved to be effective in fostering new and diverse partnerships and collaboration among public and private sector actors. The MEEA program fostered partnerships in two categories: collaboration among the MEEA sub-grantees themselves and partnerships with other entities.

Collaboration among the MEEA sub-grantees themselves:

Through the help of the project director meetings, MEEA discouraged its partners from working in isolation, but rather to use their limited resources and capacities to work in partnership with other organizations to leverage resources, share knowledge, and exchange services and expertise. All six implementing partners have built partnerships among themselves and begun helping each other to implement their projects more effectively. Of particular note in this respect are the life skills interventions developed and managed through the Emploi Habilité and Workplace success programs, each targeting a slightly different age and educational attainment level. These two life skills programs were shared across several MEEA projects which strengthened trainer and master training capabilities among the organizations, fostered mentorship of such trainers within Morocco, and allowed partners to share and exchange best practices and lessons learned. The figure below presents the six different subgrantees with arrows to indicate the cross collaboration and synergies.

⁷ IYF served as the Secretariat institution in Morocco due to difficulty in identifying a Moroccan association that had the appropriate profile and organizational capacity.

Figure 4: Intra-MEEA Sub-Grantees' Partnerships



Partnerships with other entities

As a result of participation in the MEEA program, all six implementing partners were more capable of forging new effective partnerships with other national and international NGOs, as well as with public and private institutions (Banks, universities, Ministry of Education, Ministry of Labor). These new partnerships helped the grantees access additional funding to replicate their own programs in other regions of the country and therefore contributed toward their programs' sustainability. To date, over 200 businesses have been directly involved in the different MEEA programs, providing computer equipment, furniture, but most importantly, offering internships and jobs to MEEA trainees and graduates.⁸ See Annex A for the list of MEEA partners and their contributions.

Survey responses from NGO grantees, private sector and public sector partners support these conclusions with specific examples of how they benefitted through MEEA. When asked about their experience in MEEA, the six MEEA grantees responded that being part of an alliance gave them the opportunity to exchange experiences and expertise, and to mutually benefit from other partners' added advantage. There were indeed several cases where one project would use the training experts or parts of a training program of another project, hence taking advantage of what the others do best, saving much needed financial resources, and avoiding effort duplication. Such examples are:

- EFE offered its Workplace Success training curriculum and trainers to train AFEM's "Reprofilage" young women and to Al Jisr's Digital Opportunities Workshop trainees.
- Emploi Habilité offered its Life Skills training program and its trainers to 3 MEEA projects: l'Heure Joyeuse, Al Jisr, and ENDA.
- Al Jisr Digital Opportunity Workshop refurbished computers and sold them at a minimal price to Emploi Habilité to provide basic IT lessons to out-of-school youth.
- Heure Joyeuse hired a Reprofilage (AFEM) graduate, and offered training to young women referred by Emploi Habilité, and is now developing a pre-vocational training program that will start preparing out-of-school youth that are below 15 in order to orient them to the Emploi Habilité Vocational Training Centers (CFAs).
- AFEM offered internships to three Emploi Habilité youth and is expecting to continue offering paid internship positions to at least three Emploi Habilité youth each year.

⁸ The evaluator was not able to get a final number of the private sector partnerships developed by the MEEA, as many of these partnerships were informal, and were not documented using an MOU or other forms of cooperation agreement.

Similar to other EEA programs, such as EEA-Egypt, building alliances around the MEEA program not only helped implementers better implement project activities but also enrich individual projects by adding components that were crucial to their successes. Implementing partners felt that the MEEA projects' cross-collaboration is one of the major achievements of the Alliance, and one that will last and expand far beyond MEEA funding.

All implementing partners confirmed that MEEA helped them improve their capacities to work with youth to a great extent. In fact, partners were also asked to assess the quality of the assistance they received from the Steering Committee. Three out of the four implementing partners interviewed rated the technical assistance from the MEEA as *good* or *excellent*. One of them stated that what they learned from MEEA continues to help them with the implementation of the subsequent phase of the project. Another partner said that it was because it allowed the association to re-formulate the content of its training program by adding non-technical components.

"Our project coordinator has been trained by AFEM's Reprofilage project; our trainers were trained by Emploi Habilité Master Trainers, our youth are benefiting from the Life Skills curriculum offered through Emploi Habilité, and now my organization is accredited by the State as an official Vocational Training Center (CFA), and it is all thanks to the experiences we gained through working with the Alliance."

Mrs. Geneviève Berrada, Project Manager, and Treasurer, Heure Joyeuse

When implementers were asked what they gained from their collaboration with the Alliance, they cited the following:

- Expansion of the associations' network
- Development of new alliances in other regions of Morocco
- Reinforced the credibility of the associations as an organizations that helps youth
- Other partnerships with current alliance members
- Exchange expertise and knowledge
- Exchange of services with other MEEA members (EFE, AFEM, ALJISR)

Nawfal Fassi Fihri, CEO, EFE-MAROC:

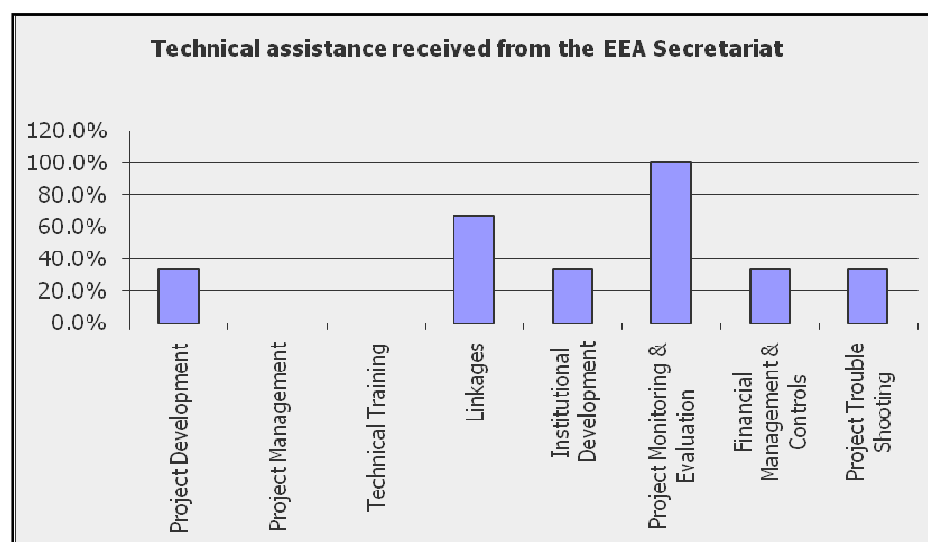
"Without the alliance EFE would not have been aware of other organizations working in the youth employability field"

All partners have implemented traditional development projects that do not use the alliance approach. When asked to describe their alliance experience in comparison with traditional development models, two said it was *similar*, while three said it was *better* because of its innovative approach that fostered synergies among the different actors in the field of youth training and employability development and harnessed what each of these actors does best for greater project effectiveness.

When asked what they liked most about MEEA, partners said its quick responsiveness. The IYF Secretariat did indeed respond immediately to implementing partners' requests for assistance in relation to project monitoring and problem troubleshooting (especially in relation to recruiting youth and trainers as well as reporting). However, all implementing partners said they were expecting more involvement from the Steering Committee in placing youth in jobs and internships. The MEEA Steering Committee members had a wide range of business connections, but the level of integration of MEEA trained youth into these networks was limited. In addition, implementing partners who were not represented on the MEEA Steering Committee commented that they would have liked to have more regular contact with the Steering Committee members, through regular meetings, to discuss project implementation issues. Between 2005 and 2008, only two Steering Committee meetings involved project implementers' representatives, and those two meetings did not happen until toward the end of the MEEA program.

Figure 5 presents the percentage of partners who requested and received certain types of technical assistance from the EEA Secretariat/IYF based on their institutional needs. For example, all partners requested and received assistance from the Secretariat in monitoring and evaluation, whereas roughly 65% of partners needed and received help forming linkages. Nearly forty percent of implementing partners sought technical assistance from the Secretariat in areas of financial management, institutional development, project development and trouble shooting.

Figure 5: Classification of Technical Assistance Provided by the Secretariat



Business partners strongly supported the public-private alliance model. MEEA has supported and promoted a new culture based on the principle that the private sector must be directly involved in development, and should be encouraged to stay involved to improve effectiveness and sustainability of vocational training and job readiness programs. The strongest supporters of these types of alliances are those who have direct experience with them, even when alliance outcomes are mixed. There is also recognition that MEEA provided partners with an opportunity to test and validate public-private partnership models. Specific examples include partnerships fostered between local businesses and the Regional Education Authority in Casablanca (AREF), to offer some 700 youth one to two-year internships that will ultimately lead to full time employment. Partner public institutions, such as the University Hassan II and the Regional Education Authority in Casablanca (AREF Casablanca), also expressed satisfaction from partnering with the Alliance, citing that the program has expanded and improved their core curricula through the addition of new courses, particularly the Workplace Success and Passport to Success Life Skills and Microsoft's Unlimited Potential basic IT curricula.

Mr. Yahia Melhaoui, From Hotel Ibis Moussafir, Casablanca (ACCOR Hotel Chain) said when asked to comment on the hotel's collaboration with the Emploi Habilité Project:

"This is truly a win-win situation. The youth gain a lot of knowledge and technical skills through the internships we offer them in our hotel; and the hotel gains from the work the CFA youth perform at the hotel. We contribute to the training of the youth, and we teach them the skills that are useful for our hotel, and of course, our hotel will gain in employing these youth as interns and as staff, because they have exactly the skills we need."

