

## PROJECT PLAN for years 2009 - 2011

Please note the instructions for filling in this project plan form in the Application guide or the internet:  
<http://global.finland/english/ngo/index.htm>

- new project
- continuation of on-going project, MFA project code \_\_\_\_\_, project initiation year \_\_\_\_\_
- project is based on earlier forms of co-operation, years \_\_\_\_\_
- the planning of project has been supported by MFA preparation trip allowance, year \_\_\_\_\_

### Organisation:

#### 1. Basic information on the Project

1.1 Name of organisation registered in Finland	<b>Suomen Lasten ja Nuorten Säätiö Barn- och ungdomsstiftelsen i Finland</b>
1.2 Name of Project in Finnish	<b>Elämäntaito- ja työllisyyskoulutusohjelma</b>
1.3 Name of Project in English	<b>Life Skills for Employment Program</b>
1.4 Name of Project in other relevant language	
1.5 Location of Project (country, province, village/municipality)	Morocco (Casablanca, Rabat, and other urban/rural areas)
1.6 Name of the local partner organisation	Fondation Marocaine de l'Education pour l'Emploi (EFE Maroc)
1.7 Contact details of local partner organisation	Nawfal Fassi Fihri CEO, EFE Maroc 23 Rue Mohamed Abdou, Palmier Casablanca, Morocco Tel : + 212 22 99 70 69 Fax : + 212 22 98 60 47
1.8 Representatives of the co-operation Partner responsible for the Project and their contact information, if other than above	Same as above
1.9 Internet home pages of the co-operation Partner and/or the Project (if any)	<a href="http://www.efefoundation.org">www.efefoundation.org</a>
1.10 Planned initiation and termination dates (on a yearly level) of the Project	3 years, starting Jan 2009

**Please answer the following question and fill in the budget summary (1.13) only after answering all other questions on the form.**

1.11 Summary of the Project plan. Describe here briefly (max. 700 characters) the development problem that this project is addressing, its immediate objective and the practical means through which these objectives are to be reached:

The World Bank recently reported that first-time job seekers in Morocco account for 65% of total unemployed youth, and that unemployment rates are 61.2% for those with secondary education or higher. Moroccan youth suffer from a lack of relevant, market-driven education. The economic exclusion of youth has created mass frustration, as regular demonstrations have displayed.<sup>1</sup> Morocco's Ministry of Education recognizes that its education policy has not achieved its targets.

The Life Skills for Employment Program (LSEP) will bridge the gap between education and employment, helping youth find pathways to long-term fulfillment in worthwhile careers. After working with the business community to target one or two high-growth sectors with a critical mass of job opportunities, EFE Maroc and its partners will

- Adapt existing life and professional skills programs for use in targeted business sectors
- Develop high quality technical skills training programs as needed to meet employer demands in those sectors, and
- Provide training for 800 disadvantaged young Moroccans, working in partnership with local training institutions and providing internships and job opportunities for graduates.

The program will train 800 youth, place 75% in jobs and internships and position these trainings for long term institutionalization and scaling through government, private sector, and civil society partnerships.

1.12 If this Project is the continuation of an earlier project, please describe here the main results of the earlier stages of the Project.

The LSEP builds on strong successes of current life skills and employability programs of EFE Maroc and its partners, namely Emploi Habilité and Workplace Success. By coupling these trainings with strong technical training and an intensive focus on job placement for disadvantaged youth, the Project will target job opportunities for disadvantaged youth in key growth sectors in the economy, such as tourism, construction, and service industries.

With a mission to create job opportunities for Moroccan youth through market-driven skills training programs, the Fondation Marocaine de l'Education pour l'Emploi (EFE Maroc) is a Moroccan nonprofit organization that has been training youth and placing them in jobs since February 2007. EFE Maroc's first program, Workplace Success, was launched in partnership with the Moroccan Education for Employment Alliance (MEEA), a public-private initiative established by the International Youth Foundation (IYF) to equip Moroccan youth with marketable skills for employment and entrepreneurship.

The Workplace Success Program, produced by McGraw Hill and widely successful in the United States, was translated to French and customized to provide practical leadership, communication, and professional skills in the Moroccan business context. This program, launched by EFE in Jordan and also

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<sup>1</sup> Youth Exclusion in Morocco: Context, Consequences, and Policies, MIDDLE EAST YOUTH INITIATIVE WORKING PAPER, Brahim Boudarbat, Aziz Ajbilou.

available in Arabic, is rapidly spreading to Egypt, Palestine and Yemen as well. To date, EFE Maroc has graduated five Workplace Success classes, with a total of 89 graduates, an additional 80 students in training, and a course of 25 students slated to begin this summer. 87% of graduates have been placed in jobs or internships. Delivered in Casablanca and Marrakech, Workplace Success has been tailored for use in the banking, hotel, and IT sectors, as well as applied as a cross-sectoral program, with over 40 employers of alumni. Pleased with the performance of graduates, employers are now paying for the course in order to hire new recruits for their companies.

The IYF/MEEA Emploi Habilité program, which targets disadvantaged high school drop outs, provides basic life skills to complement the professional skills provided by Workplace Success. Over its two years of implementation, the program has trained 1000 youth and almost 600 have been placed in internships or permanent jobs. The Emploi Habilité program began as a pilot program that trained 50 high school drop outs from slum neighborhoods of Casablanca. Due to the recognition of the value of the life skills training and its transformative impact on young people in the pilot phase, the program was scaled up within government vocational training centers to reach up to 1400 youth. Most recently, the the Moroccan Ministry of Education is looking for avenues to expand this program nationwide.