Overall, findings regarding MEEA's effectiveness in building partnerships indicate its strong success in fostering a new culture of partnerships among public, private and civil society institutions. Findings regarding MEEA's effectiveness in promoting sustainable youth programs indicate that MEEA was effective in piloting several projects and positioning them to be sustainable and continue beyond MEEA and USAID funding. Yet sustainability on a macro-country level proved more difficult for the Morocco Alliance. Despite some efforts to create a permanent entity that would continue its role of fostering partnerships for youth development, the MEEA Steering Committee was not able to maintain itself once the IYF Secretariat was no longer available to help coordinate it. In this regard, expectations for the development of such an entity may have been too optimistic, given the significant effort required to start up any new enterprise. Moreover, as mentioned above, there was a perception also that members had not been sufficiently proactive in using their networks to support job placement of MEEA youth graduates. These challenges may be attributable to the profile of the Steering Committee members who were fairly high-level private sector leaders who lacked sufficient time for this type of more hands-on support. An additional reason may also have been unrealistic expectations in this regard, with other country alliance programs focusing more on Steering Committee's roles in program design and formulation, rather than

direct support in job placement, which was typically a function of project and secretariat staff. The figure below summarizes the sustainability status of each MEEA project:

Figure 6: Sustainability Status by Subproject

Project Name	Project Objective	Partners	Sustainability Status
Digital Opportunities Workshop	To provide fifty unemployed young people with training in computer installation and repair and to provide 50 schools and 25,000 students access to computers they refurbish	Al Jisr, Microsoft, Moroccan Ministry of Education	Al Jisr is in the process of opening a third workshop in Agadir in partnership with Banque Populaire, Regional Academy of Agadir and Ateliers Sans Frontières.
Emploi Habilité	To improve the employability of 1,244 unemployed youth in Casablanca through life skills and IT training provided through Ministry of Education Vocational Schools and Youth Centers	Mjid Foundation, Al Jisr, GE Foundation, Microsoft, Moroccan Ministry of Education	Emploi Habilité is being expanded through additional funding from Qatari Foundation, Silatech, EFE-Maroc and Finnish Children and Youth Foundation (FCYF).
Workplace Success	To provide 230 youth with life skills training, placing 150 of them in jobs, and developing strategies for institutionalizing this life skills curriculum in the Hassan II University offerings	Education for Employment Foundation, McGraw Hill, Hassan II Univ.	EFE signed an MOU with Hassan II University to integrate the project into the university's curriculum through select departments. The program is being expanded with additional funding from FCYF.
School for Entrepreneurs	To assist in the creation of a School for Entrepreneurs, where 135 students will receive entrepreneurship training and eighty will be mentored by successful entrepreneurs in starting up new enterprises	CJD, Federation of Small Industries, Hassan II University	CJD received additional support to replicate their program in Agadir.
Reprofilage	To provide 55 unemployed young women with training relevant to the employment needs of Moroccan companies and to place them in internships and/or jobs	Moroccan Association of Women Entrepreneurs, Member companies	Received additional funding from a Canadian donor to replicate the model in Marrakesh and continue in Casablanca.
Point Jeune	To offer training, job placement and other support to 1,220 young, disadvantaged slum residents (400 of whom are expected to be placed in jobs) through the creation of a new Community Center Job Point and Digital Opportunity Workshop	ENDA Maghreb, Fondation Air France, Holding Al Omrane, National Initiative for Human Development	Project ended due to management issues in the third quarter of 2008.
Preparing Disadvantaged Young Women for Apparel Sector Employment	To provide life and technical skills training to 130 disadvantaged Moroccan women in the apparel and textile industries, with 53 of them targeted to secure jobs in this sector	L'heure Joyeuse, Nike	L'heure Joyeuse gained accreditation as a government training center and will be able to provide government certified training. In addition, L'heure Joyeuse is continuing to offer life skills and basic entrepreneurship training as part of its ongoing technical training.

Cost Effectiveness: The overall cost effectiveness of the MEEA program has been assessed at two levels. The first level is related to country program subgrants, which include both seed grants administered by USAID and cash and in-kind leverage contributions contributed by other partners to support EEA

country programs. The second level more broadly includes costs classified as alliance building and program support costs. This second level includes costs outside of those directly incurred by project implementers. They accordingly include costs related to the functioning of IYF as the Secretariat, local consultants and advisors in Morocco, as well as IYF direct and indirect expenditures attributable to the MEEA program. Each of these cost categories are discussed in more detail below:

Subgrant Project-level Costs: As noted above, subgrant project-level costs include seed funds and leverage contributions invested toward individual projects which typically covered curriculum design or improvement, training, job placement costs, and project specific costs of NGO subgrantees. The amount of seed funding support from USAID toward individual projects is a useful metric to assess cost effectiveness given that such funds are directly focused on implementation of projects, are directly leveraged by investments from other parties, and are best positioned for increased efficiency when additional beneficiaries are added to successful pilot programs. In Morocco, the USAID support of \$538,825 in seed funds that were coupled with leverage investments of \$2,399,889 reached a total of 2,238 beneficiaries. If all project-level costs are taken in account, this brings the cost to \$1,313 per beneficiary because of significant leverage raised by MEEA, of which only \$241 was borne directly by USAID and \$1,072 was shouldered by the alliance partners.

Figure 7: Project-level Costs

Subgrant Project Name	Number of Beneficiaries	USAID Funds	Leverage	Total Project Budget	Cost Per Beneficiary
Digital Opportunities Workshop	92	\$ 147,583	\$ 540,520	\$ 688,103	\$ 1,896
Emploi Habilité (& PTS Life Skills)	1,237	\$ 88,105	\$ 1,238,024	\$ 1,326,129	\$ 1,072
Workplace Success	182	\$ 75,000	\$ 281,964	\$ 356,964	\$ 1,961
School for Entrepreneurs	433	\$ 52,964	\$ 25,463	\$ 78,427	\$ 181
Reprofilage	61	\$ 73,772	\$ 213,918	\$ 287,690	\$ 4,716
Point Jeune	140	\$ 85,748	\$ -	\$ 85,748	\$ 612
Nike Life Skills Training	93	\$ 15,653	\$ 100,000	\$ 115,653	\$ 1,244
TOTAL	2,238	\$ 538,825	\$ 2,399,889	\$ 2,938,714	\$ 1,313

Alliance Building and Program Support Costs: A more expansive examination of costs by necessity also includes those alliance building and program support costs related to the MEEA program. These costs supported significant, collective efforts by IYF and local program consultants. Overall efforts focused on a number of items related to program activities, including grant administration, managing the design and implementation of alliance based interventions; providing international technical expertise on successful employability approaches; assisting in leveraging of resources; providing capacity building support to implementing partners in skills training, job placement and post training support to entrepreneurs; and providing financial oversight, compliance, and direct monitoring and evaluation support. Upon examination of IYF accounting records, these costs taken together with indirect costs attributable to the MEEA program, totaled \$1,227,933. This USAID-borne cost adds approximately \$549 on a per beneficiary basis.

Figure 8: Alliance Building and Program Support Costs

Subgrant Name	Number of Beneficiaries	Alliance Building and Program Support Costs	Cost Per Beneficiary
Digital Opportunities Workshop	92	\$ 175,419	\$ 1,907
Emploi Habilité (& PTS Life Skills)	1,237	\$ 175,419	\$ 142
Workplace Success	182	\$ 175,419	\$ 964
School for Entrepreneurs	433	\$ 175,419	\$ 405
Reprofilage	61	\$ 175,419	\$ 4,279
Point Jeune	140	\$ 175,419	\$ 1,253
Nike Life Skills Training	93	\$ 175,419	\$ 1,886
TOTAL	2,238	\$ 1,227,933	\$ 549

Taken together, these overall costs of both seed funds and Alliance building program support costs total approximately \$1,862 per beneficiary, and appear roughly equivalent compared to other good practice country projects of this duration (one to two years for the bulk of participants) and that include internships, on the job training and international technical assistance. Of the cost of \$1,862 per beneficiary, \$789 (42%) was borne by USAID and \$1,072 (58%) was contributed by alliance partners.

Figure 9: Cost per Beneficiary

Cost per beneficiary	USAID	Alliance Contributions	Total Cost Per Beneficiary
Project-level	\$ 241	\$ 1,072	\$ 1,313
Alliance building and program support	\$ 549	\$ -	\$ 549
Total	\$ 789	\$ 1,072	\$ 1,862

Finally, and perhaps most significantly, a full assessment of cost efficiency would also require a more thorough assessment of the effectiveness of alliance building activities on long term sustainability and scalability of proven practice programs. As such, the MEEA model of programming for example demonstrates the significant increase in beneficiaries and outcomes possible through an alliance building approach, particularly with government or quasi-government agencies as partners. Should the new efforts to substantially expand the EEA model be successful, the impact and cost effectiveness of initial EEA investments could be dramatically expanded. While the longitudinal study required for this type of evaluation goes beyond the scope and resources available for this study, such factors should be addressed more directly in similar employability projects in the future.

Indicator 1.3: Number of private sector, government and civil society partnerships formed through the project to jointly offer employment and business development training activities in targeted areas

Under the MEEA program, the Steering Committee and the MEEA implementing partners formed some forty partnerships that included governmental institutions, private businesses, and local and international NGOs. These partnerships were either formal (based on an MOU or signed agreement), or informal (tacit/oral agreement) – and helped support project implementation and sustainability. The table below illustrates partnerships developed through the Alliance by each implementing partner. An illustrative list of MEEA partnerships by type and role of partner is included in Annex A.

Figure 10: Number of Partnerships Formed by Subproject

Project	Number of partner-ships	NGO Partners	Private Sector Partners	Public Sector Partners
Emploi Habilité	Over 200	M'Jid Foundation, Al Jisr, Near East Foundation, Al Karam, Fondation Auteuil, PlaNet Finance, DARNA	Microsoft, some 200 private businesses placing youth in internships (including McDonalds, Ibis, Accor, Richbond)	Ministry of Education-Regional Academy of Casablanca (AREF), Department of Vocational Training, ANAPEC, OFPPT
Workplace Success/EFE	7	AFEM, Al Jisr	BMCE bank, Manpower, YNNA holding	Hassan II University, ANAPEC
Reprofilage/AFE M (Skills upgrading)	3	EFE	200 AFEM member businesses	Hassan II University, ANAPEC
School of Entrepreneurs/CJD	5	EFE Maroc, and over 200 CJD network members	DELL, PAAP	Hassan II University
Training Young Women to Work in the Apparel Sector/L'Heure Joyeuse	5	Projet Emploi Habilité, Projet ALEF (AED & MSI), GTZ	Nike, ESITH	ANAPEC

Project	Number of partner-ships	NGO Partners	Private Sector Partners	Public Sector Partners
Digital Opportunity Workshop/Al Jisr	16	Al Jisr, Ateliers sans frontières (ASF), EFE.	Microsoft Afrique du Nord, Munisys, Attijariwafa bank, Wafa Gestion, Wafa Salaf, Microdata, Wintor Nixdors, Foundation Safrioui Badissi, L'DEC, La SAMIR, Crédit Suisse, Hundai, Bull	AREF Casa, EFE/Hassan II University

Indicator 1.4: New partnerships, mechanisms and approaches created as a rippling effect of working with EEA programs to support youth employability

Building on their work and experience under MEEA, all implementing partners have developed new partnerships with other local NGOs, international organizations, as well as with public and private entities. These new partnerships contributed to ensuring the continuation, replication, or expansion of individual projects.

Figure 11: New Partnerships to Continue, Expand, or Replicate MEEA Projects

Project/Grantee	Donor	Objective
Reprofilage/AFEM	ACDI	Funding used to continue training of young female university undergraduates in Casablanca, and to replicate the project in Marrakesh
School of Entrepreneurs/CJD		Replication of the project in the Southern city of Agadir
Workplace Success/EFE	MEPI	Continuation and expansion of program nationwide
	FCYF	
	SILATECH	
Preparing young women for employment in the Apparel Sector/Heure Joyeuse	INDH, Ministry of Labor	Continuation of the project in Casablanca, Development of a new pre-vocational training program using the MEEA tools and expanding the training to youth populations that have not been covered by the project before, creation of a CFA within l'HJ to offer youth technical and life skills training
Emploi Habilité	USAID	Expansion of project in the North
	FCYF	Expansion of project in the region of Casablanca and nationwide
	SILATECH	Expansion of project within the tourism sector

In addition, other NGOs, donors and foundations within outside of the Casablanca region have approached project implementers to adopt MEEA training programs. These groups included: SILATECH, the Finnish Children and Youth Foundation, PlaNet Finance, Near East Foundation, Fondation Auteuil, and Association Solidarité Féminine. Although MEEA has not managed to establish a permanent Secretariat or legal entity that will continue to directly create new partnerships after the initial seed funding, MEEA provoked a “ripple effect” that led the implementing partners to develop new partnerships. In fact, all seven project implementers have noted that they can no longer continue to work in isolation to achieve their missions, and that the success of their future projects depended on forging effective and efficient partnerships with the private, public and civil society entities. In addition, project implementers have introduced the Alliance approach to their new partners, who in turn have adopted it for the implementation or strengthening of their operations and activities. One such example is PlaNet Finance - a French NGO established in Morocco - that entered in partnership with MEEA's Emploi Habilité program. It has since benefitted from the life skills training, and started using both the training methodology and alliance model in the city of Tangier North of Morocco, developing new partnerships with other local associations working with youth in the North, such as Darna Association.

Intermediate Result II: Improved Access to and Relevance of Education and Employability Skills Training

Evaluation Question/Intermediate Result II: How successful was the MEEA in improving access to and quality of education and employability opportunities for youth?

The study used seven indicators to assess the Intermediate Result II:

- Indicator 2.1: Number of young men and women participating in MEEA programs
- Indicator 2.2: Number and percentage of young men and women completing MEEA supported programs
- Indicator 2.3: Number of teachers, trainers, facilitators and counselors trained under MEEA supported programs
- Indicator 2.4: Percentage of young men and women demonstrating improved capabilities through participation in EEA supported programs
- Indicator 2.5: Level of satisfaction of young trainees with the quality and relevance of the training, counseling and services received through EEA programs
- Indicator 2.6: Number and percent of youth who completed MEEA supported projects who report that they have referred at least another youth to the program
- Indicator 2.7: Level of employers' satisfaction with the soft skills and/or technical skills of MEEA trained youth

Summary of Intermediate Result II Findings

An aggregated 2,238 youth participated in the MEEA-supported training and 1,688 successfully graduated, thereby exceeding the original completion target of 1,509. MEEA also helped strengthen the skills of 141 trainers in delivering technical and life skills curricula. Youth reported strong satisfaction with the training and findings point to improved attitudes and skills among youth participants. Employers expressed satisfaction with capabilities and life skills of MEEA interns and employees.

Indicators 2.1 and 2.2: Number of young men and women who participated and completed MEEA-supported training

MEEA targeted two broad categories of unemployed youth in Morocco:

- **Out-of-School Youth:** MEEA was one of the rare programs implemented in Morocco that focused mainly on out-of-school youth. Indeed, aware of its weak education system that results in high dropout rates, especially between grade six and grade nine, the Moroccan Government has adopted several reforms to strengthen the formal education system in public schools, and created new technical training tracks at the high school level to provide youth with more diversified venues for their carriers. However, up to 2005, there was not a single comprehensive program targeted to the different categories of school dropouts. In response to this huge gap, four out of seven MEEA projects focused on out-of-school youth, and attempted to offer these youth comprehensive programs designed to develop and strengthen technical and life skills of these youth. The projects that targeted to out-of-school youth were:
 - Emploi Habilité
 - Training Young Women to Work in the Apparel Sector - Heure Joyeuse
 - "Point Jeunes" Digital Opportunity Workshop – ENDA
 - Digital Opportunity Workshop - Al Jisr
- **Unemployed University Graduates:** MEEA also attempted to address one of the most challenging problems in Morocco, namely, the problem of unemployed university graduates or "Diplômés Chômeurs." Morocco is characterized by a large number of unemployed university graduates who have not found jobs after graduation. A small study conducted by IYF on businesses in Casablanca in preparation for the design of the MEEA program showed that the high unemployment rate among graduates was not due to the lack of employment opportunities, but rather on the inadequacy of youth qualifications to the job market demands. To respond to this problem, MEEA used the Alliance approach and mobilized resources from public education institutions and private sector actors to implement two skills upgrading projects for unemployed graduates - Reprofilage/AFEM and Workplace Success/EFE.

An aggregated 2,238 participated in the MEEA training, and 1,688 youth completed training supported by MEEA, exceeding the target of 1,509 established for all of MEEA projects. Figure 12 presents the target and actual numbers of youth who participated and completed MEEA training, and subsequently obtained internships and jobs by subproject.

Figure 12: Number of Youth Participated, Completed and Placed in Internships and Jobs

Project Name	Start and end dates	Number of youth who participated in the program		Number of youth who completed the program		Number of youth placed in Internships		Number of youth placed in jobs	
		Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
Emploi Habilité Pilot	June 1, 2006- May 31, 2007	48	48	48	44	48	44	14	16
Emploi Habilité Phase II Cohort 1 ⁹	Sept 1, 2007 –June 30, 2008	300	107 ¹⁰	240	107	240	107	240	54
Emploi Habilité Phase II Cohort 2 ¹¹	Sept 1, 2007 –June 30, 2009	450	314	360	314	360	314	360	-
Emploi Habilité Phase II Cohort 3	Sept 1, 2008- June 30, 2010	450	395	360	-	360	380	360	
Workplace Success/EFE	July 1, 2006- Dec 30, 2009	230	182	230	182	196	182	196	113
Reprofilage/ AFEM (Skills upgrading)	Oct 1, 2006- June 30, 2008	55	61	50	41	50	38	38	32
School of Entrepreneurs-CJD	January 1, 2007- Dec 2008	80	433	80	433	0	0	0	2
“Point Jeunes” Digital Workshop/ Job Nest – ENDA Maghreb	January 1, 2007- Dec 2007	1220	140	20	39	20	18	13	12

⁹ Each training cohort of the second phase of Emploi Habilité has been presented separately in this table to better assess the effectiveness of the program, given the lack of job placement and completion data available for those that started the training program in September of 2008. In this respect, the first cohort of phase II underwent training (inclusive of internships) that started in September 2007 and completed in June 2008. Accordingly, more complete data is available with respect to this cohort and is presented separately in this table. Thereafter, the second cohort that also started its training in September, 2007 but followed a two year degree track completed its training program in June 2009. Unfortunately, placement was still in process for this cohort as this evaluation was being completed and full tracking was not possible once the program ceased operations in Morocco. The final third cohort of youth started in September, 2008 and they are expected to complete the program in June 2010. As such, for this purpose, for both the second and third cohorts, we have included such trainees as having completed the program but not counted job placement figures in overall totals.

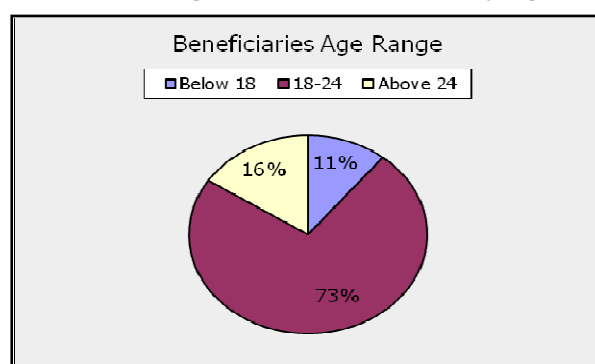
¹⁰ It should also be noted that with respect to cohort 1 participation figures, there were an additional 617 youth that dropped out of the program, largely around three months into the program before internships started as a part of their training. This dropout rate was attributable largely due to unrealistic assumptions regarding the absorptive capacity of the government run vocational training centers, as described in more detail in the narrative below. For the purposes of this chart, however, we have not included such dropouts as participants to avoid skewing the impression of significantly more participants that had very limited participation in the program.