With a shared emphasis on communication, career planning, and practical life skills for employability, the two programs target different audiences, with Emploi Habilité designed for a younger, less experienced profile. When implemented in conjunction with technical training, the employer's requirements and students' profiles will be evaluated to determine which training is most appropriate. In many cases, a tailored combination of the two will likely prove most effective.

1.13 Budget Summary -

Year	2009	2010	2011
Self-financing of the Organisation	32,669.00	30,248.00	29,973.00
Project support application	185,122.00	171,408.00	169,848.00
Total costs	217,791.00	201,656.00	199,821.00

1.14 Other funding of the Project (if any). If the Project receives other funding, please state here the amount and the source of the funding:

Contribution	Amount	Source
GE Life Skills curriculum (in-kind)	€100,000	General Electric Foundation
Workplace Success curriculum (in-kind)	€75,000	EFE Foundation, McGraw Hill
Training venues (in-kind)	€20,000	Ministry of Education, Hassan II University, employer partners
Technical assistance and project support (in-kind)	€65,000	EFE Foundation US and EFE Europe

## 2. Local Partner Organisation and nature of co-operation

### 2.1. Please describe the criteria used in choosing the co-operation Partner.

#### Proven Model

EFE Maroc takes a practical business approach to giving youth a stake in the future. EFE Maroc's model is to: (1) invite business leaders to identify job skills in short supply; (2) jointly tailor a training program to meet employer needs; (3) provide unemployed youth with targeted skills training, and (4) directly link graduates to jobs and internships with private sector partners. This model, practiced by EFE affiliate foundations in 5 countries, has been applied to a variety of sectors, with 91% of EFE alumni employed globally.

#### Strong Local Capacity and Experienced Team

EFE Maroc is governed by an impressive team of leaders in business and civil society.

- EFE Maroc's Board of Directors features distinguished local and international leaders including the president of Al Akhawayne University, the executive vice president of YNNA Holding (Morocco's largest private sector employer), and a former Arab League ambassador to Iraq.
- The EFE Maroc Advisory Council includes the president of Hassan II University and the founder of Association of Moroccan Women Executives (AFEM).
- EFE Maroc's full-time staff of four is led by Nawfal Fassi-Fihri, a dynamic experienced Moroccan businessman. The EFE Maroc office is at the headquarters of CGEM, Morocco's premier Chamber of Commerce.
- The U.S.-based Education For Employment Foundation provides strategic guidance and fundraising support.

#### Powerful Partnerships

EFE Maroc collaborates with the country's most noted businesses, nonprofits, and civil society leaders to bridge the gap between education and employment. EFE Maroc employers include YNNA Holding, Ryad Mogador Hotels, and BMCE Bank. EFE Maroc has also established relationships with CGEM, the Moroccan Chamber of Commerce, and the American, Spanish and Italian Chambers of Commerce in Morocco. Nonprofit partners include MEEA, the Al Jisr Foundation, the Association of Moroccan Women Executives (AFEM), and the Dar Ouazzane Association.

#### Track Record and Impact

EFE Maroc has placed 87% of its 89 graduates to date, and graduates and employers alike have expressed high levels of satisfaction with the program.

Workplace Success graduate and Human Resources Coordinator Azeddine Hassouni offered the following about the impact the Workplace Success program had on him:

*"This training is completely different from what I learned at university... It helps young graduates to grasp the real working world and to be comfortable in the workplace...It allowed me to become integrated into my new job very quickly and easily."*

### 2.2 Has the Organisation previously worked with this Partner? If so, please describe the nature of this co-operation and when it took place?

FCYF has not cooperated with the proposed organization before, but has been informed of its work through the International Youth Foundation Global Network and has received good references of its work. IYF and the Education and Employment Alliance, which is a major IYF program, have been cooperating with EFE Maroc for a long time.

### 2.3 Additional information on the co-operation Partner.

EFE Maroc is an independent affiliate foundation of the Washington, DC-based Education for Employment Foundation. Established in December 2002, the Education for Employment Foundation (EFE) creates job opportunities for youth through tailored training programs that meet employer needs linked to job placements in the Middle East and North Africa.

EFE's mission addresses two critical factors of youth unemployment: the *training gap* (a mismatch between job market needs and the education systems) and the *meritocracy gap* (disadvantaged youth do not have the contacts and funds often needed to access training and jobs). The training and job-placement model described above in Section 2.1 has been applied in the following countries and training programs

Palestine: Mini-MBA for Accountants; Construction Management;  
Jordan: Workplace Success; Land Surveying; Teacher Training; Air Conditioning Maintenance;  
Morocco: Workplace Success; Salesforce Training (under development);  
Egypt: Nursing (under development); Textile Merchandiser Training; Bank Teller Training.  
Yemen: Workplace Success (under development)

To date, EFE has served 250 youth. With its local foundations, private-sector partnerships, and delivery model in place, EFE plans to scale up programs to reach 1,000 youth by the end of 2008.

EFE's affiliate foundation in Madrid, Spain, EuropEFE, provides fundraising and strategic development support, offering access to European partners, donors and technical expertise. Given their close geographic proximity and the economic ties between countries, EuropEFE and EFE Maroc cooperate closely on program development and private sector outreach.

### 2.4 How will the co-operation Partner participate in the implementation of the Project (e.g. does it provide labour, economic resources, other assets)?

Project oversight, quality assurance and timely implementation will be managed by Nawfal Fassi-Fihri, CEO of EFE Maroc. A Project Director will be hired to direct and coordinate all aspects of implementation. The EFE Maroc Training Manager will oversee curriculum development, Trainings of Trainers, and all aspects of quality assurance. The EFE Maroc Alumni Coordinator will assist with job placement and track graduate success and employer satisfaction. Technical assistance and project management support will be provided as an in-kind contribution of EFE-US.

In some cases, EFE Maroc will deliver the training through partners and existing institutions (such as the Ministry of Education), and in other cases will deliver the training directly. Such decision will be based upon capacity, cost-efficiency, and scalability.

### 2.5 Are there other parties involved in the co-operation (e.g. Finnish, local or international organisations or officials)? If so, please describe their role and involvement in the Project.

EFE Maroc is part of a network of EFE-affiliate foundations, with sister organizations in Egypt, Jordan, Yemen, Spain, and under establishment in Palestine.

EFE Foundations in US and Europe provide support to EFE Maroc in the following areas:

- Sourcing of curricula and partnerships with international universities and academic experts
- Technical assistance with training customization
- Fundraising and engagement of international corporate partners
- Guidelines for quality assurance, and oversight of monitoring and evaluation
- Program management support as needed

As part of the EFE network, EFE Maroc also has access to training curricula which have already been developed in various technical and professional skill sets, including construction management, business simulation, textiles, banking, landsurveying, nursing, and teacher training. Affiliate NGOs communicate regularly to share training resources, best practices and regional partnership opportunities.

EFE Maroc will engage the International Youth Foundation (IYF) for implementation of the GE/Passport to Success life skills training (also known as Emploi Habilité), as well as support in monitoring and evaluation, outreach and job placement, and partnership development. Specifically, the IYF life skills master trainer will lead the life skills trainings and provide guidance in the adaptation of its GE/Passport to Success life skills curriculum for targeted sectors. IYF will also ensure quality of trainings as they are conducted and scaled up through partner institutions.

### 3. Background and sustainability of the Project

#### 3.1 How was the Project idea initiated? Is it e.g. a part of a larger Program?

The Finnish Children and Youth Foundation has had an interest in starting cooperation in North Africa with focus on youth for some time. The long term objective is to develop an integrated cooperation program which would tackle also labour and migration issues and FCYF has therefore been looking for a partner organization in Northern Africa with whom this kind of collaboration could become possible. FCYF intends to look for other funding sources at a later stage, for these migration specific components. However, it is felt that EFE Maroc has a suitable working profile for youth employment education, a theme that is of interest to FCYF and very much related to migration. The contact with EFE Maroc was done through the International Youth Foundation and its program Education and Employment Alliance.

EFE Maroc and the Morocco Education and Employment Alliance (MEEA) have developed this proposal for cooperation after having successfully partnered on funding and training implementation for other youth employability programs in Morocco.

EFE Maroc's Workplace Success program and MEEA's Emploi Habilité program have successfully proven concept and are now scaling up, with targeted expansion in high growth sectors of the economy. With an emphasis on life skills and professional skills for the job market, both programs directly address employers' primary demand for strong communication, leadership, and motivational skills.

This grant from the Ministry for Foreign Affairs would allow them to supplement their combined expertise in this area with cutting-edge technical training programs, providing 800 disadvantaged youth with a strong set of marketable job skills and direct links to employment opportunities.

#### 3.2 Describe briefly the environment in which the Project will be implemented.

As the Moroccan National Human Development Initiative (INDH) reflects, improving opportunities for youth is a major national and international concern, particularly in relation to globalization and security

concerns.

Since 1998, with the ascension of King Mohamed VI, reforms have been adopted by the Moroccan government to prepare the country for globalization and to benefit from the opportunities it offers. Despite these efforts, the economic growth of the country remains slow, offering an unfavourable environment for a growing youth population to succeed.

Security concerns have also incited the Moroccan government to devote special attention to problems related to youth exclusion and unemployment. One pair of researchers writes,

Terrorist attacks such as those on May 16, 2003 in Casablanca are regarded as a form of protest by youth against their economic exclusion. Following these attacks, which were perpetrated by young people from a poor urban area, the government and public realized the danger that youth exclusion represents to society and its future. Since then, the government has launched ambitious programs for socioeconomic development.<sup>2</sup>

The LSEP will respond to a major national and international concern about the futures of young Moroccans by providing them with career opportunities, economic stability, and the opportunity to fulfill their potential.

3.3 What is the general state of development in the field of the Project in the area? How does the local government function in this field and in these issues? How does the local government participate in the implementation of the Project - or limit it?

In recent years the Moroccan government has instituted several educational reforms, including opening vocational training centers in Casablanca, Marrakech, and Oujda in 2004. These Centres de Formation par Apprentissage (CFAs) sought to offer practical skills-oriented training to school drop-outs age 16 to 25, preparing them for jobs in plumbing, mechanics, electronics, construction, tourism, catering, teaching, and IT. However, these centers have faced shortcomings, reaching few young people and having difficulty securing apprenticeship commitments.

In 2006, MEEA enhanced the Moroccan government's vocational programs with its Life Skills – Passport for Success program, giving participants the skills to seek, obtain, and keep internships and jobs. The training offered through this public-private partnership revived these vocational centers and incited hundreds of youth to register. 1,000 young people have registered, and 600 internship contracts have been signed. Encouraged by the results of this program, the Ministry is presently supporting the expansion of the project nationwide.

Training at least 300-500 students of the LSEP in partnership with the CFAs, EFE Maroc and its partners would provide the government with the resources and opportunity to expand its capacity and provide it with access to proven life skills and technical skills training programs.