¹¹ In dividing data between the three cohorts of the second phase of Emploi Habilité program, certain assumptions were made about target numbers set forth by the program. More specifically, while the program set a target range of 1,000-1,400 participants in the program, for this purpose we have taken the midpoint of 1,200 as the overall target, and divided this amount over the three cohorts taking into account normal startup time. For the purpose of calculating targets for completion and job placement, we followed the original project targets of eighty percent of all participants completing the training, getting internships and securing jobs. As noted in the narrative, these targets appear to have been unrealistically high given the absorptive capacity of the CFA system and lower rates of employment within similarly situated, well regarded vocational training systems. Nonetheless, in this respect, it is of interest to note that job placement among completers during the first cohort was approximately fifty percent, and while job data are unavailable for the second and third cohorts, as the program went into its second year, its rate of internships have steadily increased, reflecting learnings of how to better work within the constraints of this government training system.

Project Name	Start and end dates	Number of youth who participated in the program		Number of youth who completed the program		Number of youth placed in Internships		Number of youth placed in jobs	
Training Young Women to Work in the Apparel Sector	May 1, 2007-July 31 2009	130	93	91	68	91	45	31	31
Al Jisr Digital Opportunity Workshop	June 1, 2006-June 30, 2009	30	92	30	87	30	67	24	40
Number of youth who completed Emploi Habilité life skills training ¹²		0	373	0	373	0	NA	0	NA
Total		2,993	2,238	1,509	1,688	1,395	1,195	1,276	300

All youth who completed the program were aged between 16 and 25, with very few exceptions (see Figure 13). Most of them were disadvantaged youth from low socio-economic class. But educational background and level of these youth varied because each project was targeted to a different category of out-of-school youth.

Figure 13: Beneficiaries by Age



Overall, 46% of beneficiaries were young women and 54% were young men. Two projects (Reprofilage – AFEM and Training Young Women for the Apparel Sector - Heure Joyeuse) specifically targeted young women.

Figure 14: Classification of Graduates by Gender and Project

Project	Women	Men	Total	% Women	% Men
Emploi Habilité Pilot	14	30	44	32%	68%
Emploi Habilité Phase II	139	282	421	33%	67%
Point Jeunes Digital Workshop – ENDA	13	26	39	33%	67%
Digital Workshop – ALJISR	26	61	87	30%	70%
Reprofilage – AFEM	41	0	41	100%	0%
School of Entrepreneurs – CJD	237	196	433	55%	45%
Training young women in the Apparel Sector - Heure Joyeuse	67	1	68	99%	1%
Workplace Success – EFE	108	74	182	59%	41%
TOTAL¹³	645	670	1,315	49%	51%

¹² Through the Emploi Habilité II subgrant, youth-serving NGOs who were not MEEA subgrantees were trained on the Passport to Success Life Skills curriculum in order to reach greater numbers of youth with the life skills program. Because these NGOs were not MEEA grantees, this data was tracked separately.

¹³ This total does not include the 373 youth who received life skills training through the EH program because the project was not obligated to track these youth by gender.

The IYF Secretariat was not involved in the NGO grantees' process for recruiting youth, and each project used different recruitment methods. Partners' methods included:

- Announcements in local schools and other education institutions
- Government databases of unemployed job seekers
- Door to door by local government officials and project outreach people (social assistants, placement agents)
- Brochures, posters, announcements placed in locations where youth gather
- Seminars and small to large scale communication events, participation in local and national fairs
- And finally, word of mouth which was in fact the most effective of all these methods, as over 97% of surveyed youth said that they registered in the various training programs because they were referred by other youth who went through these training programs.

Some of the MEEA projects experienced difficulties in recruiting youth during the initial phase. The Reprofilage project implemented by AFEM experienced recruitment challenges because they had initially relied on a massive government database to identify candidates which ultimately did not help identify motivated candidates with the appropriate profile. Throughout the program, L'Heure Joyeuse was not able to recruit the number of young women they had anticipated due to changed interests among the young women they had been targeting, more options for vocational training for youth to choose from due to recent government investment in job training, and relocation of the apparel factories so that they were not close in proximity to L'Heure Joyeuse or the targeted young women in their neighborhood.

Another challenge was the fact that some youth dropped out as the projects were underway. MEEA's overall dropout rate is quite low compared to dropout rates registered by vocational training programs offered by public institutions (which can reach up to 50%). Overall, excluding the Emploi Habilité Phase II program which is a specific case as discussed below, 155 youth dropped out, bringing the total drop-out rate to an average of approximately ten percent. In this respect, of the non-Emploi Habilité participants, 1,422 youth enrolled in different training programs after the initial registration/orientation phase (which lasted from a week to one month depending on the training program), and 1,267 youth (89%) completed the different courses and internships.

Overall, across the MEEA program, there were two stages at which most dropouts occurred: at the registration stage and at the end of the training program. Most youth dropped out at the registration phase, i.e. within the first month of training. Those who remained were generally fully committed and stayed until the end of the training. Typically, at the registration phase, all MEEA projects (with the exception of L'Heure Joyeuse project) received high numbers of candidates who wanted to register in the various training programs offered. The registration lists exceeded the target numbers set up for each project, and reflected the high demand for the kind of training programs offered by MEEA. However, after the first orientation month, a large portion of these youth dropped out for several reasons:

- After the orientation phase, youth who came just because they were curious or bored, realized that a high level of commitment was required from their part to continue benefiting from MEEA supported training, and they decide to quit because they were not willing to fully commit their time to the training.
- Youth who did not meet the minimum education requirements to allow them to pursue the training quit after attending the first class.
- In some cases, the implementing partner did not explain sufficiently the objectives of the training to the youth before selecting them, and in these cases, youth realized after the start of the training that this was not what they were expecting, so they quit.
- In other cases, the implementing partners did not set up clear selection criteria based on which the youth would be chosen to benefit from a specific training program, which resulted in a mismatch between the training content and scope and the youth profile and/or expectations.
- A few more youth left the program to enroll in formal schooling or to take advantage of employment opportunities.

Two projects --Reprofilage/AFEM (49%) and Training Young Women to Work in the Apparel Sector/Heure Joyeuse (37%) -- registered the highest dropout rates because of all the reasons stated above.

The Emploi Habilité Phase II project represented unique circumstances in this respect, and had high dropout rates for different reasons. At the outset, given the success of the Phase I pilot, the project kept the registration and selection process open in order to encourage the maximum number of youth to register. This strategy resulted in a massive group of youth registering at the beginning of the school year,

reaching over 1,500 in the 2007-08 school year. After the first orientation month, however, almost fifty percent were forced to drop out because there was not sufficient staff capacity in the CFA or the program to place such a large number of youth in internships. Since the training offered by this project was based on a twenty percent in-class and eighty percent enterprise-based training, those youth who did not sign an internship contract had to quit. This showed the project team that: a) although the seating capacity of the training centers working with the project is high and can reach over 1500 in any given year, the capacity of these centers to place youth and follow up on them remains limited, and the maximum they can handle is 700 youth in a given year; and b) the private sector in any given region of Morocco has a limited capacity to provide internships to youth with adequate supervision and coaching. Hence, to ensure proper follow up and quality of training and internships, the decision has been made by the project implementers that in the future, a total not to exceed 700 youth will be admitted in the Casablanca Ministry of Education Vocational Centers (CFAs) during any given year.

Indicator 2.3: Number of teachers, trainers, facilitators and counselors trained under EEA supported programs

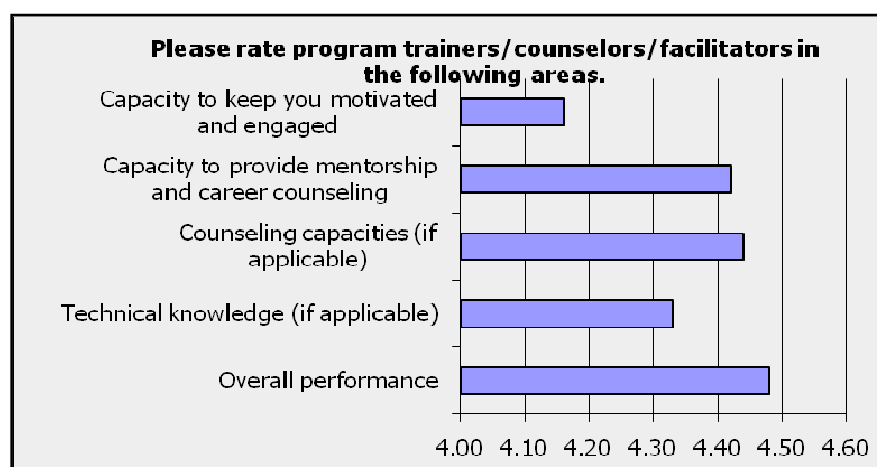
A major strategy of MEEA programs was to build capacity within partner institutions in key content areas, including life skills, technical subjects and Information Technology (IT). As a result, MEEA organized or supported several training of trainers workshops between 2005 and 2008, providing training to some 141 trainers in Life Skills, IT, and technical skills – see Figure 15. Out of the 141 trainers and teachers who were trained, 52 were school teachers trained in IT by the Association AlJisr using the Microsoft training program to allow these teachers to use the computers refurbished by the Digital Opportunity Workshop graduates, and distributed them to over fifty primary schools in Casablanca. An aggregated 74 trainers were trained under the Emploi Habilité and the Workplace Success projects in Life Skills. A total of 15 were trained to deliver Entrepreneurship Spirit training and to coach potential young entrepreneurs.

Figure 15: Number of Teachers, Trainers and Counselors Trained by Project

Subgrant Project	Total	
	Target	Actual
Al Jisr Digital Opp. Workshop	4	52
MJID Emploi Habilité	19	19
Work Place Success – EFE	35	31
Reprofilage - AFEM	-	-
School of Entrepreneurs – CJD	19	13
ENDA Maghred: Point Jeunes	-	2
L'Heure Joyeuse	-	4
Al Jisr Emploi Habilité Phase II	20	20
Total	97	141

Most of these trainers were existing staff in MEEA partners (University Hassan II, AREF Casablanca, Ministry of Employment, Al Jisr, Heure Joyeuse, EFE, AFEM network, CJD network. Such kind of human resources leveraging reduced the project cost, facilitated the integration of the program within partner institutions, and contributed to program sustainability. Figure 16 summarizes youth's ratings of their trainers/facilitators using a five-point scale (1-very poor, 2-poor, 3-fair, 4-good and 5-excellent). Youth ratings of their trainers were above four corresponding to *good*, which demonstrated that MEEA was successful in improving the capacity of trainers and delivering good quality training. Of 85 youth respondents, 49% rated the overall performance of their trainers as *good*, and 46% chose *excellent*.

Figure 16: Youth Satisfaction with Trainers and Facilitators



Implementing partners considered the training provided by MEEA to their trainers as a value-add not only to their project, but to their organization as a whole. Interviews with trainers indicated that they themselves reported having undergone a great transformation after being trained on the Passport to Success Life Skills Training of Trainers. More specifically, trainers who received training in Life Skills (74) have changed the way they see teaching and interacting with youth and at the teacher-student relationship. All of them said that they changed their teaching methodology and adopted an interactive teaching method and a coaching style that responds better to the needs of youth. Some even reported that the life skills training provoked a change in their personality and in their social life. Two specific things trainers noted of the PTS life skills training were:

- Interactive methodology used during the training of trainers (TOT)
- Team spirit created among the trainers during and after the TOT

Moreover, although they were expert adults who are experienced in working with youth, trainers said that the life skills training of trainers highlighted sides of their personality that they never suspected existed in them before. Two main changes in personality reported by trainers included:

- Self-confidence: Trainers reported improvements in self-confidence and capacities after the training of trainers.
- Listening skills: Trainers also reported that they used to think that they were good listeners, but during the training, they realized that they actually had to work more on their listening skills.

To ensure the sustainability of MEEA supported training programs, some projects offered the training of Master Trainers. For example, Emploi Habilité offered such training to the best ten life skills trainers - seven trainees from CFAs and three from other organizations. Several TOTs have already been delivered by these new Master Trainers (Tetouan, NEF, Planet Finance, Heure Joyeuse).

Monitoring of the life skills trainers in particular highlighted a few potential obstacles to the trainers' work with the target youth:

- Ministry of Education trainers who were trained as PTS life skills trainers do not have an officially recognized status by the Ministry as MEEA life skills trainers, which can make it more difficult for the program to be integrated into the Ministry and therefore sustained in the long term.
- Trainers need regular coaching and follow up when they start delivering training to the youth, which requires substantial time and resources.

Indicator 2.4: Percentage of young men and women demonstrating improved capabilities through participation in EEA supported programs

MEEA used pre- and post- self-assessment tests to assess youth participants' skills following training. Overall, all seven MEEA-supported training projects strengthened the technical and life skills of target youth. A total of 73 youth or 89% of 82 youth surveyed declared that they have acquired the technical

skills needed to find a job. Using triangulation, employers were also surveyed and interviewed. Employer survey results also show that 64% of 17 employers surveyed rated the overall performance of MEEA graduates as *good* and 69% of 17 employers surveyed rated their technical skills as *good*. Detailed survey results are presented below:

- Over eighty percent of responding youth felt that they gained technical knowledge and skills needed for employment. Eighty percent of youth surveyed in fact passed different technical tests and received over ten out of twenty (minimum passing grade) in their practical exercises.
- Before the training, 23% of 111 youth who responded to this particular question rated their communication skills as *very poor*, 22% as *poor* and 43% as *fair* before the training on a five-point rating scale (very poor, poor, fair, good and excellent). After the training, 41% of 111 respondents reported the change as following: 27% reported *huge improvements*, 31% reported *some improvements*, and only 1 person reported *no change*.
- Fifty-three percent of 111 respondents rated their listening skills prior to the training as *very poor*, *poor* or *fair* using a five-point rating scale. After the training, 29% reported *some improvement*, 43% reported *good improvements* and 26% reported *huge improvements*.
- Seventy-four percent of 109 respondents rated their self-confidence as *very weak*, *weak* or *fair* using a 5-point rating scale before the training. After the training, 73% of 109 respondents reported *good* or *huge improvements* in their self confidence.
- Seventy-four percent of 110 respondents reported that their sense of initiative was *very poor*, *poor* or *fair* using a five-point rating scale before the training. After the training 61% of 110 respondents reported *good* or *huge improvements* in their sense of initiative.
- Seventy-two percent of 108 respondents assessed their sense of responsibility as *very poor*, *poor* or *fair* before the training. After the training, 72% of the respondents reported *good* or *huge improvements*.
- Seventy-seven percent of 106 respondents considered that their capacity to resolve conflicts was *fair* or *poor* before the training. After the training, 64% of 106 respondents reported *good* or *huge improvements*, and 26% reported *some improvements*.
- Seventy percent of 105 respondents also reported that their relationship with family and friends improved as a result of participation in the training.

Indicator 2.5: Level of satisfaction of young trainees with the quality and relevance of the training, counseling and services received through MEEA

MEEA strived to ensure the relevance of all its training programs to the needs of the job market, through the involvement of the private sector, partner NGOs and public institutions in the design of the MEEA training programs. However, MEEA did not involve the youth themselves in program design so their specific input was not considered when planning the training programs. This is a shortfall of the program. In addition, MEEA projects did not offer systematic counseling services, except indirectly through the life skills training programs. The counseling services offered were not sufficient to respond to the needs of the disadvantaged youth population targeted by the MEEA program.

Nevertheless, survey results indicate that program graduates were generally satisfied with the quality and relevance of training provided. The table below summarizes the youth's satisfaction with various aspects of the training, with average ratings between 3.5 and 4.3 on a scale of five. When asked what the youth liked most about the MEEA-supported training, most answered life skills training while many responded that they enjoyed their trainers and the trainings' hands-on approach.

"If I had teachers like these when I was in formal school, and if they used with me the same methodology used in Life Skills lessons, I would not have quit."
 - MEEA Youth participant

Figure 17: Youth Satisfaction Rates

Answer Options	Very poor	Poor	Fair	Good	Excellent	N/A	Rating Average	Response Count
Overall content of the training program	0	1	11	54	19	0	4.07	85
Quality of training materials	2	2	11	44	26	1	4.06	86
Relevance of content and training materials to employment needs	2	6	26	31	11	2	3.57	78
Interactive/practical exercises and activities (if any)	1	3	17	32	15	13	3.84	81
Life Skills and attitudes learned from training (if any)	0	0	10	30	35	7	4.33	82
Technical skills acquired from training	0	2	21	34	18	8	3.91	83

There were several areas for improvement the youth participants recommended in their comments:

- Youth from the Digital Workshop Opportunity program and from Emploi Habilité program felt that the technical training materials should be improved.
- The duration of training provided by three out of the seven projects was considered too short Reprofilage/AFEM (four-month in-class and two-month internship); Digital Workshop Opportunity/Aljir and Point Jeunes (ENDA) (six-month in-class and two-month internship). Emploi Habilité with its one to two-year tracks was considered of adequate duration by the youth and trainers.
- With the exception of the Workplace Success (EFE) and Reprofilage (AFEM) projects, several youth cited the facilities used for life skills and technical training by the projects to be uncondusive learning environment. Participants and trainers complained about broken and unsanitary lavatories, inadequate lunch and rest areas or absence thereof, and inadequate and unequipped classrooms. Participants in the Emploi Habilité project suffered particularly of most of these problems, due to the fact that the facilities were managed by the Ministry of Education, and state budgets were not used adequately to keep these facilities in good standing.

Indicator 2.6: Number and percentage of youth who completed MEEA supported programs who report that they have referred at least one other youth to the program

This indicator is both a measure of the program's quality and relevance, as much as it is a measure of the impact that the youth graduates can have on their peers. Out of the 85 youth who responded to this particular question, 74 youth or 87% of the total respondents have reported that they have referred at least one person that has subsequently registered in one of the MEEA supported training programs. Some of them have reported having referred over 10 people. This is confirmed by the fact that 75% (66) out of 88 respondents reported that they have been referred to the program by a friend or a family member that has completed or is completing MEEA supported training program. MEEA graduates are now actively helping other youth to get out of their disadvantaged situation. All respondents stated that they wanted other youth to benefit from the programs as they themselves did.

Indicator 2.7: Level of employers' satisfaction with the soft skills and/or technical skills of MEEA trained youth

The ultimate measure of youth's acquisition of the technical and soft skills through the MEEA supported projects is the level of satisfaction of employers who have hired them either as interns or as permanent employees. This indicator also enables the project to verify the findings of indicator 2.4: percentage of young men and women demonstrating improved capabilities through participation in MEEA supported programs. A total of 18 employers were interviewed, representing the following sectors: tourism, IT, apparel and office administration.¹⁴

¹⁴ Broken down by project, 22% of employers interviewed were from the Digital Opportunity Al Jisr Workshop, 39% from Emploi Habilité, 11% from Reprofilage, and 28% from the Nike training project.

Detailed employer survey results are presented below:

- In terms of employers' satisfaction, of the 17 employers who responded to this question, two employers or 11% rated the overall performance of the youth as *excellent*, nine or 53% rated the overall performance of MEEA graduates as *good* and five or 29% as *fair*.
- In a question asking employers to rate the technical skills of the youth, 16 employers responded and of these, eleven employers or 69% rated the technical capacities of the youth as *good*, four or 25% as *fair*, and six percent as *poor*.
- In a question asking employers to rate the life skills of the youth, 17 employers responded, and of these, three employers or 18% rated the MEEA youth's life skills as *excellent*, eight or 47% rated them as *good*, and six or 35% as *fair*.
- All eleven employers who responded thought that MEEA has been able to provide qualified graduates for the business sector and it contributed to closing the gap between employers' needs and the employees' qualifications.
- All employers who responded said they would definitely offer jobs, internships or apprenticeships to more MEEA graduates in the future.
- When asked to compare MEEA graduates with other employees from similar ages and backgrounds, sixteen employers responded to this question. Three or 19% of these reported that MEEA graduates were *much better* than other employees, five or 31% reported that they are better, and eight or 50% think they are the same. It is important to take into consideration the fact that most projects provided basic, short-courses preparing youth for work. Graduates had to compete with regular vocational students who underwent much longer training programs.