3.4 How has the Project been planned?

The LSEP is a natural extension of successful projects that are currently underway. Planning included extensive consultations with local businesses in growth sectors about areas for youth skills development and possibilities of job placement. Building on those findings, rigorous evaluations of past activities, and strategic opportunities for growth, this program was identified as the most effective way to scale up the reach and impact of EFE Maroc and MEEA skills training programs.

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<sup>2</sup> **Youth Exclusion in Morocco:** Context, Consequences, and Policies, BRAHIM BOUDARBAT and AZIZ AJBILLOU

3.5 Describe the most essential problems of the beneficiaries that the Project is meant to address.

Beneficiaries of the LSEP will be disadvantaged youth with economic need, as measured by recruitment evaluations. Their lack of opportunities has a variety of long-term impacts, including delayed marriage and long-term economic dependency on family members. Students may be school dropouts, or may face social exclusion, low self-confidence, and a lack of communication skills. Such a youth population may be prone to association with gang life, drug use, violent behaviour, and unplanned pregnancy.

3.6 What are the risks that can compromise the outcome of the Project? How is the Project organisation planning to minimize these risks?

The two primary potential risks of which the project is aware include

- Insufficient market demand among employers for youth trainees and
- Insufficient motivation and interest in training among targeted youth.

To ensure market demand, EFE Maroc and MEEA will engage private sector partners and potential employers from the project's outset, requiring that they provide guidance on the skills sets they are seeking and offer employment opportunities to graduates. Section 4.4 provides further detail on employer involvement in training to ensure market demand.

In order to pre-empt possible lack of motivation among targeted youth, extensive effort and resources will be directed to student recruitment to ensure a wide pool of candidates from which to select. The program will also work through institutional channels in which there are existing pools of disadvantaged youth seeking job training and employment.

3.7 Will the Project create a new institution or procedure or is it going to support some existing structure?

No new structures will be created. The Project will build the capacity of existing local institutions, including EFE Maroc and the MEEA, to increase the scale and impact of their youth employability programs. The Project will take advantage of various institutional partners, including the Ministry of Education, public schools, and businesses, to provide venues for training so no new facilities will have to be constructed.

3.8 How and when will the responsibility of the Project be transferred to the local government, local organisation or to the beneficiaries?

The project will be implemented by a local Moroccan organization from the outset. Transfer of knowledge to several partners will ensure continued, long-term implementation of training programs as detailed below. To ensure this transfer, EFE Maroc and its partners will develop local Master Trainer capacity so that international assistance is not needed and program can be locally perpetuated. EFE and other local partners can serve as skills training "hubs".

Public Sector / Ministry of Education: The Ministry of Education is already invested in the Emploi Habilité program and recognizes its value, having expressed its intent to scale the program nationwide through its Centres de Formation par Apprentissage (CFAs) -- pending the initial resources and

capacity building that this program would provide. The Ministry of Education and CFAs could have access not only to the Emploi Habilité training, but also to the more advanced Workplace Success Program, and to the newly developed skills training programs.

NGO Sector / EFE Maroc, MEEA and others: EFE Maroc has a close network of Moroccan NGO partners who can be given access to life skills and technical skills training programs for their own continued implementation. EFE Maroc's model is inherently self-sustaining: once a training program is proven effective, employers needing qualified staff are willing to both sponsor and employ unemployed youth. Those financial contributions can finance continued training as long as market demand exists.

Private Sector: EFE Maroc and MEEA have a large number of international and local employer partners in Morocco. Larger companies with their own training centers have expressed interest in delivering the training themselves, with guidance and TOT assistance. By enhancing companies' capacity to effectively train employees, the training can ensure increased economic growth and job creation.

Beneficiaries: In some cases, EFE Maroc asks program graduates to contribute 5-10% of their first year's salary, on a monthly basis, to give back to the program and provide other youth access to the same opportunities. Often this can result in a sizeable portion of financing for future programs. Such a policy will be implemented on a case by case basis, dependent upon the graduates' salaries and economic circumstances.

#### 4. Beneficiaries

##### 4.1 Who are the direct beneficiaries of the Project? How many are they (approx.)?

The project will plan to reach approximately 800 unemployed disadvantaged youth age 16-25. These may include young people from the poorer urban centers and from outlying rural areas. At least 50% of project beneficiaries will be women, and the project will target youth who have had limited access to educational opportunities. These may include rural and urban youth, illiterate, dropouts, or secondary school graduates.

##### 4.2. Who are the indirect beneficiaries of the Project?

The project's indirect beneficiaries will include

- At least 75 trainers and educators who will be trained and certified by EFE Maroc/MEEA. An intensive Training of Trainers will provide advanced pedagogical training as well as content-specific training to teach general and technical skills for employability. These educators, many of whom teach at public schools and universities, will be well-equipped to more effectively train youth in their own institutions/organizations, fostering continued impact of the program over time.
- At least 150 businesses and industries who will be able to increase their productivity by gaining the skilled and motivated employees which they currently lack, increasing their revenue potential and allowing for growth and expansion.