What they appreciated most about MEEA interns and graduates were their soft skills, which they consider even more important than the technical skills. Employers have changed their hiring patterns and practices as a result of working with the Alliance. Instead of posting vacancy announcements in the newspapers or on the web, or paying for the services of a placement agency that would not really respond to their specific needs, employers are now getting youth from MEEA projects directly. These employers now consider the "Alliance" as a pedigree that guarantees the quality of the young men and women they hire.

There were three kinds of employers that offered internships and jobs to MEEA graduates:

- Large international companies and Franchises such as Bull, Munisys (IT), New Rest (textile), Accor (hotels), Fruit of the Loom, McDonalds (restaurants): These large companies hired large numbers of young MEEA interns.
- Medium enterprises such as the AFEM network enterprises (small companies run/owned by women), small textile enterprises (first sports), hotels and restaurants, steel and machine shops, auto repair, and construction companies. Each of these medium-sized companies would hire one to five young interns.
- Small and micro-enterprises generally run by one or two people, such as auto repair workshops, small service companies. These enterprises would typically hire one or two interns at a time.

Businesses represented a range of sectors including tourism, textile, sales, and services (including plumbing, electricity repair, welding, and mechanics), IT, office administration. Most youth were hired within the tourism sector. Typically, these employers hired youth as "on-the-job trainees" and hired those who excelled during their internship. Internships lasted from two to four months for most projects, with the exception of the Emploi Habilité Project that included one to two years of on the job training, depending on the technical training track. The types of employment included:

- Full time employment in the formal sector: The tourism sector is the largest employer of MEEA youth, followed by the IT sector and the textile sector.
- Part time employment in the informal sector: Most of the youth who received training in welding, plumbing, mechanics, electricity repair and auto repair tend to work as freelancers in the informal sector. They have not been organized in small/micro enterprises, but they have managed to make a living out of their professional activities.

This evaluation also sought to assess if working with the Alliance resulted in any impact on the human resource practices of partner companies. Ten or 71% of the businesses surveyed said that they are more open to the idea of providing internships and mentorship support to youth in general, and to disadvantaged out-of-school youth. Moreover, while at the beginning of the MEEA program, employers accepted MEEA interns as a charity act or as a favor, they now realize that MEEA is providing their companies with young qualified labor for much less.

Surveyed employers offered the following recommendations:

- Improve the language skills of the youth both in French and in Arabic, and ideally in English
- Broaden their horizon through extracurricular activities if possible
- Develop more familiarity with windows applications
- Provide longer training in order to impart more technical skills
- Further develop their sense of responsibility and initiative

Mrs. Borie Odile, Director of KAVAA Global Services and member of the AFEM Network who hired two young graduates from the Reprofilage projects:

“I congratulate all the young graduates of project *Reprofilage*, I congratulate all the partners for the success of this project. I would like to stress that the problems related to youth employability cannot be solved without a well targeted vocational training, and without a stronger involvement of all economic and social actors.”

Intermediate Result III: Improved Prospects for Employment and Successful Entrepreneurship

Evaluation Question/Intermediate Result III: How much did the MEEA program contribute to developing improved prospects for employment and successful entrepreneurship?

The study used six indicators to assess the Intermediate Result III:

- Indicator 3.1: Number and percentage of MEEA trainees who get a job within six months of completing the program
- Indicator 3.2: Number and percentage of MEEA trainees who continue education, obtain an internship or engage in further professional training within six months of completing the program
- Indicator 3.3: Number and percentage of MEEA trainees starting their own businesses within six months of completing the program
- Indicator 3.4: Number and percentage of MEEA trainees with satisfactory internships or apprenticeships
- Indicator 3.5: Number and percentage of employed youth who declare having a satisfying and quality job
- Indicator 3.6: Net salary increase of youth employed through MEEA within six months after placement

Summary of Intermediate Result III Findings

Job placement rates exceeded fifty percent in four projects, although it appears that placement targets were originally set too high which proved unrealistic for pilot programs reaching primarily disadvantaged youth. There were also high internship placement rates reported by MEEA sub-grantees. Those who were working previously reported higher levels of income as a result of participation in the MEEA program.

Indicator 3.1: Number and percentage of MEEA trainees who get a job within six months of completing the program

Figure 18 presents employment targets and actual employment figures for each of the seven subprojects. Of the seven subprojects, two exceeded or met the original employment targets (AFEM and Emploi Habilité Pilot), and a total of four projects' job placement rates exceeded fifty percent (Emploi Habilité Phase II - Cohort 1, ENDA, AFEM and EFE).

Figure 18: MEEA Job Placement Rates by Project

Project	Number of program graduates	Target employment rate for graduates	Actual number of youth employed	Actual percentage of graduates employed
Emploi Habilité Pilot	44	30%	16	36%
Emploi Habilité Phase II – Cohort 1	107	80%	54	50.5%
Emploi Habilité Phase II – Cohort 2	314 ¹⁵	80%	<i>Data still being collected</i>	-
Point Jeunes Digital Workshop – ENDA	39	80%	12	60%
Digital Workshop – ALJISR	87	80%	40	46%
Reprofilage – AFEM	41	75%	32	78%

¹⁵ As noted in our discussion of completion rates under indicators 2.1 and 2.2, we have split Emploi Habilité Phase II program participants into three cohorts to reflect the different time periods of participation in the program and the lack of full data for the last 2 cohorts of participants. In this respect, while cohort 1 had completed its training and placement for full measurement, cohort 2 was still in the six month process of placement as defined under this indicator 3.1, and cohort 3 was only midway through their training (inclusive of internships) while the evaluation was being completed. As such, for the purposes of this indicator in the chart above, we have not entered information about cohort 3 and, with respect to cohort 2, we have noted that 314 have graduated from the program which is marked by successfully completing their internships and overall coursework. Of these graduates in cohort 2, preliminary data collected from the evaluation, which occurred during 6 month job placement efforts measured under this indicator, indicates that 54 were currently employed, and the rest were in the process of being placed in jobs. More broadly, while job placement data is not fully available for both cohorts 2 and 3, as noted in indicators 2.1 and 2.2, it can be noted that of the 816 participating in training, 810 of these individuals have been placed in one to two-year internships as a part of their training.

Project	Number of program graduates	Target employment rate for graduates	Actual number of youth employed	Actual percentage of graduates employed
Training young women in the Apparel Sector - Heure Joyeuse	68	70%	31	46%
Workplace Success – EFE	182	85%	113	62%

Nonetheless, finding jobs for the newly trained youth was a challenge for all MEEA implementing partners. There are several factors that affected job placement of MEEA's graduates. Firstly, very high targets of 80-85% were set for the projects when the programs were designed which were probably not appropriate for pilot training programs reaching disadvantaged youth. Other factors included:

- The capacity of implementing partners to liaise with businesses was limited as was their experience in job placement.
- The MEEA Steering Committee did not actively help in the placement process, as expected. Steering Committee members were either without time or not well-positioned to reach out to their business networks to assist with youth job placement.
- Some of the Emploi Habilité youth who graduated from the electricity, plumbing, welding, and mechanics tracks are working in the informal sector, either as full time or part time freelancers, but are reluctant to report their employment status due to fear of being reported to the tax authorities or in order to be kept in the list of people that still need to be placed.
- Businesses were initially very reluctant to hire out-of-school youth or youth who have not been able to get a job for two years after their graduation from the university. They considered that hiring these youth was very risky for their business productivity.
- Employment policies impacted youth graduates' ability to be hired as permanent employees particularly in the Emploi Habilité Phase 2 project. A policy was put in place that allowed businesses to hire youth as interns and pay them less than Morocco's minimum wage. This then served as a disincentive to hiring youth as employees because employers did not want to pay those more. Therefore, youth either had to settle for a lower wage or became frustrated and left their internships to find a job elsewhere.
- The recent global economic crisis affected certain sectors of the Moroccan economy, especially textile, tourism, construction and IT, causing a slowdown in the hiring of youth in these sectors.

Indicator 3.2: Number and percentage of trainees who continue education, obtain an internship or engage in further professional training within six months of completing the program

Over eighty percent of the respondents completed internships within small, medium and large enterprises because of the effective use of the Alliance approach which allowed for the placement of these youth in internships within partner enterprises and companies. The duration of internships varied between two months to two years and most of the interns received small stipends during their internships. Some projects experienced initial constraints in placing youth in internships. Notably with the AFEM Reprofilage project, employers were not sufficiently oriented on the program at first, so they expected the intern to be a "finished product" rather than learning on the job while undergoing parallel classroom training as well. In addition, some employers rejected the intern candidates during the interviews because they were wearing the veil.

MEEA supported training programs also assisted youth in continuing their education in the formal sector. Over fifteen youth were assisted by MEEA volunteer trainers to sit for the "Baccalaureat" exam (end of high school exam that allows youth to get access to university studies). Fifty percent out of the 102 respondents said that they would like to get further vocational training after they have finished the MEEA supported program. In addition, eighty percent of the surveyed youth reported that they decided to continue their education or engage in further professional training as a result of participation in the EEA program.

Indicator 3.3: Number and percentage of MEEA trainees starting their own businesses within 6 months of completing the program

The "School of Entrepreneurs" project led by the Center of Young Leaders (CJD) was the only project of the seven that focused on entrepreneurship development among youth. The project did not meet its target of coaching eighty youth to help them create their own business, but it did provide training to some 344 youth in the Entrepreneurship Spirit Program (ESP), a curriculum that provides an introduction to

concepts of entrepreneurship and assessing youth's entrepreneurship capabilities. After a very slow start, the "School of Entrepreneurs" project managed to help 13 youth to create their businesses in Agadir, a city in the south of Morocco. Because the businesses created are too young, it is not possible to assess their sustainability at this stage. The CJD/ESP program did effect a slow but noticeable change of attitude among youth. A separate evaluation was conducted on these youth by the ESP training provider, Management Systems International (MSI). The CJD subproject's weak performance in terms of business creation is due to several factors, including:

- The weak management of the implementing partner, which suffered from high turnover of its senior staff and therefore led to delays in program implementation.
- The fact that in Moroccan society, becoming an entrepreneur is still not considered as a reliable source of income, and youth still do not believe in their capacity to start and run new businesses.
- Recent financial climate in Morocco and worldwide made it very difficult for small businesses to be launched and to survive.

Attitudinal change is difficult to achieve, and requires a long time and continuous coaching and mentoring. MEEA projects have not resulted in the creation of a large number of new enterprises, but have managed to foster changed attitudes toward entrepreneurship among Moroccan youth. The School of Entrepreneurs is continuing its activities with the youth under new donor funding, and is expanding to new cities (Agadir). Two other youth through MEEA's other subprojects (Al Jisr Digital Opportunities Workshop and Emploi Habilité) started their own businesses for a total of 15 youth starting their own businesses (target 121).

Indicator 3.4: Number and percentage of youth with satisfactory internships or apprenticeships

Internships were an integral part of the MEEA support training programs. The duration of internships generally varied between two to four months. MEEA's Emploi Habilité subproject used a training model that included a combination of twenty percent classroom-based technical and life skills training and eighty percent internship over the course of one to two years. Trainees received small stipends for their work as interns or apprentices, and in some cases, especially for trainees in the tourism sector, the best performing interns received employment contracts at the end of their internship period.

Youth were asked to rate their internship experience using a rating scale of one to five with one corresponding to very poor and five corresponding to excellent. Follow-up questionnaires with youth highlighted the following perspectives on their internship experience:

- Twelve or 14% of 114 youth who responded to this question said that their overall internship experience was *excellent*, 36 or 42.9% said that it was *good* and 18 or 21% said it was *fair*.
- In terms of the relevance of assignments to the training received, 28% (22) said it was *good*, 14% (11) as *excellent* while 14% said it was *poor*.
- Approximately 44% (36) surveyed stated the technical skills learned through their internship were *good*, 19.5% (16) *excellent* and 17% (14) stated that they were *fair*, and 17% (14) stated that they were *poor to very poor*.
- In terms of coaching received during internships, 25% of responding youth (21) mentioned that coaching was *good*, 21% (18) stated that it was *excellent*, and 14% (12) said it was *fair*, however, 31% (26) stated that the coaching they received was *poor to very poor*.

Interns reported that what they appreciated most about their internships was the opportunity to learn new technical skills or refine their skills learned in classrooms. Below are some additional comments from responding graduates:

- It provided the participants with knowledge and skills they have not learned during the training
- It was an opportunity to practice skills they have learned in classrooms
- It provided additional technical and professional experience
- The internship does not fit with the training because the training did not prepare them in advance to work on the kind of sophisticated machinery that the factory uses

There were some noteworthy gender differences in the youths' internship experiences. In some cases in the field of computer hardware repair, supervisors refused to let the female interns participate in certain activities because they did not think the tasks were appropriate for females. In other cases, young interns were forced to perform tasks that they felt were not relevant to their internship; this was particularly the case for the young pre-school teachers, who, in most cases worked in small private pre-schools, and were

asked to do all the chores that the others did not want to do, such as sweeping the floors, cleaning the lavatories and the kitchen. In addition, there were a few rare cases in which female interns were subject to harassment from their direct supervisors. This was the case for young women who were completing their internship in the hotel industry. These girls have reported that in the past, they would not have been able to protect themselves against this kind of behavior from their supervisor, but because of the life skills courses on sexual harassment, they first managed to recognize that those actions were in fact sexual harassment against them, and second, they became aware that they should not accept these actions just because they were afraid to lose their job/internship. These instances were systematically reported to the training center/trainers, and remedial action was immediately taken.

It should be noted that when the implementing partners would meet with employers on a regular basis to monitor the progress and performance of the interns during their internship, a high level of satisfaction with the internship experience was reported by both youth and their supervisors. Where this regular monitoring was lacking or too irregular, interns have reported that there internships were not useful, and both supervisors and youth complained about the lack of follow-up support.

Indicator 3.5: Number and percentage of placed youth who declare having a satisfying and quality job

Through the Alliance approach, implementing partners have started placing youth using the assistance of partner private sector actors who had made agreements with businesses to offer internships and jobs to graduates. The satisfaction of youth with their jobs is fair to low, with a very small number of employed youth reporting that they are highly satisfied with their jobs. Of the 88 youth who responded to the questions related to their work status:

- Forty-nine youth or 56% of respondents reported that they were working.
- Twenty-six or 57% reported that they are happy with their work environment.
- Thirty-three or 80% reported that their job was relevant to their field of study.
- Fifteen or 34% of respondents said they were happy with their salary, and another 34% (15) said that they were unhappy because they had hoped for better salaried employment.
- Twenty one or 50% of respondents are happy with the support they are receiving from their supervisors and/or peers, whereas nine or 21% are unhappy to very unhappy because their supervisors did not provide them with the needed support.

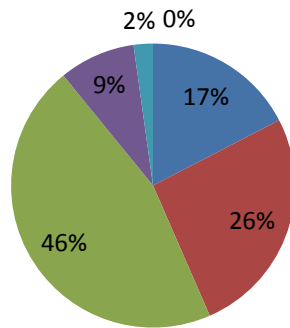
The evaluation revealed that youth who reported that they were satisfied their jobs, were those working in tourism (cooking, hospitality) and IT (word processing, hardware repair, software installation) sectors. Youth working in construction and welding reported the lowest levels of satisfaction with their jobs; this is mainly due to the fact that these jobs require a great physical effort, and offer very low salaries. This evaluation also revealed that young women working as pre-school teachers (Emploi Habilité graduates) are the least satisfied with their salaries, and reported that their employers are forcing them to sign internship contracts to keep paying them below the minimum wage. To face this situation, affected projects have recently hired placement agents and senior outreach consultants, who are negotiating with the employers new contract terms for the youth.

Indicator 3.6: Net salary increase of youth employed through MEEA (within six months after placement)

Most MEEA graduates were jobless before joining the program, in fact, that is the main reason why they joined the program. So they went from no salary to a regular salary, which is a significant change in their income. Those who were professionally active before completing an MEEA supported training program did not report a remarkable increase in their income. Among the 69 respondents to this question, 61% (42) were unemployed before the training, and 39% (27) were already employed before the training. Monthly salaries of MEEA working graduates varied between \$50 and \$300 as presented in the chart below. Some of the youth who were working in the formal sector and were placed in formal jobs through the MEEA projects continued to work as freelance service providers, in addition to their formal jobs. This allowed them to increase their income from 50% to 100%. These youth generally decline to report their informal jobs for fear of taxation. Youth working in both the informal and formal sectors are generally electricians, plumbers, smiths and mechanics.

Figure 19: Salary Ranges of Employed Youth

■ Less than \$50 ■ \$55 - \$100 ■ \$150 - \$300
■ \$350 - \$500 ■ \$550 - \$800 ■ More than \$800



Intermediate Result IV: Positive Indirect Effect on Families and Communities of Youth

Evaluation Question/Intermediate Result IV: To what extent did the MEEA program succeed in improving youth engagement in their family and community?

To assess the success of the MEEA projects to improve youth engagement in their family and community, two proxy indicators were used:

- Indicator 4.1: Number and percentage of employed youth financially helping their families with household, health and education expenses
- Indicator 4.2: Number and percentage of youth who have reported improved financial and social conditions of their families as a result of participation in the MEEA program

The “community spirit” in Moroccan society in general, and among youth in particular has always been very weak. Moroccan society is mostly family oriented, families are generally closed and inward looking. The sense of responsibility towards the outside world (i.e. outside of the family boundaries) was practically nonexistent until recently. It is therefore no surprise that all youth who joined the MEEA supported training programs, came with the same careless attitude toward their community, and did not feel that they had to give back to their society. In fact, all of these youth felt that their community did not provide them with what they needed, and therefore, they did not feel like giving their community anything. Although the youth who joined the MEEA supported training programs wanted, in most part, to help their families, they did not have the capacity to do so before the training simply because they felt that since they did not have any income, they could not be of any help to their parents and siblings. MEEA projects had therefore to “start from scratch” in generating a new sense of community and family involvement among the MEEA youth. MEEA relied largely on IYF’s *Passport to Success* life skills training program to achieve this.

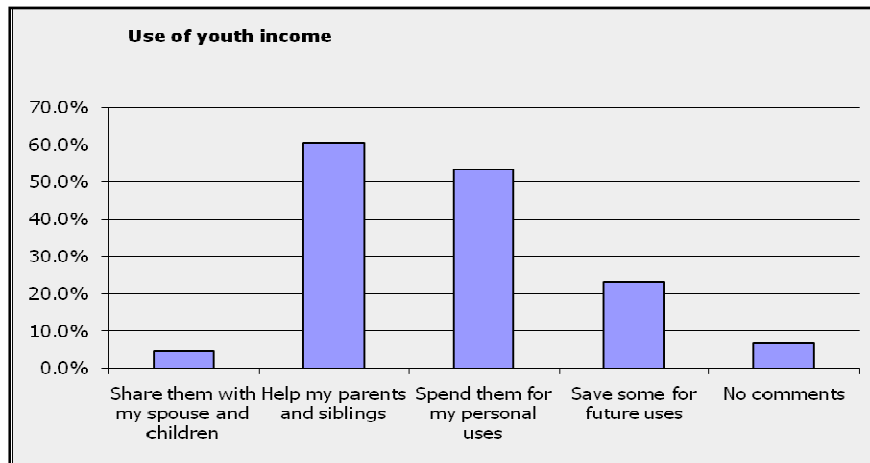
Summary of Intermediate Result IV Findings

The study finds that youth are sharing income with families even if they are not earning a large amount yet. Sixty percent of graduates surveyed are using part of their income to financially help their parents and siblings and contributing to cover household and health expenses. Furthermore, 22% of the graduates surveyed reported that their support helped improve the financial and social situations of their families, and 58% claimed that it somewhat improved the situation.