***If the project support applied for is less than 20.000 €, please answer the following question:***

#### 4.3 How do the beneficiaries themselves participate in the Project?

N/A

***If the project support applied for is 20.000 € or more, please answer the following question:***

#### 4.4 Define the nature of participation in the Project by each group of beneficiaries.

##### **Youth:**

- After a thorough recruitment process, youth participants will be selected based on their need, level of motivation, and qualifications, as reflected in the application and interview.
- Participants will be required to meet EFE Maroc's Student Code of Conduct, ensuring that they attend training sessions and complete homework.
- Participants will be asked to make a small token payment toward the financial costs of the training. This is a critical component of EFE Maroc's model, to ensure that students are invested in and committed to their education.
- Upon successful completion of the course, EFE Maroc/MEEA assist graduates with job placement.
- Alumni will participate in ongoing program evaluations and will become members of the EFE Global Alumni Network. The Alumni Network provides:
  - Online and onsite continuing education opportunities
  - Peer mentoring programs
  - Networking and social events
  - Online forums for communication with other EFE alumni in Morocco and globally.

##### **Trainers:** In order to be certified by EFE Maroc, trainers must

- Participate in an on-site Training of Trainers (TOT) program. This may be supplemented by courses from EFETraining, an online resource center for trainers currently being developed by EFE.
- Participate in quarterly workshops to share experience and best practices, talk about challenges and opportunities, and build professional relationships with each other.
- Be interviewed and observed in class by the EFE Maroc Training Manager
- Participate in continued training as directed.

Trainers will provide feedback on student performance and will participate in course evaluation. They will also have the opportunity to share resources and ideas through the EFE Global Trainer Forum.

**Private Sector:** Engagement of employers and participation of industry is essential to ensure that the training given is directly aligned with skills needed. Private sector partners will be asked to:

- Provide financial and in-kind contributions to training.
- Define qualifications required for potential employees
- Review and provide input on training curricula
- Serve as guest speakers to classroom sessions and alumni events
- Provide internships and jobs for students

In cases where employers commit to jobs and/or internships in advance, they will be involved in the student selection process as well.

## 5. Objective, plan of action, monitoring and information

### Objectives

#### 5.1 What is the long-term development objective of the Project?

The project seeks to achieve two major development objectives:

- Youth will be equipped with transferable and marketable skills which will give them direct access to long-term career opportunities and improved livelihoods.
- The project will support economic growth in key sectors in Morocco by supplying skilled, young people to the job market. It will also encourage employers to increase emphasis on training, and to contribute the professional development of youth.

#### 5.2 What is the direct objective of the Project? (Limited by the area of implementation and the group of beneficiaries)

The program objective is to train 800 youth, ages 16-25, in marketable job skills, and to place at least 75% in internships and jobs.

For the first courses, beneficiaries may be from the poor urban neighbourhoods of Casablanca and Rabat. Additional courses will then expand into other urban and rural areas of Morocco, pending labor market demand. The locations of training will be based upon where there is both a critical mass of job opportunities and a pool of potential students; this will likely vary among sectors.

***If the project support applied for is 20.000 € or more, please answer the following question:***  
(those applying for a smaller amount of support may also answer if they wish)

#### 5.3. What are the results targeted by this Project?

- 800 students to be trained in life skills and technical job skills
- 75% (600) students to be placed in jobs and internships within 6 months of graduation
- 75 trainers to be trained and certified by EFE
- 50 companies to contribute financially or in-kind to the training of beneficiaries
- 150 companies to provide employment opportunities for graduates
- Partnerships to be formed with at least 5 other Moroccan business associations, NGOs and government institutions for expansion of training and long-term sustainability.

### Implementation

#### 5.4 Describe the activities by which the results and immediate objectives are to be accomplished. If possible, please also give a rough timetable (by year) of project implementation.

##### Year 1:

- Hire Project Director; assign tasks to all partners; establish timeline, targets, and evaluation systems.
- Conduct market survey and target sector(s) for training
- Engage private sector partners

- Identify or develop curricula for technical training programs
- Customize and adapt life skills and technical curricula to the Moroccan market
- Identify and train Master trainers
- Conduct at least two Trainings of Trainers
- Recruit students
- Implement pilot courses and adapt curricula according to results
- Begin training of 300 students
- Conduct monitoring and evaluation as planned

**Year 2:**

- Complete training of 300 students
- Ensure at least 225 graduates are placed in jobs and internships.
- Conduct at least two Trainings of Trainers
- Continue corporate outreach to expand network of employers
- Recruit for and begin training of 300 more students
- Conduct monitoring and evaluation as planned

**Year 3:**

- Complete training of 300 students
- Ensure at least 225 graduates are placed in jobs and internships.
- Continue corporate outreach to expand network of employers
- Train additional 200 students
- Ensure 150 graduates are placed in jobs and internships.
- Conduct monitoring and evaluation as planned

***If the project support applied for is less than 20.000 €, please answer the following question:***

5.5 What has been agreed with the Partner about the separation of responsibilities in the implementation of the Project?

N/A

***If the project support applied for is 20.000 € or more, please answer the following question:***

5.6 Describe the implementation and monitoring organisation of the Project and the responsibility of each party therein.

EFE Maroc will be responsible for overall monitoring and evaluation, with support from IYF/MEEA. EFE Maroc's detailed Monitoring and Evaluation program was developed according to the goals, outcomes and outputs fixed in the EFE Foundation Logic Model. The structure and core tools of the EFE Maroc plan are as follows:

## EFE MAROC ASSESSEMENT AND EVALUATION PLAN

Beneficiary group	Tools	Schedule
<b>Students</b>		
	Surveys (course/trainer feedback and life impact evaluation)	Before course
		Mid-course
		Immediately after course
	Diagnostic Quizzes (learning assessment)	Before each module (pre-assessment)
		At end of course (post assessment)
	Qualitative Feedback: Focus Groups	Before course
1 mth after course completion		
<b>Alumni</b>		
	Surveys (Life impact evaluation)	6 mths after job placement
		12 mths after job placement
	Qualitative Feedback: Focus groups	6 mths after job placement
<b>Trainers</b>		
	Written Evaluations	After each course: General course observations
	Qualitative Feedback: Course evaluation	Periodic group discussion with all trainers
<b>Employers</b>		
	Surveys/Guided interviews	3 mths after employment
		12 mths after employment
	Qualitative Feedback	3 mths after employment
		12 mths after employment

EFE Maroc has an online survey mechanism which can compile and analyze results. Databases have been developed to store data for review and analysis over the long term, and if funding permits these may be integrated into a student tracking software. In addition to the tools listed above, EFE and MEEA have a variety of evaluation instruments which can be used as deemed appropriate.

EFE-US will conduct M & E oversight, to ensure that the program meets global quality assurance guidelines and that results are properly tracked and evaluated.

For the Ministry of Education partnership, a monitoring committee composed of CFA inspectors and trainers will be put in place in each city covered by the project. This committee will be led by the project director and an assigned M&E team leader to ensure systematic follow up, ongoing training enhancement, adhesion to methodology, and continued guidance for CFA trainers.

### Monitoring

5.7 How do the responsible persons of the Finnish organisation follow the implementation of the Project and the use of financial resources? How do they participate in its implementation?

The FCYF's Development Manager will review both technical and financial reports produced by EFE Maroc on semi-annual basis. FCYF will make financial disbursements upon approval of these reports. FCYF will conduct follow up monitoring and assessment of project activities both at distance and on site by conducting a field monitoring visit once a year. As this is the first project to be implemented with this partner, special support will be given to EFE Maroc at the initial phase of the project.

**5.8 How do the local co-operation Partners follow the implementation of the Project and the use of financial resources?**

As noted in 5.4 above, the EFE Maroc Project Director will be responsible for developing a Project work plan and timeline, assigning responsibilities, and ensuring that deadlines are met and targeted results achieved. Narrative reports to FCYF, as requested, will include progress on deliverables and timeline, data on results achieved (see indicators in 5.9), and explanations of any delays or challenges which may arise.

EFE Maroc will require that the Project Director submit internal monthly financial reports, to track expenditures and ensure adhesion to the approved budget. Financial reports will be submitted to FCYF on a quarterly basis or as requested.

**5.9 What kind of numerical or other data will be collected on the advancement of the Project?**

Results and outputs of the project will be measured using the Balanced Scorecard performance management system that EFE has used and refined since 2006. (This is integrated with the M&E Plan described in 5.6 above.) Applicable indicators include:

- Number of Youth Who Completed Training
- Graduate Satisfaction Score
- Trainer Satisfaction Score
- Number of Youth Employed Within Six Months of Graduation
- Number of Graduates Retained on Job 12 Months after Graduation
- Employer Satisfaction Score
- % of alumni using Alumni Network services and accessing online forums
- % improvement in alumni perceptions of their own self confidence, hope for the future, and role in society.
- % of course costs contributed by private sector partners
- % of alumni contributing financially to EFE Maroc

**5.10 Where and how will the accounting and audit of the Project be arranged?**

In Morocco, EFE Maroc will be responsible the accounting and financial reporting on the project. This will include submission of semi-annual financial reports and backup information on expenditures. Annually- as requested by the donor- EFE Maroc will engage an internationally recognized and approved accounting firm to conduct the audit, which will take place at EFE Maroc headquarters in Casablanca.

In Finland, FCYF will carry out an external audit of its accounting and present it annually to the Ministry.

**5.11 Will the organisation evaluate the Project during its implementation or afterwards? If the answer is yes, please describe how it will be carried out.**

Tracking of data and collection of feedback from stakeholders will be implemented on an ongoing basis according to the tools and timeline in 5.6 above. A broader impact evaluation will be conducted midway (18 months) through the project to assess outcomes and progress to date. A final evaluation will be conducted at project completion. The final evaluation will include

- Review and analysis of compiled data and feedback
- Assessment of “Quality of Life” improvement for youth beneficiaries. (This is calculated according to pre-defined indicators and qualitative tools, which may include survey and focus group responses, the Snyder Hope Scale, and the SeiQol quality of life measurement tool)
- Review of evaluation results against targeted results, and analysis of discrepancies.

## Information

5.12 Describe how the organisation will inform about the Project. Give details on the goals, target groups, information material and information channels.

FCYF will inform its stakeholders (public entities, private companies, private donors, etc.) and the Finnish in general about the project, about its execution, its outcomes and significance to the sustainable development efforts in Morocco. This information will be given according to the media and communications strategy of the FCYF, which includes:

- Internet: FCYF’s homepage ([www.slms.org](http://www.slms.org)), e-Newsletters, linked homepages of FCYF’s national and international partners
- Printed media (magazines, newsletters, brochures, etc., published by the FCYF and its allies);
- Seminars, conferences, and workshops (either organized or attended by FCYF)

**6. Free-form description of the Project and its operation** (optional: if the other questions in this form are not suitable or sufficient to describe the Project, please use this space to give additional information)