Indicator 4.1: Number and percentage of employed youth financially helping their families with household, health and education expenses

Survey results show that most of the youth share their income with their parents and siblings once they are working and earning regular income through jobs or self-employment. The figure below shows general trends as to how youth use spend their income (youth could answer yes to all categories that applied). Only 43 of the total 126 respondents answered this question. With the change in their employment status, most employed youth who responded to this question stated that even when their salary is very low, 61% (26) of youth use part of their income to help their parents and siblings, generally to contribute to cover household, education and health expenses.

Figure 20: Classification of How Youth Use Earnings



Indicator 4.2: Number and percentage of youth who have reported improved financial and social conditions of their families as a result of participation in the MEEA program

Due to the low salaries the new MEEA graduates are presently earning from their entry level jobs, only 22% of respondents (45) stated that that their financial support helped improve their family's financial and social situation; 58% (26) claimed that their support *somewhat* improved the situation; and 20% (9) said there was no change because their earnings were barely enough to cover their own personal needs.

Section IV: Challenges, Lessons Learned and Recommendations

This final section highlights the challenges and lessons learned particularly related to leverage and alliance building, scalability of MEEA projects, and sustainability of the MEEA program.

Part I: Challenges

Given that MEEA was one of the pioneer programs in Morocco which focused on improving employability of out-of-school youth using the public-private partnership model, the program faced several noteworthy challenges.

Leverage and Alliance Building

- Changing the attitude of businesses toward youth education and employment requires the development of a strong advocacy network. The MEEA's Steering Committee, while focused heavily on design and approval of projects, did not fully occupy this role and likely would need expansion of membership from targeted communities and industries, as well as a refinement of roles in order to maximize opportunities for outreach with businesses for job placement were not maximized. On the other hand, collaboration and sharing of lessons learned among project partners within MEEA in developing effective placement strategies was successful, suggesting a more bottom-up and community-based approach in this area is worthy of investment.
- Introducing the "Alliance" concept was challenging in the context of a Moroccan society where community spirit is traditionally focused more on the immediate family circle and where civil society and the private sector actors played a very minor role (if at all) in the education of Moroccan youth.
- Fundraising to sustain project activities was initially a major challenge for most of the partners. Most of the implementing partners have benefited from foreign donor grants in the past, but their capacity to develop efficient strategies to raise leverage funds for their projects was very limited when MEEA was launched.

Scalability

- Scaling up MEEA projects requires building new regional and local alliances in each region where a given MEEA project would be expanded or replicated. This in itself represents a major challenge, and requires a strong and local steering committee or advisory group that would be fully committed to brokering partnerships, building partners' capacity in developing partnerships and leveraging resources, and in monitoring project quality.
- Finding jobs for the newly trained youth was a challenge for the EEA implementing partners, from the small to large scale projects. In order to achieve job placement on a larger scale, further efforts should build on job placement activities to develop a comprehensive job placement strategy that involves various stakeholders and coordinated outreach activities with businesses. This would go beyond the reasonably successful but more opportunistic "door to door" approach undertaken by the MEEA program for job placements.
- Scaling programs is often best achieved through integration into existing institutions with broad public sector reach including the government. However, this approach requires the government to have a certain level of capacity and "buy-in" to the project, as well as having a conducive policy environment. Emploi Habilité, MEEA's project which has best positioned itself for scale through significant integration within government institutions, was challenged by these issues and as a result, the project experienced some setbacks in terms of enrollment and job placement. Efforts have been made to improve such integration and it will be important in future analyses to determine best approaches in this area as the program continues to expand with USAID and other funding support.

Sustainability

- Sustainability can be viewed on multiple levels, at both the project and broader alliance levels. While significant progress was made in project based sustainability efforts, the overall Morocco Alliance's lack of an institutional "home" in Morocco and maturation beyond the intensive activity required for designing and distributing seed funds negatively the ability of the Alliance to be sustainable on a macro level beyond IYF's direct role. Furthermore, while the prominent role of private sector in the Alliance helped it to broker new partnerships, the private sector alone was

not suitable to take on the role of leading the Alliance, and there were not civil society organizations positioned to lead it. Further efforts in this regard would likely require substantial resources given the array of institutional interests across all sectors to be represented, additional time and focus on the advocacy role beyond project specific activities, and a proper institutional framework to lead such efforts.

Part II: Lessons Learned and Recommendations

The final evaluation reveals several lessons learned that could be applied in implementation and management of similar projects.

Leverage and Alliance Building

- Alliance development efforts are more effective when private service actors and businesses stop looking at their work with the alliance as mere charitable contributions, but because it makes good business sense. MEEA provides them with quality employees which will contribute to achieving higher productivity.
- Regular follow-up on youth and monitoring of their performance in training and their experience in internships is essential to ensure program quality. Moreover, the monitoring visits serve as good opportunities for the implementing partners to advocate for the MEEA graduates and to build a strong relationship with the private sector partners.
- In order to work effectively with government, MEEA has learned that in order to ensure project implementation and institutionalization, the program has to work in synchronization at the local, regional and central levels.

Scalability

- Capacity building of implementing partners in partnership development, project monitoring, reporting, and financial management contributed to making MEEA partners more capable of effectively designing and implementing alliance-based workforce development programs tailored to meet the needs of both youth and employers.
- Good trainers and a sound follow-up system are the sine qua non conditions to scale up MEEA projects. It is important to allocate sufficient resources to cover trainers' salaries and transportation to follow-up with trainees.

Sustainability

- MEEA was quite successful in equipping its NGO partners with capacity to leverage resources and conduct effective outreach with donors and private sector, so that most of the seven partners have been able to sustain their programs with new funding and in new regions.
- Integration of life skills and language skills training was greatly valued by employers and youth. More efforts by MEEA to pursue partnerships to facilitate language training (French and English) were needed and employers and youth expressed a need in this area.
- A system for tracking youth graduates and soliciting feedback such as mobile-based or online that youth can access easily would have been valuable for improving the responses from youth in the evaluation report and to track employment.
- Providing more systematic job counseling and guidance services to youth is a critically important component to ensure success in job searches, job placement and successful integration into the workforce.

Annex A: List of MEEA Partners and Leverage Contributions

Partner Name	Partner Role and Contributions
Corporations	
Microsoft	IT curriculum; financial support; employee volunteers; staff time; software and certifications for computer refurbishment training; computer donations
General Electric	GE life skills curriculum
Munisys	Technical assistance in computer refurbishment; internships; computer donations
Attijariwafabank	Computer donations, cash grant, personnel
AFEM	Steering Committee member; staff , facilities, volunteers, cash
CGEM	Steering Committee member
Federation PME/PMI	Steering Committee member
American Chamber of Commerce	Steering Committee member
Moroccan American Trade and Investment Council	Assistance with identifying Steering Committee members
Vigeo	Assistance in initiatives to raise CSR awareness
SOMACA	Computer donations, technical assistance, staff time
WAFASALAF	Equipment, computers, facilities and furnishings
Richbond	Placement of youth graduates
BULL	Placement of youth graduates
Cisco Systems	Computer and other equipment donations
Banque Populaire	Technical collaboration
McDonalds	Placement of youth graduates
Accor/Ibis	Placement of youth graduates
Riad Mogador	Placement of youth graduates
BMCE Bank	Placement of youth graduates
Nike	Financial support
Government	
Ministry of National Education	Administrative staff time, workshop director, trainers, translators, training facilities, operating expenses, pilot sites
AREF (Academie Régionale pour l'Education et la Formation de Grand Casablanca)	Administrative staff time, Workshop director, trainers, translators, training facilities, operating expenses, pilot sites
Hassan II University	Administrative staff time, computer equipped classrooms, other facilities, trainers
Agence Nationale pour la Promotion de l'Emploi et des Compétences (ANAPEC)	Use of database to identify beneficiaries for training; reimbursement of training costs
Agence Nationale pour la Promotion de la Petite et Moyenne Entreprise (ANPME)	Reimbursement of training costs
Holding Al Omrane	Construction of community center
Entraide Nationale	Management of community center
National Initiative for Human Development (INDH)	Funding of management of center and certification of training programs
Department of Investment	Assistance with Investment Conference, MEEA stand, MEEA Roundtable, press, facilities
Non-governmental Organizations	
Al Jisr	Administrative staff time, technical assistance, equipment, training of trainers, facilities, publishing and distributing manual
Education for Employment Foundation	Administrative staff time, training of trainers, baseline curriculum, facilities, operating expenses
Ateliers Sans Frontières	Spare parts, training, staff time

Partner Name	Partner Role and Contributions
Fondation M.J.I.D	Administrative staff time, volunteers, facilities
Mohammed V Foundation	Facilities
Centre de Jeunes Dirigeants (CJD)	Administrative staff time, technical assistance, trainers, facilities
L'Heure Joyeuse	Staff time, facilities, training curriculum, contacts with factory employers
ENDA Maghreb	Staff time, technical assistance
Project ALEF	Trainers, training curriculum
PlaNET Finance	Training curriculum
Association Essalam	Facilities
Fondation Auteuil	Financial support
Near East Foundation	Financial support
GTZ	Technical collaboration
Overseas Development Organizations	
USAID/Morocco	Programmatic guidance and collaboration; Steering Committee member



The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities. To learn more, visit www.iyfnet.org



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