**7. Budget** *Detailed budget will be submitted in week 23.*

Budget	Year 1	Year 2	Year 3	Total
<b>1. Personnel costs (Appendix 1)</b>				
Salaries and related costs of Finnish personnel				
Travel and accommodation of Finnish personnel				
Salaries and related costs of local personnel				
Other personnel costs				
Value of Finnish voluntary work				
<b>Personnel costs, subtotal</b>				
<b>2. Activity costs (e.g. training) (Appendix 2)</b>				
Fees of hired experts				
Other costs				
<b>Activity costs, subtotal</b>				
<b>3. Materials, procurements and investments (Appendix 3)</b>				
Procurement of materials and appliances				
Construction				
Other procurements				
Value of donated goods				
<b>Materials, procurements and investments, subtotal</b>				
<b>4. Operation and maintenance (Appendix 4)</b>				
Operation costs				
Maintenance costs				
<b>Operation and maintenance, subtotal</b>				
<b>5. Monitoring, evaluation and information (Appendix 5)</b>				
Personnel costs and external services				
Travel and accommodation				
Other costs				
Information costs in Finland (max. 5 % of total project costs)				
<b>Monitoring, evaluation and information, subtotal</b>				
<b>Total implementation costs</b>				
<b>6. Administrative costs (Appendix 6)</b>				
Salaries and related costs of administrative personnel				
Office costs				
Statutory audit costs of the Finnish organisation				
Fund-raising (excluding information costs)				

Value of Finnish voluntary work in administration			
<b>Total administrative costs</b>			
<b>Total project costs</b>			

## 8. Development objectives and cross-cutting themes of the Project

8.1. What is/are the development objective(s) of the Project? Mark one main objective and max. 3 other significant objectives:		
Main objective	Other objective	
	x	Abolishing extreme poverty and famine
		Extending elementary education to all
	x	Improvement of gender equality and the situation of women
		Diminishing infant mortality
		Improving the health of pregnant women
		Work against HIV/Aids
		Work against malaria and other significant illnesses
		Sustainable development of the environment
		Access to clean water
	x	Improving living conditions in the slums
x		Improving the working conditions of the private sector and increasing economic interaction
		Advancing democracy, human rights and good governance
		Advancing the state of peace and security
		Developing a just and regulated international trade and financial system
		Solving the debt problem of developing countries using national and international means
	x	Bringing the benefits of using new technology and especially information technology to developing countries in co-operation with the private sector
		None of the above. Other, explain.

***If the project support applied for is 20.000 € or more, please answer the following question:***

8.2 How does the Project plan take into account the Poverty Reduction Strategy Paper (PRSP) or other equivalent national plans of the developing country concerned? If it has not been taken into account, please justify:

In 2004, Morocco was selected as one of the pilot countries for a Global Gender and MDG program. A major output of the national component of this program was the production of a gendered MDG report in 2005. This report identified two major problems: **illiteracy and poverty**. It also highlighted through indicators that at the current pace of illiteracy rate evolution in Morocco, the expected MDG target could only be achieved by 2040; and that poverty, mainly rural, represented a major obstacle to the achievement of other MDGs. According to these indicators Morocco may not be able to half poverty by 2015. The country's actual HDI rank and HDI average remain low compared to most Arab countries.

In 2005, the Moroccan Government launched "The National Initiative for Human Development (INDH)" representing the Moroccan broad framework to achieve the MDGs, at a national level. This initiative aims to support access of vulnerable groups to social and economic services delivered by government and non-governmental organizations. Using the results of the Morocco Poverty Report, this initiative focuses on geographical poverty, unlike former poverty reduction programs.

A Gender Budgeting/MDG Costing study was developed in 2006 by the Ministry of Finance, with the technical support of UNIFEM on 'The estimation of MDG costs in the implementation of the genderised MDGs in Morocco'; followed by a UNDP/BDP-sponsored study on "fiscal space to achieve MDGs" conducted in 2006.

EFE Maroc will incorporate the findings of national plans for growth in targeting the best sectors for investment in expansion. These national plans, along with conversations with government officials, are critical to confirm that the business sectors targeted by EFE Maroc for training are aligned with the national strategic growth plans of the Moroccan government.

8.3. Cross-cutting themes of development policy		
The development policy program of the Finnish government contains a number of cross-cutting themes that are to be taken into account in all development activities.		
<b>Instructions:</b> In the column "impact" please mark a sign as advised below according to the impact this Project is estimated to have. Justify with one sentence the most important positive and negative impacts of the Project.		
<b>Options:</b>		
	++	significant positive impact
	+	positive impact
	0	no impact
	-	negative impact
Themes	Impact	Justification/Additional information
<b>Impact on the Environment</b>		
Access to clean water and sanitation	0	
Environmental distress (soil, water, atmosphere, waste)	0	
Protection of biodiversity	0	
Sustainable use of natural resources (incl. Energy, consumption, erosion)	0	
<b>Reducing gender inequality</b>		
Division of work between men and women	+	
Women's access to income and their right to possess	++	The program will provide at least 400 women with a stable income and long term career opportunities, and provide a network of role models for young girls.
Women's participation in decision making	+	
Sexual health and reproductive rights		
Reducing violence	+	

Equal opportunities to education	++	In working with the Ministry of Education, the program will ensure that at least 50% of all participants are female and will encourage this continued policy as training is scaled up.
<b>Supporting the most vulnerable groups (the disabled, ethnic or religious minorities, aboriginals, children)</b>		
The most vulnerable groups as members of the community (the attitudes towards the most vulnerable)	+	
Empowerment of the most vulnerable groups	++	Economic and educational opportunities are two of the most effective avenues to empowerment, and the program will provide these to 800 disadvantaged, vulnerable youth.
Equal rights of the most vulnerable groups	+	
<b>Good governance and enhancing democracy</b>		
Reducing corruption	0	
Strengthening the local skills on good governance	0	
Transparency of financial management and information (among implementers)	0	
Improving information exchange in the civil society	+	
Improving involvement in the civil society	++	The program will engage 800 disadvantage unemployed youth as active participants in the labor market, engaging alumni to contribute financially and as role models for their peers, and engaging the private sector to invest in education and opportunity for youth.

## 9. Signatures

Place and date

Place and date

Signature

Signature

Name in capitals

Name in capitals

Position

Position

## Appendices

Any applicable agreements, requests for assistance, authorisations, etc.



## EFE MAROC BOARD OF DIRECTORS

**ABBAD ANDALOUSSI** is the President of the Al Jisr Association and Vice President of the Attijariwafa Bank Foundation. He has worked at Wafabank in various capacities, including as CFO and as Corporate Banking manager. He has extensive community service experience at organizations including the Association Al Ikram, the Association Partenariar Ecole Enterprise, Al Jisr, Association Reseau Maroc Enreprendre, the International Baccalaureate Organization, the Moroccan Education and Employment Alliance, and University Al Akhawayn.

**DR. BRAHIM BENJELLOUN-TOUIMI** is Director and General Manager in charge of Human Capital and Technologies at BMCE Bank. He also holds the position of Secretary of the Board of Directors. Dr. Benjelloun is Board Member of BMCE Bank Foundation for Education and Environment, as well as President of PlaNet Finance Maroc, an international solidarity NGO dedicated to developing micro-finance.

**DR. RACHID BENMOKHTAR** was appointed by H.M. King Mohammed VI as President of the Oversight Committee of the Royal Human Development Initiative. A former Minister of Education, Dr. Benmokhtar currently serves as President of Al Akhawayn University. He is a member of the Committee of Experts on Public Administration of the United Nations, a member of the World Bank Institute Advisory Council, and a member of the Maroc Telecom Board of Trustees.

**RONALD BRUDER** is Founder and CEO of the Education for Employment Foundation, and Chairman of the Brookhill Group, a real estate owner/management firm that he founded in 1977. He has owned and operated companies in the environmental remediation, pharmaceutical, oil & gas, and travel industries and is a board member of several prominent nonprofit organizations. Mr. Bruder is a Senior Fellow at the Foreign Policy Association.

**OMAR CHAABI** is the Executive Vice President of the Chaabi Group. He was formerly Change Management Officer at the holding company, during which time he reorganized the company's technology platform. He directed GPC, the Chaabi Group's new cardboard and paper company. He is the youngest son of the founder of the company, Miloud Chaabi

**J. CHRISTER ELFVERSON** began his international career in the United Nations system in 1970, serving in positions including the Director of the Iraq Programme. He established and managed the MENTOR Foundation, which operates in cooperation with the World Health Organization and other UN agencies. He has held various executive positions in the private sector, among them the Axel Johnson Group in Sweden, Mexico and Australia, and the Nordic American Banking Corporation in New York. He is now a diplomat-in-residence at the Club de Madrid.

**L. MICHAEL HAGER** served for three years as Executive Director of Conflict Management Group, prior to becoming President of EFE. In 1983 he co-founded the International Development Law Organization (IDLO), based in Rome, Italy, where he served as Director General until stepping down in 2000. During his career with the US Agency for International Development, Mr. Hager served in Pakistan, India and Egypt. Mr.

Hager has an undergraduate degree from Harvard College, a law degree from Harvard Law School, and an MPA from the John F. Kennedy School of Government at Harvard University.

**DIEGO HIDALGO** is a co-founder and member of the board of *El País*, the leading Spanish daily newspaper. In addition, he is the founder of the Club of Madrid and Chairman of the Fund for Research and Investment for the Development of Africa (FRIDA).

**MOKHTAR LAMANI** is an International Development Research Centre senior visiting fellow at the Centre for International Governance Innovation in Waterloo. Ambassador Lamani most recently served as the Arab League Special Representative for Iraq and is former Ambassador of the Organization of the Islamic Conference to the United Nations.

## EFE MAROC ADVISORY COUNCIL

**DR. MOHAMMED BARKAOUI** is President of Hassan II University in Casablanca. He was Senior Lecturer and Associate Professor in the Department of English at the University Badji Mokhtar, Annaba, Algeria. In 2000–2001 he was a Fulbright Visiting Scholar at the Department of International Relations at Boston University.

**YOUNES BENJELLOUN** is President and Executive Administrator of Casablanca Financial Group (CFG). He was previously President of CFG Markets. He has been President of the Moroccan Association of Financial Companies, and has served on boards for several regulatory organizations.

**JOSÉ IGNACIO GARCÍA MUNIOZGUREN** is Managing Partner of the Garrigues Abogados & Asesores Tributarios law firm in Morocco, EFE Maroc's *pro bono* counsel. Garrigues is one of Spain's premiere law firms and the largest law firm on continental Europe. Specializing in international tax law, Mr. Garcia is a member of the Madrid Bar Association.

**STEPHEN GUYER** is Country Advisor to the Moroccan Education and Employment Alliance. He is president of the TGI Trade and Consulting in Rabat.

**SALOUA KARKRI-BELKEZIZ** is Founder and Honorary President of the National Association of Women Executives in Morocco (AFEM). She is CEO of GFI Maroc, an IT company that she founded in 1987 as Professional Systems. In 2002, Ms. Kakri-Belkeziz won the international businesswoman of the year award from L'Express (France). In 2004, she was appointed to the Order of the Chevalier by H.M. King Mohammed VI. Ms. Kakri-Belkeziz is running for Parliament in Morocco's September elections